



Community Participation as a Framework for Governance in Ghanaian Schools: A Theoretical Exploration

Ameyaw Afua¹

¹ Water Research Institute (WRI)

Published: 11 November 2012 | **Received:** 27 June 2012 | **Accepted:** 17 October 2012

Correspondence: aafua@gmail.com

DOI: [10.5281/zenodo.18970085](https://doi.org/10.5281/zenodo.18970085)

Author notes

Ameyaw Afua is affiliated with Water Research Institute (WRI) and focuses on Education research in Africa.

Abstract

Community participation in school governance is a critical aspect of educational management in Ghanaian schools, reflecting broader societal values and expectations. This theoretical exploration provides foundational insights for understanding the dynamics between communities and schools in Ghanaian contexts, highlighting the need for more inclusive governance models that involve active participation from all stakeholders. Future research should focus on empirical studies to validate these theoretical propositions and explore the specific mechanisms through which community participation impacts educational outcomes. Policy recommendations could include fostering collaborative structures that encourage meaningful community engagement in school management.

Keywords: *Sub-Saharan, African, Governance, Societal Values, Cultural Relativism, Community Based, Participatory Management*

ABSTRACT-ONLY PUBLICATION

This is an abstract-only publication. The complete research paper with full methodology, results, discussion, and references is available upon request.

✉ **REQUEST FULL PAPER**

Email: info@parj.africa

Request your copy of the full paper today!

SUBMIT YOUR RESEARCH

Are you a researcher in Africa? We welcome your submissions!

Join our community of African scholars and share your groundbreaking work.

Submit at: app.parj.africa



Scan to visit app.parj.africa

Open Access Scholarship from PARJ

Empowering African Research | Advancing Global Knowledge