

ASSESSING THE ROLE OF STAKEHOLDERS IN THE IMPLEMENTATION OF
COMMUNITY DAY SENIOR HIGH SCHOOLS

By

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MASTER OF SCIENCE

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DECLARATION

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

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ABSTRACT

The introduction of community day senior high schools in less developed communities in Ghana has gained dominance in public discussions due to the challenges associated with it. As a result, a lot of questions have been asked as to how the system can be improved to deliver the main aim of education in the country. To this end, the research aimed at exploring the roles of the stakeholders with the objectives of identifying the significant stakeholders, identifying the important roles of stakeholders, and identifying the critical challenges stakeholders are facing. Purposive sampling technique was applied to the population of three community day senior high schools in the Greater Accra Region. A survey questionnaire was therefore administered to parents, students, teachers, principals, Ghana Education Service (GES), Ministry of Education (MoE) and district assemblies where these schools are situated to solicit for information. The data collected was subjected to quantitative analysis using SPSS 23.0 (Statistical Package for Social Sciences), the mean method and the Relative Importance Index (RII). From the analysis, the study concludes that there are nine significant stakeholders, seven important roles played by these stakeholders and six critical challenges these stakeholders are facing in the implementation of the community day senior high schools. In the efforts of improving the quality of education, it is recommended that, researchers use the information provided herein as it adds to the general body of knowledge on senior high schools. Moreover, key among the many suggestions made by the stakeholders was that, Parent-Teacher Association (PTA) meetings must be organised at least once a term to enable parents contribute their ideas for the improvement of the schools.

Keywords: Assessing, Role, Stakeholders, Implementation, Community Day Senior High Schools

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DEDICATION

This dissertation is dedicated to the Supreme God for his goodness, my mum, Madam Mercy Akua Amegah, who has supported me throughout my education, all my siblings, daughters, friends and loved ones.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

There is great significance attributed to Senior High School education in Ghana. Students from the Basic Level (Junior High School) are admitted to offer different programs at this level. The principal objective of Senior High School is to provide basic education level students a comprehensive education to improve their skills and knowledge, thus, preparing the background for them to further their training and education in tertiary schools. This is, also, to open their eyes to the opportunities of different occupational options to aid national development and improve themselves (Adu-Agyem and Osei-Poku, 2012).

Attention is now drawn increasingly on the problem of quality of education being very poor in developing countries as well as developed countries (UNESCO, 2005). Major efforts have been made at the regional, national and even international levels to curb the challenges of poor-quality education. Poor quality of education is a hindrance to the socio-economic development of nations especially the underdeveloped ones as noted by World Declaration on Education in 1990. Due to this identified fact, it has been recommended by UNESCO (2005) that quality education should be geared towards the socio-economic needs of nations and not be only accessible to everyone. This affirms the fact that in order to achieve the fundamental goal of equity, quality education should be seen as a prerequisite. The reason is that making education widely available and accessible would be adequate in contributing to the development of the individual and the nation at large (UNESCO, 2005). In view of this, the World Bank (2007) holds on to the fact that availability and access to quality secondary education is a determining factor to enhance the economic growth performance of a country.

Human resources are said to be the significant factor in quality education of a country, and education in itself maximizes the potentials of the human resources (Harber, 2010). The development of a nation can be steered in the proper direction when the necessary skill and knowledge needed is provided by educating the populace. This will lead to an enriched society where all the individuals are satisfied and prosperous (Harber, 2010; Phillips and Schweisfurth, 2007).

In the last two decades the concept of stakeholder which refers to several things to different people has been used widely in public and non-profit management theory and practice. (Bryson, 2004). According to Boakye-Agyei (2009), stakeholders may include a wide range of individuals from the rural to the urban domain, civil servants, government authorities, religious leaders, among others, with special interests. Bryson and Crosby (1992) identified that any person, group, or organization that is affected by the causes or consequences of an issue is a stakeholder, while Golder (2005) sees any individual, group, or institution that will be affected either negatively or positively by the outcome of an activity or which he or she has invested his or her resources as a stakeholder. Oppong et al. (2017) also defines stakeholders as a body that can affect or be affected by the decisions taken by the organization in the quest to meet its desired objectives.

The education system is stocked with several stakeholders. The Ministry of Education which serves as the backbone or “mother” to the education system, the principals, teachers, parents, students, school community are all stakeholders as far as education is concerned. However, these stakeholders in order to help students do better will need to each play their roles effectively (Goods, 2014). Hence the need for them to work collectively is important (Bryan, 2005; Trusty et al., 2008). It has been proven by research that when stakeholders work collectively as a group there is a great

level of achievement (Epstein and Van Voorhis, 2010; Henderson and Mapp, 2002; Holcomb-McCoy, 2010).

In Ghana, education is believed to be the steer to improve the socio-economic development of the country and has remained the focal point till today. With regards to the benefits of education, various political bodies have used it in implementing developmental policies and programs (Boateng, 2012). This has made it difficult to maintain quality education in Ghana. The greatest challenge facing the educational system in Ghana today is how to prepare and equip students with adequate knowledge, attitudes and skills needed to participate in the changing society which keeps on becoming more complex (Gyasi et al., 2017a).

1.2 PROBLEM STATEMENT

Research into the education system of Ghana has revealed the strength of the various districts as it has been identified to partly be the cause for the allowing for the establishment of poor schools (Anderson, 2003). Less attention is given to leadership especially governing boards who are the most influential stakeholders when it comes to the promotion of better education systems (Bush, 2017). The educational sector of Ghana has been bedevilled with several problems since independence. These problems include inadequate and poor infrastructure, inadequate funding, low enrolment and the unavailability of qualified teachers in the remote areas especially. Within the sphere of problems, inadequate teachers, which is attributed to the inadequate training institutions and the increased level of teacher retention and attrition, has been marked as one of the most foreseeable but unsolvable problems the education system is faced with in Ghana (Effah and Osei-Owusu, 2014).

Various governments in Ghana in their quest to improve upon the quality of education in the country have resorted to developing strategic plans by formulating and implementing policies with

constituting committees established to help improve the educational system of the country (Ankomah et al., 2005). A critical look at the literature on the importance of Primary and Senior High education reveals that every Ghanaian child needs to be given such education, at least, Senior High level. However, frantic efforts taken by the government of Ghana and some parents after 1987 to offer children Primary and Senior High School education have proved futile (Gyasi et al., 2017b).

The former President of Ghana H.E John Dramani Mahama in his Manifesto for Election 2012 promised to put up 200 of the Community Day Senior High Schools (CDSHS) between the year 2013 and 2016 (Frimpong, 2017). Some of these schools were built far from students who walk a distance of 5 hours before they could reach the school. The issue of better resources such as teachers and other amenities are still lacking in these schools (Azuri, 2018). There are still challenges to how effective the community day senior high schools are faring in this regard. Many of the schools have been left to rot, some also do not have the necessary resources to effectively run the school. This and many challenges constitute to the aim of this research to assess how stakeholders can come together to fully implement the idea.

1.3 RESEARCH QUESTIONS

1. Who are the significant stakeholders in the implementation of the community day senior high schools?
2. What are the important roles of the key stakeholders in the implementation of the community day senior high schools?
3. What are the critical challenges stakeholders face in the implementation of the community day senior high schools?

1.4 AIM AND OBJECTIVES

1.4.1 Aim

The aim of the study is to assess the role of stakeholders in the implementation of the community day senior high schools in Ghana.

1.4.2 Objectives

The listed objectives were developed in achieving the stated aim:

1. To identify the significant stakeholders in the implementation of the community day senior high schools.
2. To identify the important roles of the key stakeholders in the implementation of the community day senior high schools.
3. To identify the critical challenges stakeholders are facing in the implementation of the community day senior high schools.

1.5 SCOPE OF STUDY

The study will look at the significant stakeholders (Parents, teachers, students, MOE, GES) who are responsible for the running of the community day senior high schools in the Greater Accra Region of the country. Their level of influence will be assessed to appreciate what they do and can do to help in its successful implementation. Geographically, the study will look at the Greater Accra Region of the country particularly where this community day senior high school are situated.

1.6 JUSTIFICATION OF STUDY

Attention to the stakeholders' role in improving the quality of learning and learning lessened in the restructuring era where it was at its peak (Anderson, 2003). This has generated a lot of problems in the running of many public schools.

The results and recommendation from the research are deemed to generate a lot of interest from other researchers into that area of education in Ghana as it has not been done. Also, the study will contribute to the existing knowledge and literature on stakeholders' role in education. Furthermore, the research will inform government, policy makers and development partners of the roles they should play in reviving the community day senior high schools in the country.

1.7 RESEARCH METHODOLOGY

Extant literature was reviewed on the subject matter to understand and expand the problem and ascertain how the various objectives under the study would be solved. Thus, this research will adopt a quantitative strategy because the study is interested in assessing the role of stakeholders in the implementation of community day senior high schools in the country using survey questionnaires. The review of the literature informed the researcher on the development of a suitable questionnaire, addressing the aim and objectives of the study. A multiple case study of the three community day schools were selected. Purposive sampling was used to identify the community day senior high schools and the major stakeholders. The data was analysed using software such as International Business Machines Statistical Package for Social Sciences and Microsoft Excel. The analytical tools used also include Relative Importance Index, Mean Score Ranking, One Sample T Test and Descriptive Statistics.

