Doctoral Dissertation

Community Participation in School Management Toward Educational Outcomes in Ghana: From the Perspective of Relational Trust

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Table of Contents

Abstract

This dissertation aims to reveal how community participation in school management leads to educational outcomes based on the perspective of relational trust (RT). This dissertation is significant as it considers the relationships between collectives of school communities and individual households in the contemporary era where regional and educational disparities are expanding. School management studies have revealed that it is not evident as to how managerial and pedagogical factors should be harnessed to yield educational outcomes. Further, school-based management studies have shown that conflicts, differentiation, and alienation among school-level stakeholders emerged as the result of community participation in school management. Reciprocal relationships, mutual accountability, two-way communication, support and accountability between schools and communities, have been identified as keys to solve these issues. However, research gaps still exist regarding how factors and actors in school management should be mediated to yield educational outcomes. To fill in these gaps, I adopt the concept of RT, the component of which consist of the role relationships, the synchronies in their mutual expectations and obligations, and the reciprocal dynamics between factors in school management.

I chose Ghana as the context of the research; policies and practices in community participation in school management have been implemented in this country since 1990s. Therefore, it is worthwhile to extract lessons learned from the results of policy implementation in Ghana and share with neighboring Western African countries where decentralized management policies in education have been introduced since 2000s. The field of research was the Akasti South District, Volta Region. This district was selected as one of pilot districts of the Japan International Cooperation Agency (JICA) supported project in the field of community participation in school management. I decided to choose this district owing to the strong commitment of the District Director of Education to the research and favourable support for continuous field surveys. To avoid any interference of the intervention to the research, I selected case study schools from non-pilot schools of the intervention. I obtained research permissions of the field surveys from the Ghana Education Service (GES) Headquarter and made necessary feedback to the district education office, Akatsi South and the GES Headquarter.

I make three research questions based on a literature review: Research Question 1) To what extent does community participation function in school management?; Research Question 2) To what extent are community participation, socio-economic status (SES), educational outcomes, and RT related?; Research Question 3) How is RT realized between actors and in factors of school management to generate educational outcomes?

This dissertation adopted the mixed method with the quantitative analysis of headteacher questionnaire of 85 public basic schools in the Akatsi South and the qualitative analysis of four case study schools through the School Management Committee (SMC) or the Parent Teacher Association (PTA) general or executive meeting minutes; interviews from school-level stakeholders; and participatory observation at school visits.

This dissertation reveals the following results. Regarding RQ1, it is found that the approach of community participation with the principle of representative democracy was flawed owing to the limited scope of SPIP consultation and delays in the capitation grant disbursement. Instead, community participation with the principle of consensual democracy is found to be active in the form of the number of PTA general meeting participants and the amount of PTA funds. This implies that when we analyse community participation, it is necessary to pay attentions to not only the representative democracy for decision making in school management, but also the consensual democracy which has played a critical role in supporting schools since their establishment.

RQ2 and RQ3 are complementary in a sense that RQ2 addresses the quantitative analysis while RQ3 concerns the qualitative analysis. Together they reveal how and why RT matters to educational outcomes and factors in school management. First, contrary to the hypothesis, increased RT did not necessarily secure the better learning outcomes when collective participation was controlled for. In this dissertation, to avoid correlations among independent variables, collective participation indicators were integrated into a composite collective indicator. I would like to interpret this result as follows.

Second, I examine the relationship between RT and learning outcomes. The correlation analysis shows that teacher-parent RT is negatively related (statistically significant) to the Basic Education Certificate Examination mean aggregate. This means that the higher the teacher-parent RT is available, the better the learning outcomes. The qualitative analysis gives some clues as to which factors of school management RT should be realized to yield learning outcomes. The first qualitative case study sheds light on why a high-performing school in a rural area has experienced a rapid decline in its learning outcomes. It is found that the school has suffered from a community divide owing to a dispute over the legitimacy of chieftaincy. The lack of School communities-school RT affects the extent of collective participation, which seems to be one of critical indicators of the 'Parent, School, Community Ties' factor. This failure regarding managerial factors leads to a lack of support for school development, which affects the pedagogical factors including ‘time for learning’, ‘supplementary resources’ and ‘pupils’ school participation’. This seems to result in a decline in learning outcomes. In addition, the third case study shows that the lack of teacher-parent RT is associated with the low extent of pupils’ motivation, guardians’ support and teachers’ motivation. These are included in the pedagogical factor, which

directly affects pupils' learning outcomes. These findings contribute to revealing why teacher-parent RT is related to better learning outcomes.