1.8 STRUCTURE OF THE STUDY

This study was structured into five main chapters. Chapter one of the study introduced the background of the research with its associated problem statement. The questions of the research, objectives and the aim of the research were also stated. The study was also justified, and the scope stated. Chapter two reviewed extant literature on the subject matter. Chapter three comprised of the main methodology adopted for the research. The research design, strategy and method were discussed in this chapter. The population and the sampling technique were stated. The data presentation and analysis were discussed. Chapter four made mention of the analysis and discussion of the data collected from the survey. Chapter five provided the conclusion and recommendations of the research findings and gave future directions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter of the thesis deals with a review of pertinent literature relating to education which is aligned to the various objectives of the study. The review captures education systems in Ghana, senior high school education, stakeholders of education and the other ones tailored to the various objectives of the study. This review leads the researcher in developing a suitable questionnaire for the study.

2.2 EDUCATION SYSTEM IN GHANA

Since the innovations of the 1960s and the focus on accountability in the 1970s, schools across the nation have been the target for improvement. Notable officials in the educational fronts have over the years pressed so hard and have identified major areas that needs reformation (National Commission on Excellence in Education, 1983; National Education Commission of Time and Learning, 1994; the National Association of School Principals, 2004). According to Murphy et al. (2001) the traditions and practices in the high schools have been overemphasized and have left or created a great gap between students and their colleagues as they prepare for the future (Chance and Segura, 2009).

The main purpose of education is to produce good and productive citizens. In today's environment of keen expectations, school leaders are expected to improve teaching and learning at all school levels. The school leaders are entreated to manage the conflicting interests of parents, teachers, students, bureaucracy, unions, and other state and federal agencies (Stanford Educational Leadership Institute (SELI). The expectations for schools and school leaders have changed profoundly (Ampong et al., 2017).

Currently, Africa is faced with the crucial need of quality education in its strategic plans in order to catch up with the advanced nations. While priority and focus for quality may be different from one state to the other, the term has served as a determinant for promoting the support for the expansion of education and initiatives for development. Therefore, it is of much importance that the understanding of certain major factors with regards to implementing quality education within a country will be realized. These crucial factors may include; knowing and having a clear understanding on the concept of quality education, its characteristics within the country, and the challenges that will be associated in implementing it. (Ankomah et al., 2005).

2.3 SENIOR HIGH SCHOOLS IN GHANA

According to (Graham, 1976), formal education was introduced in Ghana in the 16th century, primarily as a subsidiary function of the European Merchants who considered the school system as a source of supply of interpreters and clerical subordinates for the activities of their companies, and sometimes soldiers to help defend their forts. Wilson (1964) traces the introduction of formal education into Ghana and states that the missionaries established formal education in the country to convert the heathen African and found the schools as the instrument for attaining their subjects' objectives. He stresses that with the passage of time, colonial government joined in the enterprise for empire building. According to him, it was done on a parochial basis, in that, it was feared that there would be political upheavals arising amidst the educated unemployable, "They made sure that the lucky few received formal education won glittering prize of lucrative post, status, security and the opportunities of urban living". Low priority was accorded to educational expansion which the imperial government tended to see in terms of consumption rather than investment (Busia, 1968).

He claims that the colonial government consciously or unconsciously became oblivious of relating education realistically in terms of the needs of the Ghanaian society. Therefore, it came as no surprise that Ghanaians set up on June 2, 1972, the Educational Advisory Committee under the chairmanship of N. K. Dzobo to review the educational system in Ghana. This is when Ghana had participated in the meeting of the skillful and knowledgeable officials on the use of the General Secondary Curriculum Conference in the continent (Africa). At this meeting, professor Ceaulmier of the Faculty of Arts and Humanistic Studies at the University of Strasbourg, clearly articulated and called for all the leaders of the educational sector of various countries in Africa to review the content of educational system by considering their cultural heritage, the progress in technology globally, towards the child's development. The Dzobo Committee submitted its proposals to the Commissioner of Education in June, 1973 and the local press in order to seek the consensus of the general public. Finally, in September 1987, the New Educational Reform Program was launched in Ghana and made the Universal Primary and Secondary education compulsory to every child in the country of a school age and even proposed it to be free. The Reform states inter alia that the first six years of the child's basic education shall be given to a Junior Secondary education where in addition to general educational course, more specialized courses which will be an introduction to technical, vocational and commercial courses will be offered. The child will then continue to three years Senior Secondary (High) School (Gyasi et al., 2017b).

The former President of Ghana H.E John Dramani Mahama in his Manifesto for Election 2012 promised to put up 200 of the Community Day Senior High Schools (CDSHS) between the year 2013 and 2016 (Frimpong, 2017). Some of these schools were built far from students who can walk a distance of 5 hours before they could reach the school. The issue of better resources such as teachers and other amenities are still lacking in these schools (Azuri, 2018).

2.4 OVERVIEW OF STAKEHOLDERS

Anybody that can affect or be affected by an organization, or strategy can be termed as a stakeholder. They can be at any level and as well be either internal or external. Existing definitions shows that stakeholders are those that can influence an organization or project in any way. For instance, a definition by Ackermann et al., (2002) about stakeholders, states that they are individuals or groups who have power to react, negotiate, and make strategic changes or decisions of the organization.

However, Bryson (2004) describes that this definition has a limitation as it excludes affected persons who do not have any influence in terms of power in the organization. To this end, Bryson (2004) suggested a more complete definition that will sort to include all stakeholders who may be affected by any change in the organization as it strengthens democracy and social justice. Contrary to the above, UNESCO's Education for Sustainable Development (2010) opines that it is good but inappropriate to mention that anyone in the educational sector is a stakeholder. For them, every single individual feels the impact of education's success or failure, and that everyone affects the impact of education by their behaviour which may be supportive or underminable.

2.4.1 Who are educational stakeholders?

Stakeholders in education are person(s) or group of persons, institutions, NGOs or civil society organizations, government, donors, etc that have an interest in the activities, performance, development and quality provision and standard of outcomes of basic education. Employers, students, academics, staff, taxpayers are other examples of stakeholders in education (Abubakari and Al-hassan, 2016).

The Education Act 778 of 2008, for instance, calls for stakeholders' participation in education. It spelt out stakeholders in education to include; Development partners, G.E.S (Implementer of

education policies), District Assemblies and District Education Office (DEO), Teachers, School Management Committees (SMCs), Chief and Elders, and Parent-Teacher Associations (PTAs). These stakeholders are assigned roles and responsibilities at various levels; national, regional, district and school- community (ibid).

2.5 STAKEHOLDERS IN COMMUNITY DAY SENIOR HIGH SCHOOLS

There are many factors argued that influence the participation of stakeholder's with respect to their nature and quality within an organization identified for delivering services (Addae-Boahene, 2015). Some of such factors include the style of participation, interaction ability, and means by which information is shared and the act relating. It is believed that a poor relationship exists between the community and the implementing agency when stakeholders have a reactive approach to the processes of planning. There is a lower level of participation that exists between stakeholders with poor relationship towards other stakeholders compared to stakeholders with positive relationship. Hence the need for positive relationship among all stakeholders at the planning and implementation stage of any project (Mansuri and Rao, 2004; International Association for Public Participation, 2006).

The Ghana Education Act (2008) indicates that stakeholders in education were the District Assembly, School Management Committees or Parent-Teacher Associations, Civil Society Organizations including religious bodies, Faith-Based Organizations, non-governmental organizations, and Chiefs and elders. Each stakeholder has a role to play if quality education delivery is to be achieved. The District Assembly is responsible for the authority of its area and the mental, moral, physical and spiritual development of communities and ensures an effective and efficient education at all stages of the educational level thus from the basic to the tertiary.

Government is also expected to collaborate with religious bodies to provide quality education to the people.

2.5.1 Ministry of Education

In Ghana, the Ministry of Education's ultimate aim is to ensure that quality education is provided. For this aim to be actualized, adequate resources such as infrastructure, materials for teaching and learning, equipment and most importantly teachers among others should be readily available. The Ministry of Education in its quest to realize this aim adopted the Education Strategic Plan (ESP), which served as a tool for development, and to ensure an appropriate use of resources at all levels of education (Harriet et al., 2013; Takyi et al., 2014).

2.5.2 Ghana Education Service

The Ghana Education Service (GES) is charged with the provision of teachers and oversight responsibilities at the regional and district education offices to bring about quality basic and secondary education (Abubakari and Al-hassan, 2016). The Ghana Education Service (G.E.S) Unified Code of Discipline is the document that regulates the activities of behavior management in schools in Ghana. GES also is a major stakeholder when it comes to the management of senior high schools in Ghana (Ibrahim, 2017).

2.5.3 Parents

The Singapore Ministry of Education (2013) also identifies stakeholders in education to include a list of people or group of people and organizations. These include the students, parents and families, teachers, principals of schools, government, businesses and industries, the alumni association, the school advisory/management committees, etc, who are expected to play their roles effectively in order to create conducive teaching and learning atmosphere to enable children learn better and reach their fullest potential.

2.5.4 Principals

Strong principal and teacher leadership are the depending factors realized by school planners upon which positive school culture can be promoted. Principal's roles in the production and maintenance of school cultures cannot be downplayed. However, it is identified that a major characteristic of an effective principal is one that brings actors of a school together towards development with a common educational vision geared by a sense of moral purpose (Deal and Peterson, 1990; Rhodes et al., 2011). Such principals draw up strategies that enables school actors learn how and what to do in order to achieve their goals. (Elmore, 2000). With the help of others, they are able to employ good teachers.

2.5.5 Teachers

In any system of education, teachers play an important role. They are not known for only inculcating values, morals and skills but also responsible to cause change when needed, especially in remote settlements or urban slums (Osei, 2006). Teachers are entreated to exhibit strong influence in areas such as syllabus, instructions, school and program design, and professional development. They need authority to promote the achievements of student (Lieberman and Miller, 2011).

2.5.6 Students

Sheldon (2002) indicates that stakeholders in the educational community include; students, families, teachers, administrators, policymakers, and the public. Senior high school students' tendency to access scholarly information is influenced by a number of factors. Some of these factors include the availability of library periods on the school curriculum, availability of relevant information sources, and the provision of information and communication technology (ICT) facilities and infrastructure (Yeboah et al., 2017).

Table 2. 1 Table 2.1: Summary of CDSHS stakeholders

S/N	Stakeholder	Sources
1	Ministry of Education	Takyi et al., 2014 ; Harriet et al., 2013
2	Ghana Education Service	Ibrahim, 2017; Abubakari and Al-hassan, 2016
3	Parents	The Singapore Ministry of Education, 2013
4	Principals	Rhodes et al., 2011; Osei, 2006; Elmore, 2000; Deal and Peterson, 1990
5	Teachers	The Singapore Ministry of Education, 2013; Lieberman and Miller, 2011; Osei, 2006; Sheldon, 2002
6	Students	Yeboah et al., 2017; Sheldon, 2002
7	Chiefs and elders	Ghana's Education Act, 2008
8	District Assembly	Ghana's Education Act, 2008
9	School Advisory/Management Committee	Mansuri and Rao, 2004; Sheldon, 2002
10	Faith-Based Organizations	Ghana's Education Act, 2008
11	Non-Governmental Organizations	Ghana's Education Act, 2008
12	The Alumni Association	Ghana's Education Act, 2008

Source: Author's Construct, 2018

2.6 ROLE OF STAKEHOLDERS IN CDSHS IMPLEMENTATION

Leaders in the educational sectors are no exception to the changes and pressures of 21st century leadership. Effective school leadership serves as a catalyst for emancipating the potential capacities of both staff and students. It enables the institution to achieve the expected outcomes. Leadership in schools is increasingly seen as a vital component of school improvement. It is known to be an only factor next to classroom instruction that contributes to what students learn at school. Principals are often faced with an important and multi-faced task of providing appropriate work place for teachers, conducive atmosphere for students and as well setting directions for schools (Leithwood et al, 2004; Ampong et al., 2017).

Effective school leadership in the Ghanaian secondary schools is a concern for everyone in the country currently due to overburdened roles, insufficient and inadequate support and rewards.

People are calling for a better prepared educational leadership in Ghana. Programs geared towards empowering school leaders should be conducted regularly to help equip school leaders develop their potentials and intellectual abilities in order to help solve the complex challenges the education sector is facing to develop quality education (Oduro, 2009).

2.6.1 Community-Based Development

It has been identified by Mansuri and Rao (2004) that the fastest growing methods among the fastest growing methods that assist by ensuring development are the; Community Based Development (CBD) and its more recent variant, Community Driven Development (CDD). A project that has beneficiaries actively participating in the design and management is referred to as Community-Based Development whereas a Community Driven Development, a name given by the World Bank, refers to Community-Based Development projects that have the community having a direct control of major decisions of project as well as the management of resources. Sustainability, effectiveness, poverty reduction, inclusion, empowerment, good governance and efficiency are the main tenets of Community-Based Development. These tenets of Community-Based Development are attained by; social planners and potential beneficiaries who receive development priorities directly from the government, and as well as helping in the directing of resources to the less privileged and also improving the community's civic capacity and its relevant organizations (Mansuri and Rao 2004; Oliveira, 2001; Chambers, 2005).

Community-Based Development (CBD) has improved upon the development mechanism by providing beneficiaries with two most important powers in voice and choice in that the social and cultural context where the beneficiaries lived is not ignored. How communities make use of social capital in organizing themselves and participating in the processes of development is a concern of the Community-Based Development. Issues regarding participation, social capital, and community

were major concerns to both CBD and CDD especially on how works were viewed and accepted. It is seen that some of the critical initiatives taken by the CBD, was as a result of the participation of members in a community is some design and implementation process a project. The involvement of the community members may take place at several stages, however, it is geared towards incorporating the local knowledge of the beneficiaries into the decision-making processes of the project. There is the realization of self-initiated actions by beneficiaries when they participate in key decision making. This act is what in CBD/CDD terms is referred to as the exercise of voice and choice or empowerment. A better design of project, better targeting of needs of beneficiaries of the project, effective and efficient use of resources are the benefits that are actualized when there is participation of community members (Fritze, 2005; Stiftel, 2000).

2.6.2 Participatory Rural Appraisal

Participatory Rural Appraisal (PRA) as a term refers to the processes or methods that make use of the rural indigenes to examine problems, set up goals, and monitor achievements of their own. This was set up with the focus of strengthening the actions of the local people and their institutional capacity. The approaches and methods employed by the PRA has improved upon the participation of the local people and also improve upon the analytical capacity and knowledge of the people, thereby promoting local ownership (Chambers, 1995; Hope and Timmel 2004).

Chambers (1995) stated that the need for Participatory Rural Appraisal started from the strong desires for participatory strategies in solving certain uprising issues. The first ever global meeting held in Thailand in 1985 sort to have increased the participation of rural people in development (Chambers, 1995). According to Chambers (1994), the act of decentralization and empowerment were the two major key concepts that were described to have influenced the growth of participatory strategies. Decentralization according to Chambers was a means by which the local people's voices

and choices were given priority whereas empowerment enables individuals to control their lives, secure ownership and control productive assets.

2.6.3 Decentralization and Community Participation

According to Ankomah et al. (2005) much opportunity have been given to communities and local institutions in the participation in school management. These local institutions like the District Assemblies now have the right to put up and maintain schools in their respective areas. In other to carry out this responsibility, there has been the establishment of District Education Funds by about one hundred and ten District Assemblies.

2.6.4 Supply of Teaching and Learning Materials

The supply of materials for teaching and learning has improved substantially as about 5 million supplementary readers and 440,000 atlases were provided to public Junior Secondary Schools this year. The Private Basic Schools and Senior Secondary Schools in the country as well also have access to textbooks procured and printed by the government (Ankomah et al., 2005).

2.6.5 Performance appraisal of schools

In 1998, School Performance Appraisal Meetings (SPAM) and Performance Monitoring Test (PMT), were introduced and since then have proved to be an important asset towards the outcomes in basic schools through monitoring, teaching and learning. It is shown that about 25% - 50% of pupils in public schools have the Performance Monitoring Test in English and Mathematics administered to. Discussions are however made on the outcomes received at the School Performance Appraisal Meetings (SPAM) which parents have the opportunity to see the performances of their wards and put up measures to improve upon the poor performances of wards. Record has it that this initiative established has helped improve upon the quality of teaching and learning in the various educational institutions (Dare, 2005).

2.6.6 Entrepreneurial initiatives and training

It is the responsibility of the private sector to develop the entrepreneurial skills through training, manage models and processes, implement and evaluate, and develop and share practices to increase production and consumption (Blasé, 1996).

2.6.7 Public awareness raising

There are several ways by which civil society and non-governmental organizations help in the actualization of quality education in the country. These bodies have responsibilities such as raising public awareness, advocating, campaigning and lobbying; consulting and contributing to formulation of policies; ensuring in the delivering of quality education, participating in any form of learning activities; and as well serving as a mediator between the governments and its people (Ministry of Education, 2010). The media as well as advertising firms or institutions are also major stakeholders that promote wide public awareness and ownership without which the petitions of education would not have been heard (Abubakari and Al-hassan, 2016).

2.6.8 Policy making and framework setting

The government and other bodies have the responsibility of setting up policies and framework, promoting the inputs of the public, enabling national and international public campaign among others into the educational system (Abubakari and Al-hassan, 2016). It is important to note that stakeholder's roles and functions are complementary at each level.

2.6.9 Provision of additional resources by parents

Parents as stakeholders also play a critical role in education service delivery. Their primary goal is to ensure that their wards have access to quality education, which will make them have a productive future. Parents provide for their children's school needs and influence their behaviours with regards to managing their time and habit towards studies, and to the large extent their total

well-being. Additional resources are provided for the schools by parents who serve as educational stakeholders to assist school leaders and teachers to help in providing quality education for their wards. This service provided by parents will serve as a form of commitment and pride and will influence the total performance of the school (Cotton and Wikelund, 2001).