Third, this dissertation reveals that school enrolment depends on the extent of collective participation. In the quantitative study, school enrolment is positively correlated (statistically significant) with the collective participation composite variable. This shows that the larger collective participation, the more school enrolment is available. This seems to be a common sense in urban areas, however, it is important for schools in rural areas to sustain or increase school enrolment. Conversely, increasing the school enrolment is an important strategy for generating more collective participation in the form of PTA funds, which becomes a driver for school development. The second qualitative case study shows that one school had sustained or increased school enrolment, while the other school, though in similar rural settings, experienced stagnated school enrolment. The headteacher of the case study school developed an initiative to address the school's low enrolment. The school communities responded to the headteacher's expectations and mobilized resources for school development in line with their obligations. Thus, School communities-school RT is realized in the 'Parent, School, Community Ties' factor, which is equivalent with collective participation, namely, attending meetings and paying for PTA funds. With such collective participation after realization of the school-community RT, it is possible for the school and school communities to work towards improving school enrolment. It is also found that the existence of headteacher-teacher RT matters in promoting teachers' engagement with increased school enrolment. Literature have argued that individual households' socio-economic status affects the extent of their involvement with school affairs. However, this dissertation reveals that school communities with less endowed socio-economic status can achieve some extent of collective participation through realizing RT. This can be interpreted as a survival strategy for fragile individual households under severe resource scarcity in developing countries to enjoy collective benefits through the participation in school communities.

Fourth, this dissertation reveals how pupils' discipline is affected by each of the school management factors depending on the realization of RT. The last qualitative case study shows how divides in geographical communities cause declining 'Parent, School, Community Ties' factor, which also results in a lack of the 'Pedagogical factor', such as decreased motivations for teachers, guardians and pupils. It is found that these two schools has different levels of RT regarding whether they can avoid conflicts through dialogues with school-level stakeholders. This case study highlights the significance of RT among school-level stakeholders on pupils' discipline.

This dissertation discusses findings from both theoretical and practical perspectives. From the theoretical perspective, it discusses; 1) how RT links between factors and actors in school management

can yield educational outcomes; 2) how RT occurs as mutual accountability among guardians, school communities and government; 3) how RT is perceived through the interplay among participation, leadership and accountability; 4) how RT can make pupils the subject of learning and 5) how RT can bridge individual households and the collectives of the school communities under diversity and resource scarcity.

From the practical perspective, it discusses; 1) need to formulate RT by matching active headteachers with supportive school communities, 2) need to retain RT as multiple sets of mutual accountability; 3) need to sustain a chain of RT in the existing system of institutionalized community participation; 4) need to support pupils as the subject of learning through realizing RT at both collective and individual level; and 5) need to support fragile individuals and school communities to sustain RT.

Community participation in school management, institutionalized in Western society, has relied on Putnam (1995)'s social capital theory at the collective level that independent households participate in civil society autonomously, share equal responsibilities, and formulate collectives of institutionalized community. However, this dissertation contributes to illuminating RT as a new form of social capital, which enables individual households under resource scarcity and with diverse background to formulate the collectives of community in a flexible manner. Through participation in the collectives of school communities, it is possible that RT, which consists of the synchronies in mutual expectations and obligations, has been realized and individual households has multiplied their scarce resources. Furthermore, the perspective of RT, which this dissertation presents, can show important implications for community participation in school management mechanism in industrialized countries that have suffered from system fatigue under diversified society and working modality, and associated widened disparities among households in terms of involvement with school affairs.

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List of Abbreviations and Acronyms

BECE	Basic Education Certificate Examination
DA	District Assembly
EMIS	Education Management Information System
fCUBE	Free, Compulsory, Universal, Basic Education
GES	Ghana Education Service
GSS	Ghana Statistical Service
JHS	Junior High School
KG	Kindergarten
PTA	Parent Teacher Association
RT	Relational Trust
SBM	School-Based Management
SES	Socio-Economic Status
SHS	Senior High School
SMC	School Management Committee
SPAM	School Performance Appraisal Meeting
SPIP	School Performance Improvement Plan

List of Tables

List of Figures

Chapter1: Introduction

1.1 Background

Community support for education has a long history in Africa. Indigenous geographical communities established and supported schools even before the independence, prior to the 1960s and 1970s. This was because governments could not establish schools despite the demand from geographical communities. Such community school initiatives have been observed in various African countries including the Harambee schools in Eastern Africa (Hoppers 2005; Nishimura, 2017; Yamada 2014). These schools were a part of community self-help movement to provide educational alternatives to the mainstream public education offered by the government (Bamattre, 2018). The government gradually took over such community schools, registered them as public schools, and dispatched their teachers. The management and control of the schools thus shifted to central government authorities, and the communities tended to become less actively involved (Essuman 2013).

In the 1990s, various African countries introduced Universal Primary Education policies and abolished school fees. On one hand, this implied to parents and community members that the government was providing free public education. On the other hand, however, these governments faced severe resource scarcities and could not provide effective solutions to address the expanded access to schooling. As such, community participation in school management is regarded as instrumental in bringing about educational outcomes and has been institutionalized as a form of school-based management (SBM) in the context of decentralization (Barrera-Osorio et al. 2009; Bruns et al. 2011; De Grauwe 2005).

1.2 Statement of problems

Studies into school management have paid attentions to factors in school management. School effectiveness/improvement studies have identified the characteristics/factors of school management that can generate educational outcomes. However, there still exist research gaps regarding how to link managerial and pedagogical factors towards educational outcome (Bossert 1988). It is also challenging how to activate these factors in developing countries under severe resource scarcity (Lockheed & Levin 1993).