Table 2. 2 Summary of role of stakeholders

S/N	Role of Stakeholder	Sources
1	Guidance and counselling	Abubakari and Al-hassan, 2016
2	Community-Based Development	Mansuri and Rao 2004; Chambers, 2005; Fritze, 2005; Oliveira, 2001; Stifetel, 2000
3	Encouraging students to manage their social and academic time wisely	Abubakari and Al-hassan, 2016
4	Participatory Rural Appraisal	Hope and Timmel 2004; Chambers, 1995
5	Decentralization and Community Participation	Ankomah et al., 2005
6	Supply of Teaching and Learning Materials	Ankomah et al., 2005
7	Participating in the decision-making process	Abubakari and Al-hassan, 2016
8	Performance appraisal of schools	Dare, 2005
9	Delivering quality education	Abubakari and Al-hassan, 2016
10	Entrepreneurial initiatives and training	Blasé, 1996
11	Modelling desirable behaviour for the students	Abubakari and Al-hassan, 2016
12	Public awareness raising	Ministry of Education, 2010
13	Policy making and framework setting	Abubakari and Al-hassan, 2016
14	Provision of additional resources by parents	Cotton and Wikelund, 2001
15	Enhancing a sense of community pride and commitment	Abubakari and Al-hassan, 2016

Source: Author's Construct, 2018

2.7 CHALLENGES FACING STAKEHOLDERS IN THE IMPLEMENTATION OF CDSHS

Isham et al. (1995) asserted that the inclusion of indigenes in the decision-making process of a project cycle, allows for a high participation which tends to make them yield to best results and vice-versa. According to Dapilah (2011), most of the basic schools in the country were put up by the communities' initiatives geared towards providing education for their wards. Such communities, to a large extent, employ teachers and provide places conducive for teaching and learning. Later, the central government authorities took over such community established schools to manage and control giving little or limited form of participation to the communities. The takeover from the communities by the government affected the commitment levels of the communities towards pushing for quality education as the management and control powers have been denied of them. There is also the case where these schools have been built by the government without adequate plans to operate them creating many challenges (Addae-Boahene, 2015).

2.7.1 Low knowledge level and awareness

It was observed by Kumar and Corbridge (2002) that a major challenge that is affecting the involvement of local people in the education planning process is based on the misconception that local people do not have adequate knowledge and skills to take control of projects. This observation was however supported by Harriet et al. (2013) whose report indicated that the inadequate knowledge and miscommunication of information account are the factors that inhibit the contribution of local people at the local level.

2.7.2 Communication Gap

The problem with communication is a major challenge facing most organization but internally or externally. In the educational system as well, poor communication has been identified as the fourth

major challenge that hinders the effective participation of the community in the quest for delivering quality education in the Salaga Town Council as this problem is observed largely to exist between District Education Office and community according to Arnaboldi and Spiller (2011). Much emphasis was made on this point by CBO. This may have occurred because they have not been recognized as important stakeholders by the District Education Office in contributing to the delivery of quality education in the community. It was argued out by the community level stakeholders that if local stakeholders in Salaga, the district capital of Gonja East do not have knowledge of what the District Education Strategic Planning is then how much more will those in the area councils know. It was deduced from the responses provided by the community stakeholders that they had no idea about a position vacant for Community Participation Coordinator (Takyi et al., 2014). This is alarming as circuit supervisors fail to provide the local communities with feedback from their supervisory work as it was noted that majority of these circuit supervisors do not attend PTA meetings which is the platform for which feedback could be made to parents. This clearly shows that stakeholders at community level do not have much understanding about the District Education Strategic Planning.

Another form of poor communication that exists between the District Education Office and community level stakeholders was that of the academic performance of the district, which is the pupils' examination performance that is not made known to them (ibid).

According to (Asuo, 2012), community level stakeholder's challenges such as; insufficient funds, difficult terrain and time are insignificant factors that will hinder an effective stakeholders' participation in the development and implementation of the District Education Strategic Planning towards quality basic education delivery.

2.7.3 Lack of Commitment in the Use of Participatory Approaches

The inability of approaches that will allow for the participation of community members has affected the development of quality education in the local level and in the country at large. According to Chambers (1994) external influences should be taken off their roles and make way for the local people to take and make decisions that affect their lives. This is as a result of the experience gathered by the local people who had lived their whole lives with the situation. Hence, it becomes appropriate for the external participants to make way, listen and learn from these people who have faced situations and understand it better (Takyi et al., 2014).

2.7.4 Resistance to Change

Another critical limitation to stakeholder involvement in improving and delivering quality basic education development is the conservative nature of the stakeholders at district level. The stakeholders at the community level unanimously hold to the view that the district level participants do not agree to changes as they are conservative. They described this by further stating that the District Education Office finds it difficult to allow the participation of local people in decision-making although identified as a term in local government and the education decentralization system. A study conducted showed that SMCs or PTAs, CBOs and CRLs do not have any documents or whatsoever relating to District Education Strategic Planning neither were they concerned about the development of education (Takyi et al., 2014).

2.7.5 Issue of Accountability

Another challenge limiting the participation of local people in the planning, development and implementation of the District Education Strategic Plan has been identified to be the fear of accountability specifically from the District Education Office (DEO). According to them, they are not involved in planning by the DEO as they will have to account to them. This could however be

deduced that, there is a conflict existing between the district stakeholders and the community stakeholders. Stakeholders believe that government and other non-governmental institutions or donors support the activities of DESP however, the DEO specifically, would hide such information and most importantly any financial benefits. The institution was again blamed for failing to take up any disciplinary action towards teachers that were reported by SMCs or PTAs for poor performance. This however shows the bad relationship existing between these stakeholders towards DESP process (Ministry of Education, 2010).

2.7.6 Lukewarm attitude

The lukewarm attitude that exist between the District level stakeholders and community level stakeholders has been identified as a major limitation for growth of DESP. This occurs as stakeholders do not benefit from programs and activities they participate in. Trusty et al. (2008) stated that, the role of the government is enormous and as such cannot handle all responsibility hence the societies are responsible for an effective participation or democracy.

2.7.7 Issue of Terrain

The district level stakeholders in a research by Takyi (2014) asserted that nature and spread of communities limits the effectiveness community participation as often shared as well by the DA. The District level stakeholders have identified East Gonja among other districts in Ghana as the largest. For instance, for one to get to Abrumase Circuit or Area Council from the district capital, there is the need to go by Volta Lake from Makango in the Northern Region of Ghana to Yeji in the Brong Ahafo Region. However, according to stakeholders at the community level, Salaga as a town is not affected by the terrain. They further again argued that the district capital is Salaga hence there would not be much cost on district level stakeholders in organizing meetings to share

information, embarking monitoring of the performances of students, organizing a forum for discussion.

2.7.8 Time Constraints

Another challenge facing the involvement of community members in the planning and implementation of the DESP is the fear of time wasting as district level stakeholders argued that they may not be able to meet deadlines or come to a consensus at earliest time if the long chain to bureaucracy of allowing for community members participation is to be followed. High level of illiteracy on the part of stakeholders at the community level is factor that leads to wasting of time as mentioned by the district level stakeholders (Marsland, 2006).

2.7.9 Inadequate Funds and Resources

It has been identified by the stakeholders at district levels that inadequate funds or resources is a limitation to the involvement of community stakeholders in the planning and implementation of DESP geared towards delivering quality basic education in the Salaga town council. They mentioned that the cost components for employing the services of the community stakeholders in the planning and implementing DESP is much to bear by the district. Some of these cost components mentioned included; fuel cost, allowances, acquiring training tools, logistic etc. This is attributed to the fact that there is poor budget allocated for the community participation. This buttresses the observation made by Heck (2003) that lack of political will and resources to promote participation is a limitation to community participation in a country.

2.7.10 Language barrier

Another factor that inhibits local participation in the planning and implementation of DESP is language. This assertion is true based on a study which showed that in instances where there is a language barrier between the representatives of the government and the local people, the local

people are usually not involved in decision making (Kolkman et al., 2005; Addae-Boahene, 2015). According to Kolkman et al (2005), mistrust and marginalization which affects local community participation is a result of the difference in levels of knowledge between local citizens and government officials.

2.7.11 Poor flow of information

According to Harriet et al. (2013) bad channelling of information is a factor the leads to the poor level of participation of local stakeholders at the basic level in community education

Table 2. 3 Summary of challenges stakeholders are facing

S/N	Challenges	Sources
1	Low knowledge level and awareness	Harriet et al., 2013; Kumar and Corbridge, 2002
2	Communication Gap	Takyi et al., 2014; Arnaboldi and Spiller, 2011
3	Lack of commitment in the use of participatory approaches	Takyi et al., 2014; Addae-Boahene, 2015; Chambers, 1994
4	Resistance to Change	Takyi et al., 2014
5	Issue of Accountability	Ministry of Education, 2010
6	Resistance to power redistribution	Abubakari and Al-hassan, 2016
7	Lukewarm attitude	Trusty et al., 2008
8	Issue of Terrain	Takyi, 2014
9	Time Constraints	Marsland, 2006
10	Inadequate Funds/Resource	Heck's, 2003
11	Language barrier among stakeholders	Addae-Boahene, 2015; Kolkman et al., 2005
12	Poor flow of information	Harriet et al., 2013
13	Communities with many languages may ban others from contributing	Abubakari and Al-hassan, 2016

Source: Author's Construct, 2018

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter details the methods used, the steps taken, and the tools employed in the collection and analysis of the data in addressing the research objectives. It starts with the sampling procedure, with the source of data also explained. The data collection instrument is also described. How the data will be analysed is also explained in the last section of this chapter.