School-based management studies have highlighted actors in school management. Geographical communities members and guardians have supported school development since their establishment. Decentralization reforms in education have institutionalized community/parent participation in school management and have formulated school communities that are composed of people concerned with pupils' education. Thus, the involvement of geographical communities and guardians in schools has

changed from them supporting school development to them participating in school management and holding schools accountable to them. As a result, various conflicts, mistrust, alienation and differentiation have been observed among school-level stakeholders (Carney et al. 2007; Essuman & Akyeampong 2011; Pellini 2005).

Various attempts have been made to mitigate such complex relationships among school-level stakeholders. These includes reciprocal relationship (Essuman & Akyeampong 2011), mutual accountability (Nishimura 2017), two-way communications (Adu 2016; Epstein et al. 2002), social capital (Edwards 2019; Pryor 2005), and relational trust (RT). RT is a concept proposed by Bryk & Schneider (2002) who believe that it fits the analysis of schooling characterized by inter-dependency. However, how to generate such relationships among school-level stakeholders regarding factors of school management to improve educational outcomes remains unknown.

In the past, at the basic education level, geographical communities, which share the same geographical boundaries, and school communities were almost identical; they comprise groups of people working together for the purpose of school management (Nishimura, 2017). However, some parents tended to send their children beyond their geographical communities to public or private schools in urban areas that offered quality education. Therefore, geographical and school communities may not overlap as they used to, and fragile households will be left behind in marginalized communities, resulting in expanded educational and regional disparities and the marginalization of society (Edwards, 2019; Ogawa, 2017).

1.3 Research objectives

The objective of this dissertation is to reveal how community participation in school management leads to educational outcomes, based on the perspective of relational trust.

1.4 Significance of the dissertation

This dissertation is significant for the following reasons. First, this dissertation aims to address how factors, actors, and their relationship in school management, can be connected through the concept of RT. More specifically, this dissertation can provide insights into how one can achieve educational outcomes such as academic performance, school enrolment, and pupils' discipline by influencing factors and actors in school management through realizing RT. In particular, pupils' discipline, or pupils' motivation for learning is critical because pupils are the subject of learning and they must be motivated or encouraged to learn by school communities, teachers and guardians, in order to improve academic performance and school enrolment.

Second, this dissertation is significant in that it considers the relationships between collectives of

community and individual households in a contemporary era where disparities are expanding. Affluent households may leave their geographical communities to find out quality schools for their children as a result of being able to choose schools based on their own preference. However, fragile households may be left behind in marginalized communities in low income countries owing to their low socio-economic status (SES). Thus, during this time of regional and educational disparities, it is critical to determine how they can achieve educational outcomes despite low SES through collaborative efforts in the collective spaces of communities.

1.5 Research context

Ghana has a history of both indigenous and institutionalized community participation in school management. It introduced policies and practices of community participation in education relatively early compared to other Western African countries. Thus, I chose Ghana, as various lessons from past interventions can be extracted and shared with neighbouring countries, which are currently accelerating policies and practices in this field.

I chose the Akatsi South District in the Volta region as the field of study. This district has been selected as one of the pilot districts for the Japan International Cooperation Agency (JICA)-supported community participation interventions. I selected this district because the District Director of Education was committed to implementing the pilot activity and also showed interests in supporting my research related to this topic. This guaranteed that I would be able to obtain a satisfactory level of cooperation from the district education office for the research. I visited schools that were not selected as targets by the pilot activity to avoid any influence of the intervention on the research to the largest extent possible.

In terms of mean annual per capita income, the Volta region ranks fourth among the ten regions in Ghana (Ghana Statistical Service, 2014). The Akatsi South District is not one of the deprived districts. Thus, this district is better off in terms of poverty indicators. According to district officials, the major ethnic group in the district is the Ewe, which is dominant in the Volta region. In 2013, the Akatsi South District was positioned 18th among the 25 districts in the Volta region in terms of the Basic Education Certificate Examination (BECE) pass rate ranking. As of September 2017, the district had 107 basic schools, comprising 84 Public schools (Kindergarten (KG), 75; Primary, 70; Junior High School (JHS), 40) and 23 Private schools. The district capital, Akatsi, is located approximately 140 km from the national capital, Accra.

1.6 Dissertation structure

The structure of the dissertation is as follows.

Chapter 2. Literature review on community participation in school management

In this chapter, based on literature review, I pay attentions to the following key variables in this dissertation: educational outcomes, socio-economic status, factors and actors in school management, and RT. I describe the characteristics and the components of RT, which is a key concept in this dissertation .

Chapter 3. Community participation in school management in Ghana

In this chapter, I describe community participation in school management in the context of Ghana. Since the colonial era, Ghana has a history of indigenous geographical communities establishing and supporting schools. Since 1995, institutionalized school communities' participation in school management has been introduced in the form of the School Management Committees (SMCs). I also describe the situation of headteachers and teachers who are in charge of day-to-day school management.

Chapter 4. Conceptual framework and research method

In this chapter, I describe the conceptual framework and research questions, which stem from the literature review. I also explain the research method, which reveals the research questions, data collection instrument, data collection process, data, and data analysis.

Chapter 5. Findings

In this chapter, I aim to describe findings according to research questions in this dissertation by adopting the mixed method of the quantitative and qualitative analyses.

Chapter 6. Conclusions and discussions

Finally, in this chapter, I summarize findings of this dissertation and its contributions to literature and implications for the system of community participation in school management. I also refer to the limitations of this dissertation and present suggestions for further studies to be explored in the future.

Chapter2: Literature review on community participation in school management

2.1 Introduction

In Chapter 1, I mentioned the problem statement regarding community participation in school management and presented the research objectives, the significance of the research and the structure of this dissertation. In this Chapter, I conduct a literature review on school management based on the following three areas of studies related to school management: school effectiveness studies, school improvement study and school-based management study. First, I start with the fundamental arguments between socio-economic status, educational outcomes, and school management. Second, by reviewing the school management literature, I make arguments based on the following topics: 1) factors in school management, 2) actors in school management, and 3) research gaps in the literature. This explains the key factors and actors involved in school management, and identifies what remains to be addressed as research gaps. Finally, I pay attentions to the relationships in school management among community members, guardians, headteachers, and teachers, which have been discussed in the literature. To analyse these relationships, in this dissertation, I adopt the concept of RT asserted by Bryk & Schneider (2002).

2.2 Educational outcomes and school management

2.2.1 Educational outcomes

School effectiveness studies have argued over the definition of ‘school effects’, namely the educational outcomes of schooling. There are multiple goals attached to schools as social agencies (Bossert 1988). The cognitive aspects of learning, namely, to learn reading, writing and arithmetic, are often regarded as the key ‘effect’. However, what is treated as an 'effect' in one study may be viewed as a factor that produces effects in another study (Bossert 1988). This suggests that school effects may differ depending on the values attached to schooling and implies that several school effects exist in a complicated structure. For instance, Rutter et al. (1979) examined the school effects from the perspective of academic attainment, attendance, delinquency, and unemployment. Fertig (2000) argued that schools should be allowed to set their own educational goals. Thus, it seems to be necessary to view ‘school effects’ from several perspectives, rather than them being limited to learning outcomes measured by test scores.

In the quantitative analysis conducted in this dissertation, educational outcomes are defined as the mean aggregate of the Basic Education Certificate Examination (BECE). BECE results are critical for community members and guardians because they determines whether pupils can proceed to Senior High Schools (SHS).The BECE also represents the only nationwide comparable data in terms of quality of education at the Junior High Schools (JHS). Although educational outcomes are defined as the mean

aggregate BECE in the quantitative analysis model, pupils' commitment to learning, pupils' discipline, and schools' learning climate are also important educational outcomes. However, in this dissertation I consider them as intermediate outcomes, which lead to the educational outcomes defined as the BECE mean aggregate. In the case of primary schools, as there are no comparable data in terms of quality of education, I pay attentions to school enrolment.

2.2.2 Socioe-conomic status (SES) and educational outcomes

Socio-economic status (SES) is defined using the following information, which represents the social and economic situation of each individual or the members in a household: level of educational attainment, income, and occupation. In 1966, the Coleman Report in the United States of America (US) shocked people by showing that households' socio-economic status is more likely to determine pupils' learning outcomes than school factors. The report aimed to document the availability of equal educational opportunities among white majority pupils and ethnic minority pupils. The report found that the schools were remarkably similar in the way they related to the achievement of their pupils when the socio-economic background of their students was taken into account. The average white student's achievements seemed to be less affected by the strength or weakness of their school's facilities, curricula, and teachers than is the average minority pupil's. In other words, the achievements of minority pupils were found to be more dependent on the schools they attended than those of majority pupils (Coleman et al, 1966). Although the intention of the report was to reveal the availability of equal educational opportunities between white pupils and minority pupils, it was interpreted as showing that the socio-economic status of pupils' households matters more to their learning outcomes than school inputs.

2.2.3 Attention to school management studies

To refute the conclusion of the Coleman Report, many studies have focused on the argument that 'schools make differences'. There are two streams of research in this area. On one hand, school effectiveness studies have aimed to answer the following question: 'what activities will have greater benefits for pupils?' Studies in this area tend to focus on outcomes, use data for decision making, and adopt quantitative approaches to analyse school management (Stoll 1996). These studies often adopt the context-input-process-output model (Chapman & Sammons 2013; Mortimore et al. 1988; Rutter et al.1979; Schreens 1990; Yu 2007). On the other hand, school improvement studies aim to answer the question of 'how can we make our school better than it is now?'(Stoll 1996). School improvement studies tend to focus on the process, has an orientation toward actions, and analyse a strategy for educational changes that enhance student outcomes as well as strengthen schools' capacity to manage changes from a qualitative viewpoint. Studies in this area also emphasise teacher involvement in efforts

to enact changes and focuses on teaching and learning (Chapman & Sammons 2013; Hallinger & Heck 2011; Hopkins 1996; Stoll 1996) .

2.3 Factors in school management

School effectiveness and school improvement studies have identified both managerial and pedagogical factors in school management for producing educational outcomes. The main actors in school management are considered to be headteachers and teachers whereas parents and community members are regarded as inputs for school management (Schreens 1990). Here, I conducted literature reviews of school effectiveness and school improvement studies and then described the managerial and pedagogical factors in school management.