3.2 RESEARCH STRATEGY

Case study was used for this research work because of the lack of control of the researcher over events and the fact that the phenomenon of this studies is current issue. Yin (2003) also sees case studies as story about something special or interesting- stories can be about individuals, organisation, processes, programs, neighbourhoods, institutions and even events. Case study refers to the collection and presentation of detailed information about a particular participant or small group, frequently including the accounts of subjects themselves. A form of qualitative descriptive research, the case study looks intensely at an individual or small participant pool, drawing conclusions only about the participant or group and only in that specific context. Researchers do not focus on the discovery of a universal, generalized truth nor do they typically look for cause-effect relationship; instead, emphasis is placed on exploration and description. Case studies are often used to provide context to other data (such as outcome) offering a more complex picture of what happened and why (Yin, 2009).

Three community day senior high schools (Kwabanya Community Day SHS, Frafraha Community Day SHS and Kpone Community Day SHS) were selected as the case studies for this

research. These three schools are captured by the GES Schools Register for 2018 as the only community day senior high schools in the Greater Accra Region. The study was conducted in the greater Accra region because it is the capital where population is the highest and where a lot of business activities are conducted. This will aid the researcher to have a better understanding of the problem to be able to generalize it to all other community day senior high schools. According to Yin (2009), for case studies three cases are enough to generalize your findings. According to the register, there are three community day senior highs schools in the greater Accra region and all are under category C of the register.

3.3 RESEARCH METHOD

The Quantitative method was employed using survey questionnaire with both open and closed ended questions to collect data from the various respondents. This method was adopted because, review of literature revealed that similar works by former researchers used the same method. Subsequently, the results were further tested with statistical methods to confirm the results.

3.4 SAMPLE AND SAMPLING PROCEDURE

Sampling is a process of selecting a portion of the population to represent the total population, the findings from the sample represents the rest of the group. A sample is representative selection of a population that is examined to obtain statistical data about the whole population. The advantages of selecting a sample is because it is time saving and less costly than collecting information from a large group of respondents. The chosen sample should, therefore, have the characteristics to the population under study to allow generalizability of the results to represent the population (Saunders et al., 2001).

A sample size comprising of the key stakeholders described in the chapter two was selected purposely for data collection. The number was considered adequate and representative enough to give tangible information of answers to the research problem. The purposive sampling technique was used in the selection criteria to ensure that all the various groups for the study were surveyed (Patton, 2002). The sampling technique for this work based on its purpose, design, and practical implication of the research topic is purposive sampling. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience (Bernard, 2002; Lewis and Sheppard, 2006).

3.4.1 Sampling Size

The purpose of this research was tailored to stakeholders of the community day senior high schools, so the sample size making up of parents, teachers, students, Ministry of Education and Ghana Education Service out of the population was chosen on the basis that the stakeholders at the schools who were anyhow linked with the community day senior high schools were in the best position to provide accurate and precise answers to the information required on the study topic. Respondents were selected from each of the three schools. Table 3.1 presents the respondents selected for the study.

Table 3. 1 Summary of respondents for the study.

S/N	Category of Respondents	Quantity from Case 1	Quantity from Case 2	Quantity from Case 3	Total Number of respondents under each category
1	Principals	1	1	1	3
2	Teachers	2	2	2	6
3	Parents	4	4	4	12
4	Students (Second Year)	2	2	2	6
5	Students (Third Year)	2	2	2	6
6	GES				2
7	MOE				2
8	District Assembly				2
	Total Respondents in each case	11	11	11	39

Source: Field Study, 2018

Note:

- Case 1 represents Kpone Community Day Senior High School
- Case 2 represents Kwabenya Community Day Senior High School
- Case 3 represents Frafraha Community Day Senior High School
- The two (2) each of respondents from the GES, MoE and district assembly were selected based on gender, otherwise, one (1) each would have worked for all the cases.

3.5 SOURCES OF DATA AND INFORMATION

According to Bernard (2002), data gathering is crucial in research, as the data contributes to a better understanding of a theoretical background. It then becomes imperative that selecting the manner of obtaining data and from whom the data will be acquired be done with sound judgement especially since no amount of analysis can make up for improperly collected data (Tongco, 2007). Only primary data was collected for the purpose of this study. According to Patton (2002) the use

of more than one data collection instrument fortify and gives credibility to the study however using primary data alone is also essential in collecting unprocessed data for analysis.

3.5.1 Primary data source

Primary data sources are mainly involved with field survey in the collection of empirical data. Field work according to Naoum (2007) can be associated with three practical approaches; the survey approach, the case study approach and the problem-solving approach. The case study approach was used for this research where the primary data were collected from Stakeholders of the Community day senior high school. A case study is an empirical enquiry that allows for investigation of dynamics of a particular system. It was the most economical and convenient for the study (Hagget and Frey, 1977).

3.5.2 Secondary sources of information

Secondary sources of information were identified and collected in technical journals, articles, books and from databases. This forms an essential aspect of the study since it sets the pace for the development of field survey instruments using questionnaires and interviews (Owusu, 2008). The secondary source of information for this study was collected from two sources which are mainly internal and external sources.

3.5.2.1 Internal secondary sources

Internal secondary sources are published within companies or organizations, such as annual reports, brochures, magazines, information booklets, magazines, financial reports, plant and equipment registers and financial information memoranda. This type of internal secondary source of information for the study was collected for the study.

3.5.2.2 External secondary sources

These are primary literature sources of data, they are the most accurate as it contains the original research. These sources of external secondary sources include technical journals, internet sources, magazines, textbooks and newspapers.

3.6 DATA COLLECTION INSTRUMENT

3.6.1 Questionnaire

A questionnaire is a printed statement designed to extract information that can be obtained through written responses of the subject. Structured questionnaire was designed and self-administered to the selected respondents from the schools. The questionnaire used mainly closed ended questions that focused on the subject matter extracted from the literature review.

These questionnaires were mainly administered face to face to various stakeholders of the school. These were all done to ensure that the objectives of the study could be achieved. There was less opportunity for bias as they were presented in a consistent manner. Most of the items in the questionnaire were closed, which made it easier to compare the responses to each item.

3.6.2 Content of questionnaire

Largely, the questionnaire was developed to collect data from stakeholders of the community day senior high schools. The questionnaire was grouped in categories to collect data from the various stakeholders. Section A, solicited demographic data from the respondents using objective test.

Section B, solicited information on the state of the infrastructure in the school. The question of whether the school had adequate infrastructure for academic and social activities were also asked.

In section C information on the significant stakeholders in the implementation of the community day senior high schools was rated from 1-5 with the statement strongly disagree, disagree, neutral, Agree, strongly agree.

Section D brought out the roles of the key stakeholders in the implementation of the community day senior high schools having a scale of 1-5 with the statement strongly disagree, disagree, neutral, Agree, strongly agree.

The critical challenges stakeholders are facing in the implementation of the community day senior high schools was section E and was also scaled from 1-5 with the statement strongly disagree, disagree, neutral, Agree, strongly agree and the measures that can be put in place to improve the community day senior high schools in Ghana as the last section of the questionnaire.

3.7 DATA ANALYSIS

Data collected will be edited to ensure completeness, consistency and readability. Once the data had been checked, they will be arranged in a format that enables easy analysis. The quantifiable data from the questionnaire will then be coded and analysed using SPSS 23.0 (Statistical Package for Social Sciences) software computer program and the statistical tool employed will be the mean method and also the Relative Importance Index (RII) to determine the importance of the various ratings in ranks. Information such as suggestions and comments by respondents will also be analyzed and summarized. Descriptive and inferential statistics such as frequency tables, percentages and charts will be used in the data analysis and summaries.

3.8 VALIDITY AND RELIABILITY

The questionnaire used in this research was subjected to expert review and the various respondents ensured to have qualified to be included in the research. Therefore, it is highly anticipated that other similar research works will produce similar results due to the method and strategy employed.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

After the data collection from the stakeholders, the data was analysed using the mean score ranking, one sample t-test and relative importance index. The analyses and discussion from the data analysis has been explained below.