2.3.1 Managerial factors

In school effectiveness studies, the organizational aspect of schooling is often highlighted and the context-input-process-outputs model is often considered (Schreens 1990). The process of school management involves the following indicators, based on effective school study: educational leadership, achievement-oriented policy, orderly and safe climate, clear objectives, high expectations, monitoring/evaluations of pupils' progress, continuity and consensus among teachers (Schreens 1990). Sammons et al. (1995) also described the following managerial characteristics of effective schools: professional leadership, shared vision and goals, a learning environment, positive reinforcement, monitoring progress, pupils' rights and responsibilities, home-school partnership, and a learning organization.

In the context of developing countries, Heneveld & Craig (1996) developed a conceptual framework including factors that determine school effectiveness. It identified two managerial factors, 'School climate' (high expectations of students, positive teacher attitudes, order and discipline, organized curriculum, rewards and incentives) and 'Enabling conditions' (effective leadership, a capable teaching force, flexibility and autonomy, high time-in-schools) (See Annex 1). Parent and community support were still regarded as supporting inputs and were positioned outside of school management.

Bryk et al. (2010) presented a framework containing the following managerial factors: 'Leadership', 'Professional Capacity', 'School Learning Climate' and 'Instructional Guidance'. 'Leadership' is regarded as the extent of the various kinds of leadership demonstrated by headteachers. 'Professional Capacity' covers teacher orientation toward innovation and their school commitment. 'Parent-Community-School Ties' refers to teacher outreach to parents and parents' involvement in the school and 'School Learning Climate' includes safety and order in classrooms. In this framework,

‘Parent-Community-School Ties’ is considered to be one of the managerial factors in school management, which implied that parents and community members are not just supporting inputs, but are a part of school management (See Annex 2).

2.3.2 Pedagogical factors

Schreens (1990) argued that the process characteristics of education are studied at the teacher or classroom level. They identified the following variables: effective learning time or ‘time on task’, structured or ‘direct’ teaching, opportunities to learn or ‘content covered’, teacher attitudes and expectations, enhancing student motivation, and the alterable curriculum of the home. Sammons et al. (1995) asserted that concentration on teaching and learning, purposeful teaching, and high expectations have the most significant role to play in fostering pupils’ learning and progress and in influencing their educational outcomes. According to Bryk et al. (2010), pedagogical factors in school management comprise the following: the ‘Instructional Triangle’, comprising the pupil, teacher, and subject matter; ‘Time for Learning’ , ‘Supplementary Resources’ as multiplier; and ‘Dynamics of Student Learning’ , which is composed of ‘Students’ Motivation to Learn’ and ‘Students’ School Participation’. ‘Students’ Participation’ includes regular attendance, a lack of tardiness, few discipline problems, and regular completion of homework.

In the context of developing countries, Lockheed & Verspoor (1991) also presented a model of educational effectiveness containing the following process factors related to pedagogical aspects: improving curriculum, providing learning materials, time for learning, effective teaching and children’s learning capacity. Lockheed & Levin (1993) articulated that curriculum, instructional materials, time for learning, and teaching practices are necessary inputs to promote student learning. Heneveld & Craig (1996) included ‘teaching/learning process (high learning time, variety in teaching strategies, frequent homework, frequent student assessment and feedback)’ in their conceptual framework as a pedagogical factor in school management.

2.4 Actors and underlying theories in school management

In both school effectiveness and school improvement studies, in-school factors, where headteachers and teachers are mostly engaged, have been emphasized as being critical, whereas community/parent support has often been regarded as one of the inputs. Bryk et al. (2010) regarded ‘Parent, School, Community Ties’ to be inside school management. Thus, community/parent participation has shifted from being viewed as an input into school management to being one of its managerial factors. While teaching professionals are the critical agents of change in school effectiveness

and school improvement studies, parents and community members have participated in school management as its decision-makers in school-based management studies, especially in the context of developing countries.

2.4.1 Actors

Effective schools appear to have a high degree of school-level responsibility and authority, with accountability to parents and their local communities (Lockheed & Levin 1993). Thus, it had been argued that schools should have adequate autonomy and should become the fundamental decision-making unit in the educational system (Murphy 1991). Based on the school effective studies, the underlying theories of school-based management (SBM) were autonomy, participation, and accountability (Bruns et al. 2011). With the background of decentralization reforms, school-based management has been introduced as a way to delegate the decision making authority to the school level (Bruns et al 2011; Caldwell 2005; Wohlstetter et al. 1994).

SBM programs include the following types: administrative-control (headteachers-led), professional-control (teachers-led), community-control (community members and parents-led), and balanced-control (Barrera-Osorio et al. 2009). Therefore, actors include headteachers, teachers, community members, parents, and any other members related to local education administration. In developed countries, several of these types have existed at the same time. On one hand, SBM is intended to enhance teachers' professionalism because it allows teachers to design programs that meet the needs at the school level (Lockheed & Levin 1993; Hamada 2007). On the other hand, SBM has been expected to encourage shared decision-making at the school level with community/parent participation (Hamada 2007).

On the contrary, in developing countries, SBM programs with emphasis on community/parent participation have been monopolized and have spread out worldwide. Behind the scene, there have been serious concerns about teachers' absenteeism and lack of pupils' time-on-task. Thus, SBM programs in developing countries have been intended to make schools and teachers work through oversight from community members and parents. Community and parent representatives are expected to become members of the school management committee (SMC), which forms a part of local educational administration. In this way, they make decisions on school management, oversee it, and hold schools and/or teachers accountable to them for school performance. The World Development Report 2004 highlighted that there was a short route of accountability between clients (community members and parents) and service providers (schools) (Annex 3, World Bank, 2004). Empirical evidences have also been accumulated to justify that SBM programs with community/parent participation emphasis produce

improved educational outcomes (Barrera-Osorio et al. 2009; Bruns et al. 2011). This has enabled SBM programs to spread out to various developing countries.

2.4.2 Community

'Community' seems to be common terms in the literature, particularly in the contemporary era. However, the definition of community in the literature and in this study needs to be clarified. Community has been defined in the literature as follows: geographical community, cultural community, and school community (Bray 2000; Nishimura 2017; Rose 2003; Taniguchi & Hirakawa 2016). A geographical community refers to a group of people who reside in the same geographical boundary. A cultural community includes those who are share the same religions, ethnic groups, gender and generations. A school community denotes a group of people who work together for the purpose of school management, regardless of their geographical locations or cultural backgrounds. A school community is likely to overlap with geographical communities in the case of rural schools, where parents have to choose the nearest public schools. A school community may expand to include several geographical communities as a school develops, and may cover a wider range of geographical communities in the case of urban schools (Nishimura 2017; Rose 2003).

Sergiovanni (1994) mentioned that a school community includes the faculties or staff of the school organization, as well as all of the school-level stakeholders, including parents, community members and local organizations. According to Essuman (2013), the former are stakeholders in the context of internal school development, in which administrators work with teachers and all of the other members of staff who are part of the schools' day-to-day operation, in order to improve pupils' learning in a cohesive manner. The latter include all the members who contribute to the children's growth, both within and outside of the school system. Headteachers have dual positions in both types of community as they leads teaching force in daily school management and also are engaged with wider stakeholders as a member of the school governing body. In this dissertation, I define a school as headteachers and teachers who are in charge of day-to-day school management, whereas I define school communities as those guardians, community members, and others who are engaged in said school's governing body.

Historically, there have been 'community schools' in Sub-Saharan Africa, which were established by geographical communities (Hoppers 2005). However, literature have pointed out that geographical communities are not necessarily homogeneous and consensual to support the development of school in geographical boundaries (Rose 2003). There are multi-layered communities that include geographical communities members, virtual kinship network, age and gender specific groups, and those who have enrolled children (Yamada 2014). There are differences between those geographical communities

nearby schools and those that are away from schools in terms of participation in school events (Saito 2013). Immigration and the disintegration of matrilineal family structures have also affected the dispositions of rural people to schooling (Pryor 2005). Thus, it is necessary to identify inside geographical communities in this study without assuming that they are homogeneous and consensual in this study.

In addition to diversity within geographical communities, commonality between geographical and school communities have been dissolved. Geographical communities have established schools within their boundaries and then sent their children to those schools. However, some guardians have tended to send their children beyond their geographical communities to public or private schools in urban areas that can offer quality education. In such cases, they joined a new school community, whereas guardians were still members in their original geographical communities. Thus, geographical and school communities may not overlap as they were and fragile households may be marginalized within such geographical communities, resulting in expanded educational and regional disparities and the marginalization of society (Edwards 2019; Ogawa 2017). Due to the expansion of choices of school, households may join several school communities because their children attend different schools in or beyond geographical boundaries (Yamada 2014).

Local governments and local education administrations have been in charge of school construction and renovations, as well as the allocation of teachers and the provision of teaching and learning materials. However, indigenous geographical communities, which are run under the traditional chieftaincy system in several African countries, still play an important role in influencing community members for school development (Hirose 2011).

2.4.3 Participation and associated theories

2.4.3.1 Participation

Participation is a buzzword in the field of development (Edwards & Klees 2015). It is a complex term, which can be taken differently according to the setting and the rationale for using it. The concept of participation is often intimately tied with the notion of community, which is also a contested term (Rose 2003). Thus, I carefully reviewed who participated (the subject) in what (the object), to what extent (the degree), how they did so (the modality), and why they did so (the rationale), based on a literature review.

In literature regarding community participation in school management, it is mostly community members and guardians who are the most common subjects of participation, as described in Section 2.4.1. However, they had not necessarily participate in school management, rather they have been

involved with and supported school since their establishment. In the cases of headteachers and teachers, it may seem weird that they participate in school. However, they are actually responsible for the day-to-day running of schools and are indispensable subjects of school management.