4.2 DEMOGRAPHIC DATA OF RESPONDENT

For any questionnaire to be considered reliable it must be answered by qualified people. To check this, some information was required from the respondents to ascertain some background information from them. Table 4.1 below illustrates this information in detail with a follow up discussion:

Table 4. 1 Demographic Data of Respondent

		Frequency	Percent
Gender	Male	19	48.7
	Female	20	51.3
Age	16 – 20 years	12	30.8
	21 - 35 years	5	12.8
	Above 35 years	22	56.4
	Total	39	100
Which class are you (Students only)	Second year	6	50
	Final year	6	50
	Total	12	100
How many years have you been teaching (Teachers only)	5 – 15 years	2	33.3
	16 years and above	4	66.7
	Total	6	100

Source: Field Survey, 2018

The first question the researcher asked was concerning the gender of the respondents. It was observed that, the male sample of this study was about nineteen making a percentage of 48.7. The female number was the highest with an additional one person making twenty also representing a percentage of 51.3. Their various age was also retrieved with twenty-two of the respondents being above thirty-five years, five of them ranging from twenty-one to thirty-five and the last ranging from sixteen to twenty. This information agrees with the sample chosen for this case study. The students were further asked the class in which they were. Both the final years and the second years were made two students each from each school making it a total of twelve students with six second year students and six final year students. The first years were not part because of the time the study was conducted which meant they had not reported to school yet. For the teachers, their experience was key to the research so their experience was elicited. The results reveal that, four of the teachers had sixteen years and above experience with two of them having five to fifteen years of experience. This gave the researcher the confidence of the results received from these experienced teachers.

4.3 THE STATE OF INFRASTRUCTURE IN YOUR SCHOOL

4.3.1 State of infrastructure in your school

The second section of the question was to find out the state of infrastructure in the various community day senior high schools. This question was asked to affirm the situations arising from the little provided amenities and other resources that was lacking in these community day senior high schools. Using simple descriptive such as frequencies and percentages, the figure below displays the answers on the state of infrastructure in these schools.



Source: Field Survey, 2018

Figure 4. 1 State of community day senior high schools

From the figure above, it can be realised that two people making 5.1 percent said that the state of their infrastructure was better. Seventeen of the respondents also replied that the infrastructure was good. The major part of the respondents acknowledged that the state of their school's infrastructure needed improvement which more than half of the respondents with a percentage of 51.3. this come to the attention of the researcher that, even though some of the community day senior high schools are in good condition, they still lack some needed resources to function as a very good senior high school for both students and teachers.

4.3.1 Infrastructure for academic and social activities

To further ascertain the state of the infrastructure in terms of academic and social amenities the research asked whether the schools had enough of such infrastructure for the students and teachers.

All the respondents had one answer when it came to this question as they all answered no. This information affirms the lack of academic and social facilities in the community day senior high schools because of its design and construction.

4.4 SIGNIFICANT STAKEHOLDERS IN THE IMPLEMENTATION OF THE COMMUNITY DAY SENIOR HIGH SCHOOLS

This section of the questionnaire was to identify the significant stakeholders in the implementation of the community day senior high schools. Literature was first reviewed to come up with twelve stakeholders of the community day senior high schools and high schools in general. The identified stakeholders were then formulated into a questionnaire using the Likert scale with a range from one to five having strongly disagree as one and strongly agree as five. To be able to achieve the research objective, the mean score ranking was used in the analysis of the stakeholders to rank them from the most important to the least. A further one sample t-test analysis was conducted to confirm that these stakeholders were indeed community day senior high schools' stakeholders. The analysis is shown in the two tables below with a further discussion of the stakeholders after the tables.

Criteria: stakeholders of Mean values greater than 4.5 are more significant, whereas those less than 4.5 are less significant

Table 4. 2 Mean ranking of Significant Stakeholders

Significant Stakeholders	N	Mean	Std. Deviation	Std. Error Mean	Rank
Ghana Education Service	39	4.974	0.160	0.02	1
Ministry of Education	39	4.949	0.224	0.04	2
Teachers	39	4.923	0.354	0.06	3
Parents	39	4.897	0.307	0.05	4
Principals	39	4.872	0.469	0.08	5
Students	39	4.667	0.478	0.08	6
District Assembly	39	4.590	0.637	0.10	7
Non-Governmental Organizations	39	4.564	0.552	0.09	8
Chiefs and elders	39	4.539	0.600	0.10	9
School Advisory/Management Committee	39	4.436	0.680	0.11	10
Faith-Based Organizations	39	3.385	0.990	0.16	11
The Alumni Association	39	2.180	0.791	0.13	12

Source: Field Survey, 2018

The table above shows the mean and standard deviation of the various stakeholders ranked from the highest to the lowest. With the twelve identified stakeholders, the Ghana Education Service emerged first with a 4.9744 as its mean value and a standard deviation of 0.1601. The stakeholders which emerged second was the Ministry of Education with a mean value of 4.9487 and a standard deviation of 0.2235. Teachers emerged third with a mean value of 4.9231 and a standard deviation of 0.3543. Parents emerged fourth with a mean value 4.8974 and a value of 0.3074 as the standard deviation. Principals emerged fifth with a mean value 4.8718 and a value of 0.4690 as the standard deviation. Students emerged sixth with a mean value 4.6667 and a value of 0.4776 as the standard deviation. District Assembly emerged seventh with a mean value 4.5897 and a value of 0.6373 as the standard deviation. Non-Governmental Organizations emerged eight with a mean value 4.5641 and a value of 0.5523 as the standard deviation. Chiefs and elders emerged ninth with a mean value 4.5385 and a value of 0.6003 as the standard deviation. School Advisory/Management Committee emerged tenth with a mean value 4.4359 and a value of 0.6804 as the standard deviation. Faith-

Based Organizations emerged eleventh with a mean value 3.3846 and a value of 0.9898 as the standard deviation. The Alumni Association emerged twelfth with a mean value 2.1795 and a value of 0.7905 as the standard deviation. This shows the importance of Ghana Education Service and the Ministry of Education as well as teachers' role in the implementation of quality education in the Ghanaian education system. Nonetheless, all the other stakeholders also play important roles in the implementation of senior high schools. Below is the one sample t-test which confirms the aforementioned statement.

Table 4. 3 One-Sample Test of Significant Stakeholders

Significant Stakeholders	Test Value = 3					
	t	Df	Sig. (2-tailed)	Mean Diff.	95% Confidence Interval of the Difference	
					Lower	Upper
Ministry of Education	54.46	38	.000**	1.95	1.876	2.021
Ghana Education Service	77.00	38	.000**	1.97	1.923	2.026
Parents	38.55	38	.000**	1.89	1.798	1.997
Principals	24.92	38	.000**	1.87	1.720	2.024
Teachers	33.90	38	.000**	1.92	1.808	2.038
Students	21.79	38	.000**	1.67	1.512	1.822
Chiefs and elders	16.01	38	.000**	1.54	1.344	1.733
District Assembly	15.57	38	.000**	1.59	1.383	1.796
School Advisory / Management Committee	13.18	38	.000**	1.44	1.215	1.656
Faith-Based Organizations	2.42	38	.020**	0.38	0.064	0.705
Non-Governmental Organizations	17.68	38	.000**	1.56	1.385	1.743
The Alumni Association	-6.48	38	.000**	0.82	-1.076	-.564

Source: Field Survey, 2018

The significance of the key stakeholders was affirmed using the one sample t-test because of the Likert scale used, that is, to a scale of five. The test value chosen was three with a significance level of 95%. It also meant that, stakeholders with a p value less than the value 0.05 were classified

as significant and those which had a value greater than 0.05 will be classified as not significant. From the test conducted (table 4.3) it clearly shows that, all the stakeholders passed or were significant because all the p values were less than the value 0.05. This proves clearly that, all these stakeholders are needed to play a part or two in the implementation of community day senior high schools in the country. However, from the set criteria, Ghana Education Service (GES), Ministry of Education (MoE), teachers, parents, principals, students, the district assemblies, non-governmental organisations, and finally, chiefs and elders can be classified as being more significant stakeholders.

The study affirms the statement made by Abubakari and Al-hassan (2016). It explains that the Education Act 778 of 2008, for instance calls for stakeholders' participation in education. It spelt out stakeholders in education to include; Development partners, G.E.S (Implementer of education policies), District Assemblies and District Education Office (DEO), Teachers, School Management Committees (SMCs), Chief and Elders, and Parent-Teacher Associations (PTAs). These stakeholders are assigned roles and responsibilities at various levels; national, regional, district and school- community. GES is a major stakeholder when it comes to the management of senior high schools in Ghana (Gunu, 2017) whiles Ministry of Education's ultimate aim is to ensure that quality education is provided (Takyi et al., 2014).

4.5 IMPORTANT ROLES OF THE KEY STAKEHOLDERS IN THE IMPLEMENTATION OF THE COMMUNITY DAY SENIOR HIGH SCHOOLS

This section of the questionnaire was to gather information on the important roles of the key stakeholders in the implementation of the community day senior high schools in Ghana. Again, literature was reviewed to come out with fifteen roles that the stakeholders play in implementing the community day senior high schools. Using means and relative importance index, the role of

the stakeholders is ranked from the most important to the least. Table 4.4 shows this analysis with a follow up discussion below.

Criteria: Roles of RII greater than 0.94 are more important, whereas those less than 0.94 are less important.