Pupils have rarely been discussed as the subject of participation in school management in literature. One exception is the study of Mitchell (2017), which in the case of Ethiopia paid attentions to pupils' participation in school management, such as student leaders and networks providing academic support and behavioural control to their peers. The practice of public critique being used for exposing misconduct was also studied. In the literature regarding parents' involvement in education, Epstein et al. (2002) asserted that students are the main actors in their education, development, and success in school. Epstein at al. (2002) also stressed that partnership activities among families, schools and communities, can be designed to engage, guide, energize and motivate students to achieve their own successes. The study assumes that if children feel cared for, and are encouraged to work hard in their role as a student, they are more likely to do their best to learn to read, calculate and learn other skills and talents, and to remain in school. Sanders (2002) also articulated the significance of two-way communications between schools and community partners, stating that one simple measure to determine the level of appropriateness of the community partnership was to examine whether the partnership was positive for students.

In terms of the objects of participation, SBM programs transfer authority over budget (payment of teachers, mobilizing resources), personnel (teacher hiring/firing), pedagogy (curriculum development, teacher training, textbook design, and textbook distribution), maintenance and infrastructure (building and maintenance), and monitoring and evaluation at the school level (Barrera-Osorio et al. 2009; Rose 2003). The degree of participation ranges from pseudo-participation to genuine participation (use of service, contributions of resources, attendance at meetings, consultation on issues, involvement in delivery, delegated powers and decision-making) (Rose 2003). Epstein et al. (2002) also classified parent involvement as follows; parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. These types of parent involvement includes both collective and individual aspect of participation as described below.

The modality of participation is associated with the rationale of participation, the modality of community and the organization/unit (Annex 4). Collective participation implies that decision-making, resource mobilization and information sharing are being conducted in a collective space. The participatory democracy is a key rationale for collective participation. However, its interpretation seems to be different in Western and African societies. On one hand, in Western society, according to Bryk & Schneider (2002), Putnam (1995) emphasized the willingness of citizens to associate voluntarily with

one another to redress collective concerns. On the other hand, Nyamnjoh (2016) considered individuals to be incomplete, such that they formulate communities that involve interdependence. Yntiso et al. (2017) argued that the Western institutional setting focuses on individuals, whereas the African cultures consider the collectives to be the units of social organizations. This shows a clear contrast between Western and African societies in terms of why people meet for certain objectives.

Within collective participation, the elective representatives of community members and parents meet, discuss and make decisions based on the principle of representative democracy in an institutionalized school communities. On the other, as Yamada (2014) pointed out, even before the institutionalized school communities were established, indigenous geographical communities had met and discussed issues on education, based on the principle of the consensual democracy (Ajei 2001) in African society.

Under a representative democracy, there are several rationales. First, there is the legitimacy of participation. This seeks changes in school organizations from those where experts have dominated decision-making, to those where community members including parents can know, require, and participate in school management as democratic institutions. Community members' participation in school management is considered to be a challenge, and political motives for democracy have also been emphasized. The second rationale is the effectiveness of participation. It has been argued that if a community participates in school management, it is possible to produce educational outcomes effectively.

The motivations behind these rationales are as follows: first, the central government cannot meet the demands of schooling financially; second, if authorities are delegated to the school level, decision-making can effectively respond to schools' needs (Welsh & McGinn 1999). This kind of idea is called as an instrumental approach toward participation (Edwards & Klees 2015) because participation becomes a powerful instrument for community members and guardians to demand accountability for schools.

School governing bodies and parent voluntary organizations are tangible forms of institutionalized participation. However, while school governing body's executive meetings place more emphasis on representative democracy in terms of the decision-making of school management as part of an educational administration, parent voluntary organizations' general meetings are based on the consensual democracy rationale as this embraces collaboration and mutual support for pupils' education.

On the other hand, individual participation deals with rearing one's own child as an individual households' goal. This involves direct engagement with children as it relates to daily rearing of children at home. An individual parent's participation in children's learning has been shown to be the most

effective form of parent involvement for improving learning outcomes (Martiniello 2000). However, in developing countries, guardians in rural areas tend to prefer collective participation (attending school meetings) to individual participation (looking after child's homework at home) due to their low educational background (Carolan-Silva 2011).

Parent participation and individual participation appear to be similar, however, they need to be distinguished. Parent participation includes both collective/indirect and individual/direct participation (Carolan-Silva 2011; Epstein et al. 2002; Suzuki 2002). When parents volunteer, make decisions and collaborate with a community collectively, this seems to be part of indirect engagement with children and collective participation as guardians work together as collectives of communities. When they do parenting, communicate with individual teachers and children, and make sure that children learn at home, this appears to be more similar to direct engagement with children and individual participation as it is mostly done at home or individually between parents and teachers.

Community participation in school management has changed the positions of both community members and parents in relation to schools. In the past, they tended to be viewed as inputs into school management, or as supporters to school development as members of a geographical communities. They have been engaged with their children in rearing and supporting them to learn at home as parents. However, with the introduction of the institutionalized mechanism, community/parent representatives have become decision-makers in school management. This has created various challenges in the relationships among school-level stakeholders. Such challenges include elite capture-the notion that a few stakeholders dominate decision-making processes (Pellini 2005; Saito 2013; Shoraku 2008); information asymmetry between teachers and parents over pedagogical issues (Suzuki 2002); lack of knowledge, skills and will for communities to manage schools (Carolan-Silva 2011; Mfum-Mensah & Friedson-Ridenour 2014; Chapman et al. 2002); lack of time for poor parents to engage in school management (Cuellar-Marchelli 2003); the invasion of teachers' professional autonomy and the cost of participation (Carney et al. 2007; Essuman & Akyeampong 2011).