Table 4. 4 Roles of the key stakeholders

No	Role of stakeholders	(ΣW)	Mean	RII	Rank
1	Supply of Teaching and Learning Materials	194	4.974	0.995	1
2	Delivering quality education	193	4.949	0.990	2
3	Participating in the decision-making process	192	4.923	0.985	3
4	Guidance and counselling	190	4.872	0.974	4
5	Performance appraisal of schools	188	4.821	0.964	5
6	Encouraging students to manage their social and academic time wisely	187	4.795	0.959	6
7	Policy making and framework setting	186	4.769	0.954	7
8	Modelling desirable behaviour for the students	185	4.744	0.949	8
9	Community-Based Development	183	4.692	0.938	9
10	Provision of additional resources by parents	179	4.590	0.918	10
11	Decentralization and Community Participation	170	4.359	0.872	11
12	Public awareness raising	165	4.231	0.846	12
13	Enhancing a sense of community pride and commitment	162	4.154	0.831	13
14	Participatory Rural Appraisal	149	3.821	0.764	14
15	Entrepreneurial initiatives and training	134	3.436	0.687	15

Source: Field Survey, 2018

The relative importance index and the mean describes the various roles in the order of importance as chosen by the respondents. For general idea on all the minds of the respondents was the fact that the supply of teaching and learning materials was a key role of the stakeholders therefore ranking first with a mean value of 4.974 and a relative importance index of 0.995. The second

ranked role is delivering quality education having a mean value of 4.949 and a relative importance index of 0.990. The third ranked role is participating in the decision-making process having a mean value of 4.923 and a relative importance index of 0.985. The fourth ranked role is guidance and counselling having a mean value of 4.872 and a relative importance index of 0.974. The fifth ranked role is performance appraisal of schools having a mean value of 4.821 and a relative importance index of 0.964. The sixth ranked role is encouraging students to manage their social and academic time wisely having a mean value of 4.795 and a relative importance index of 0.959. The seventh ranked role is policy making and framework setting having a mean value of 4.769 and a relative importance index of 0.954. The eighth ranked role is modelling desirable behaviour for the students having a mean value of 4.744 and a relative importance index of 0.949. The ninth ranked role is community-based development having a mean value of 4.692 and a relative importance index of 0.938. The tenth ranked role is provision of additional resources by parents having a mean value of 4.590 and a relative importance index of 0.918. The eleventh ranked role is decentralization and community participation having a mean value of 4.359 and a relative importance index of 0.872. The twelfth ranked role is public awareness raising having a mean value of 4.231 and a relative importance index of 0.846. The thirteenth ranked role is enhancing a sense of community pride and commitment having a mean value of 4.154 and a relative importance index of 0.831. The fourteenth ranked role is participatory rural appraisal having a mean value of 3.821 and a relative importance index of 0.764. The fifteenth ranked role is entrepreneurial initiatives and training having a mean value of 3.436 and a relative importance index of 0.687.

The Senior Secondary Schools in the country should have access to textbooks procured and printed by the government (Ankomah et al., 2005). According to Ankomah et al. (2005) much opportunity have been given to communities and local institutions in the participation in school management.

These local institutions like the District Assemblies now have the right to put up and maintain schools in their respective areas. These statements are confirmed and crosschecked with the values of the analysis and discussions above. Based on the set criteria, it is evidential that, supply of teaching and learning materials, delivering quality education, participating in the decision-making process, guidance and counselling, performance appraisal of schools, encouraging students to manage their social and academic time wisely, policy making and framework setting, and modelling desirable behaviour for the students are the important roles of the stakeholders.

4.6 CRITICAL CHALLENGES STAKEHOLDERS ARE FACING IN THE IMPLEMENTATION OF THE COMMUNITY DAY SENIOR HIGH SCHOOLS

A literature review of the critical challenges stakeholders are facing in the implementation of the community day senior high schools were identified and developed into a questionnaire to elicit information from the respondents. The relative importance index and the mean score ranking was used to analyse the data collected from the respondents. The ranking of the challenges is illustrated in the table below. The discussion of the various challenges is also done below.

Criteria: Challenges of RII greater than 0.94 are more critical, whereas those less than 0.94 are less critical.

Table 4. 5 Critical challenges stakeholders are facing

No	Challenges	(ΣW)	Mean	RII	Rank
1	Inadequate Funds/Resource	4.923	192	0.985	1
2	Time Constraints	4.821	188	0.964	2
3	Low knowledge level and awareness	4.795	187	0.959	3
4	Poor flow of information	4.744	185	0.949	4
5	Issue of Terrain	4.718	184	0.944	5
6	Communication Gap	4.692	183	0.938	6
7	Issue of Accountability	4.615	180	0.923	7
8	Lack of commitment in the use of participatory approaches	4.410	172	0.882	8
9	Lukewarm attitude	4.333	169	0.867	9
10	Resistance to Change	4.231	165	0.846	10
11	Resistance to power redistribution	3.667	143	0.733	11
12	Language barrier among stakeholders	3.205	125	0.641	12
13	Communities with many languages may ban others from contributing	3.103	121	0.621	13

Source: Field Survey, 2018

Table 4.5 displays the results of the analysis of the challenges affecting stakeholders in the implementation of community day senior high schools in Ghana. The challenges are ranked from the first to the thirteenth. The first ranked challenge with a relative importance index of 0.985 and a mean value of 4.923 is inadequate funds/resource. The second ranked challenge with a relative importance index of 0.964 and a mean value of 4.821 is time constraints. The third ranked challenge with a relative importance index of 0.959 and a mean value of 4.795 is low knowledge level and awareness. The fourth ranked challenge with a relative importance index of 0.949 and a mean value of 4.744 is poor flow of information. The fifth ranked challenge with a relative importance index of 0.944 and a mean value of 4.718 is issue of terrain. The sixth ranked challenge with a relative importance index of 0.938 and a mean value of 4.692 is communication gap. The seventh ranked challenge with a relative importance index of 0.923 and a mean value of 4.615 is issue of accountability. The eighth ranked challenge with a relative importance index of 0.882 and a mean value of 4.410 is lack of commitment in the use of participatory approaches. The ninth

ranked challenge with a relative importance index of 0.867 and a mean value of 4.333 is lukewarm attitude. The tenth ranked challenge with a relative importance index of 0.846 and a mean value of 4.231 is resistance to change. The eleventh ranked challenge with a relative importance index of 0.733 and a mean value of 3.667 is resistance to power redistribution. The twelfth ranked challenge with a relative importance index of 0.641 and a mean value of 3.205 is language barrier among stakeholders. The thirteenth ranked challenge with a relative importance index of 0.621 and a mean value of 3.103 is communities with many languages may ban others from contributing. It has been identified by the stakeholders at district levels that inadequate funds or resources is a limitation to the involvement of community stakeholders in the planning and implementation of DESP geared towards delivering quality basic education. It was observed by Kumar and Corbridge (2002) that a major challenge that is affecting the involvement of local people in the education planning process is based on the misconception that local people do not have adequate knowledge and skills to take control of projects. This observation was however supported by Harriet et al. (2013). High level of illiteracy on the part of stakeholders at the community level is a factor that leads to wasting of time as mentioned by the district level stakeholders (Marsland, 2006). In accordance with the set criteria, inadequate funds/resources, time constraints, low knowledge level and awareness, poor flow of information, and the issue of terrain are the critical challenges that need more attention in the efforts to address the issues.

4.7 MEASURES TO IMPROVE COMMUNITY DAY SENIOR HIGH SCHOOLS

The last question was to collect data on some of the measures that can be put in place to improve the community day senior high schools in Ghana using open ended questionnaire. Some of the comments received are summarised below. The respondents were of the view that, the students report too late for lessons and that they must go to school early enough to observe silent hour to

read and prepare for lessons of the day. Parent Teacher Association (PTA) meetings must be organised at least once a term to enable parents contribute their ideas for the betterment of the schools. The schools hardly organise one. The science labs in the various schools must be better equipped with more science teachers trained to teach the subject. Most of the schools in the rural areas lack this.

The Ministry of Education (MoE) and the Ghana Education Service (GES) must make the efforts to provide students with adequate text books and other learning materials for effective learning in school. Hostel facilities must be provided to students posted from distant communities to reduce the stress on them looking for accommodation and travelling long distances to school. Some teachers have not had any training since the inception of the programme and so in-service training programmes should be given to teachers so that they can deliver lessons using the modern approach to teaching and learning. Free or subsidised bus services must be provided to students. More Information Communication Technology equipment must be provided to cater for the increasing number of students in the schools. The school facilities should be outsourced to facility management companies for proper care and maintenance. A facility manager should be employed to manage the school infrastructural facility. Defects on some of the buildings need attention.

The assemblies, MoE and GES should supervise and monitor activities in the various schools to improve performance. More infrastructure must be built. And the library facilities in the schools should be operationalised. More science teachers must be posted to the CDSHSs. Some don't have teachers for some of the aspects of science making it difficult for students to learn. Also, more infrastructure must be provided to match the intake. Heads of the CDSHSs must be resourced financially and materially to better manage the schools effectively.

Enough staff bungalows should also be provided. The GES district directorates should be resourced to better supervise and monitor teaching and learning activities in the various schools for better outcome. Teachers must be more committed to improve the academic standards in the schools. Heads of the various schools must make the efforts to check teacher and student absenteeism. The SMCs and the PTAs of the various schools should work in a coordinated manner to augment the efforts of government in the delivery of quality education. The district assemblies and the GES must check the schools for proper accountability to ensure judicious use of scarce resources.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 INTRODUCTION

The chapter five of this study summarises the entire studies and explains how the various objectives were achieved. The findings from the analyses are also summarised in this chapter. A conclusion is then made on the research studies and recommendations given to the stakeholders and researchers conducting research in the same subject area. The limitations of the study are also listed and recommendation for further studies are also given in this chapter.

5.2 SUMMARY OF STUDY OBJECTIVES

The aim of the study was to explore the role of stakeholders in the implementation of the community day senior high schools in Ghana. To achieve the aim stated, these various objectives were set. The first objective was to identify the significant stakeholders in the implementation of the community day senior high schools. The second was to identify the important roles of the key stakeholders in the implementation of the community day senior high schools. The last objective was then to identify the critical challenges stakeholders are facing in the implementation of the community day senior high schools. How the various objectives were achieved have been summarised below.

5.2.1 Significant Stakeholders in the Implementation of the Community Day Senior High Schools.

With reference to the analyses, it was revealed that the significant stakeholders of the community day senior high school were, Ghana Education Service (GES), Ministry of Education (MoE), teachers, parents, principals, students, the district assemblies, non-governmental organisations, and finally, chiefs and elders.

5.2.2 Important Roles of The Key Stakeholders in The Implementation of The Community Day Senior High Schools

The results revealed that supply of teaching and learning materials, delivering quality education, participating in the decision-making process, guidance and counselling, performance appraisal of schools, encouraging students to manage their social and academic time wisely, policy making and framework setting, and modelling desirable behaviour for the students were the important roles that the stakeholders undertook.

5.2.3 Critical Challenges Stakeholders Are Facing in The Implementation of The Community Day Senior High Schools.

Using the relative importance index and the mean score ranking, it was revealed that, inadequate funds/resources, time constraints, low knowledge level and awareness, poor flow of information, and the issue of terrain were the critical challenges stakeholders were facing in the implementation of the community day senior high school.

5.3 STUDY FINDINGS

The study generated a lot of findings and discoveries in the implementation of community day senior high schools in Ghana. The general findings from the study and the analysis of the data are discussed below.

- It was realised that, even though some of the community day senior high schools are in good condition, they still lack some needed resources to function as very good senior high schools for both students and teachers. The fact that everybody answered ‘No’ to having enough academic and social infrastructure affirms the lack of academic and social facilities in the community day senior high schools because of their design and construction.

- The objective one of the studies revealed that there are nine significant stakeholders in the implementation of the community day senior high schools.
- The study also revealed that there are eight important roles for stakeholders in the implementation of community day senior high schools.
- Further, the study identified five critical challenges stakeholders are facing in the implementation of the community day senior high schools.

5.4 CONCLUSION OF THE STUDY

Various governments in Ghana in their quest to improve upon the quality of education in the country have resorted to developing strategic plans by formulating and implementing policies by constituting committees established to help improve the educational system of the country. The implementation of Community Day Senior High Schools (CDSHS) is one of such strategic plans. Since the CDSHS was started in 2016, it is bedevilled with a lot of critical challenges that require immediate attention of its stakeholders to enable it achieve the purpose for which it was establishment. In this vein, the research was carried out. From the analysis of the data collected from the identified relevant respondents, the study concludes that there are nine significant stakeholders of the CDSHS, eight important roles played by these stakeholders, and five critical challenges stakeholders are facing in the implementation of the community day senior high schools. Among the critical challenges identified conclude resource and infrastructural deficits which encapsulate classroom space, school furniture, recreational and sports facilities, library resources, staff bungalows, ICT tools and equipment and internet facilities.

5.6 LIMITATION

The first years were not in school as at the time the data was collected, hence, they were excluded from the study.

5.5 RECOMMENDATION

It is recommended that, researchers use the information as it adds to the general body of knowledge on senior high schools. The Ministry of Education (MoE) and the Ghana Education Service (GES) must make the efforts to provide students with adequate text books and other learning materials for effective learning in school. Parent-Teacher Association (PTA) meetings must be organised at least once a term to enable parents contribute their ideas towards the improvement of the schools. Also, it is highly recommended that the various Metropolitan, Municipal, and District Assemblies (MMDAs) allocate adequate resources and funds to their related education offices and heads of these institutions to enable them carry out their mandate of ensuring high quality education in these schools. In situations where the needs of these schools require huge capital outlay, it is recommended that central government intervenes to help attain the general aim of education in Ghana.

5.7 RECOMMENDATION TO FUTURE RESEARCH

Because the research was not able to capture all the respondents or community day senior high schools in the country, it is recommended that, other aspects of the region can be researched into.

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APPENDIX

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

INSTITUTE OF DISTANCE LEARNING

(Master of Science in Project Management)

SURVEY QUESTIONNAIRE

(This questionnaire has been designed to aid in collecting relevant information necessary for this research for the completion of Master of Science degree in Project Management in KNUST, institute of distance learning. This questionnaire is to achieve the aim of exploring the role of stakeholders in the implementation of the community day senior high schools in Ghana. I will be very grateful to you if you could give us part of your valuable time in responding to the following questions. Your opinions will only be used for this study only and as well kept confidential)

Research Topic:

***ASSESSING THE ROLE OF STAKEHOLDERS IN THE IMPLEMENTATION OF
COMMUNITY DAY SENIOR HIGH SCHOOLS***

By:

FREDERICK NEWMAN AGBEME

Tel.: 0243121618

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Please, kindly respond to the questions by ticking [✓] in the appropriate box for each item.

A. DEMOGRAPHIC BACKGROUND

1. Gender

☐ Male ☐ Female

2. Age

☐ Below 16 years

☐ 16-20 years

☐ 21 to 35

☐ Above 35 years

3. Which class are you? (students only)

☐ First year

☐ Second year

☐ Final year

4. How many years have you been teaching? (teachers only)

☐ Below 5 years

☐ 5-15 years

☐ 16 years and above

B. THE STATE OF INFRASTRUCTURE IN YOUR SCHOOL

5. What is the state of infrastructure in your school?

☐ Good ☐ better

☐ poor ☐ needs improvement

6. Does your school have enough infrastructure for academic and social activities?

☐ Yes ☐ No

C. SIGNIFICANT STAKEHOLDERS IN THE IMPLEMENTATION OF THE COMMUNITY DAY SENIOR HIGH SCHOOLS

7. This section deals with the significant stakeholders in the implementation of the community day senior high schools in Ghana. From the table below, please rate the following stakeholders in the implementation of the community day senior high schools by ticking once (✓) as appropriate for the following in order of degree of agreement. **KEY: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree**

Item	Significant Stakeholders	Rankings				
		1	2	3	4	5
1	Ministry of Education					
2	Ghana Education Service					
3	Parents					
4	Principals					
5	Teachers					
6	Students					
7	Chiefs and elders					
8	District Assembly					
9	School Advisory/Management Committee					
10	Faith-Based Organizations					
11	Non-Governmental Organizations					
12	The Alumni Association					
If others please specify						
13						
14						
15						

D. IMPORTANT ROLES OF THE KEY STAKEHOLDERS IN THE IMPLEMENTATION OF THE COMMUNITY DAY SENIOR HIGH SCHOOLS

8. This section identifies the roles of the key stakeholders in the implementation of the community day senior high schools in Ghana. From the table below, please rate the following roles of the key stakeholders in the implementation of the community day senior high schools by ticking once (✓) as appropriate for the following in order of degree of agreement. **KEY: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree**

Item	Roles of Stakeholders	Rankings				
		1	2	3	4	5
1	Guidance and counseling					
2	Community-Based Development					
3	Encouraging students to manage their social and academic time wisely					
4	Participatory Rural Appraisal					
5	Decentralization and Community Participation					
6	Supply of Teaching and Learning Materials					
7	Participating in the decision-making process					
8	Performance appraisal of schools					
9	Delivering quality education					
10	Entrepreneurial initiatives and training					
11	Modelling desirable behavior for the students					
12	Public awareness raising					
13	Policy making and framework setting					
14	Provision of additional resources by parents					
15	Enhancing a sense of community pride and commitment					
If others please specify						
16						
17						
18						

E. CRITICAL CHALLENGES STAKEHOLDERS ARE FACING IN THE IMPLEMENTATION OF THE COMMUNITY DAY SENIOR HIGH SCHOOLS

9. This section focuses on the critical challenges facing the stakeholders in the implementation of the community day senior high schools in Ghana. From the table below, please rate the following critical challenges stakeholders are facing in the implementation of the community day senior high schools by ticking once (✓) as appropriate for the following in order of degree of agreement. **KEY: 1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly agree**

Item	Challenges	Rankings				
		1	2	3	4	5
1	Low knowledge level and awareness					
2	Communication Gap					
3	Lack of commitment in the use of participatory approaches					
4	Resistance to Change					
5	Issue of Accountability					
6	Resistance to power redistribution					
7	Lukewarm attitude					
8	Issue of Terrain					
9	Time Constraints					
10	Inadequate Funds/Resource					
11	Language barrier among stakeholders					
12	Poor flow of information					
13	Communities with many languages may ban others from contributing					
If others please specify						

F. MEASURES TO IMPROVE COMMUNITY DAY SENIOR HIGH SCHOOLS

1. What are some of the measures that can be put in place to improve the community day senior high schools in Ghana?

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THANK YOU