2.4.3.2 Participation and Accountability

The introduction of participation discourse had been accompanied by the theory of accountability (Suzuki 2002). The World Development Report 2004 stressed that citizens including parents and community members are clients who can exercise client power to service providers, namely, schools in the education sector (World Bank 2003). In this regards, parents and community members have become subjects who participate in school management as well as demand accountability regarding school management (See Annex 3).

There are three key assumptions that we tend to overlook in the accountability framework presented by the World Bank. First, it is assumed that if community members and parents participate in school management, then schools are held accountable to them for school performance. It assumes that strengthening managerial approaches to make communities and parents supervise teachers would make teachers feel obliged to come to schools on time and deliver their expected services (World Bank 2003). However, a review of the literature shows that the SBM studies have not addressed the prevailing theoretical challenges in school management, namely, the linkages between managerial and pedagogical factors towards educational outcomes. Edwards (2019) argued that an SBM program in El Salvador was heavily weighted towards managerial aspects, and did not sufficiently address pedagogical aspects. Other studies have criticized one way participation-accountability framework as an instrumental approach to community participation for educational outcomes (Edwards & Klees 2015; Nishimura 2018). This is especially critical in the context of developing countries, which may experience severe resource scarcity. Okitsu & Edwards (2017) described that teachers' own survival needs, such as their livelihoods and ways of commuting, trumped their sense of obligations or accountability to parents or the community.

Second, it is assumed that both long-route and short-route accountability work in tandem in the conceptual framework, whereas the long route accountability appears to have less attentions in practice. This is particularly true regarding support from the central government or local government/education offices to educational service providers. However, as Gershberg et al. (2012) described, there are various government responsibilities in long route accountability. For instance, the sub-national level of government or management is supposed to conduct the following for the sake of educational service providers: communicate, explain, monitor, evaluate and/or enforce norms and standards; distribute educational resources, supervise and support schools and conduct human resource management. Thus, as Essuman (2013) pointed out, schools did not believe that they were accountable to school communities, rather they were accountable to the education directorate, because of its authority to appoint teachers. However, in realities, delays in the capitation grant from the government of Ghana have made it impossible for schools to be held accountable for their performance (Adu 2016; Malakolunthu et al. 2014).

The third assumption was that it regards geographical communities to be homogeneous and school communities to be consensual in terms of educational development. Thus, it is important to consider weak school communities and schools, which tend to be overlooked in school-based management interventions. De Grauwe (2005) argued that underperforming schools need support more than they need accountability. This means that poorly performing schools need internal capacity building or

advice on how to improve, before holding themselves accountable externally. Government's responsibilities are to support and monitor fragile school communities and schools.

Based on this conceptual framework of accountability, the institutionalized mechanism of community participation in school management has been spread out worldwide and has been supported by various development partners (Barrera-Osorio et al. 2009). For instance, the World Bank found that 17% of its education sector projects between 2003 and 2013 had components addressing school autonomy and accountability (Takeda et al. 2013). The Project Appraisal Document for the World Bank Project in Senegal, stated that the impact evaluation results supported the positive effects of school-based management interventions (establishment of SMC, training of stakeholders, development of the School Performance Improvement Plan (SPIP), and etc.) on student test scores (World Bank 2013). This document clearly stated what interventions work to yield learning outcomes and that 'the percentage of schools with functional SMC' became one of disbursement-linked indicators without specifying what functional SMC means.

2.4.3.3 Participation and Leadership

Yamada (2014) argued that one of the major factors that divide active and inactive schools is leadership. According to Yamada (2014), leadership in community participation in school management can take several forms. The first is leaders who hold a certain level of administrative authority in traditional organizations. This type of leadership has been available even before the institutionalized mechanism of community participation was installed. Headteacher leadership also plays an important role (Adu 2016; Leithwood et al. 2004; Malakolunthu et al. 2014; Yamada 2014). Secondly, headteachers can build and nurture relationships with teachers, parents and community members (Malakolunthu et al. 2014). The quality of leadership by principals has a significant impact on the success or failure of institutionalized school management because they liaise with actors outside of the school (Yamada 2014). Adu (2016) also stated that school effectiveness and school improvement studies have consistently highlighted the pivotal role of headteacher leadership. The third is those who hold access to outside resources. This includes actors such as the SMC or Parent-Teacher-Association (PTA) chairperson, who need to write school improvement plans for the disbursement of the government support or proposals to get external assistance (Yamada 2014).

Though leadership is critical to induce participation, it sometimes hinders participation. The process of 'elite capture', happens when a few educated stakeholders such as headteachers and SMC or PTA chairpersons dominate decision making process while the majority of parents and community members are marginalized from the process (Essuman & Akyeampong 2011; Pellini 2005; Shoraku

2008).

2.4.4 Reciprocal and mutual relationships among school-level stakeholders

As shown in the accountability framework in the World Development Report 2004, the instrumental approach of community participation has emphasized that community members and parents as clients, hold schools as service providers, accountable for school performance. However, Nishimura (2018) argues that this dichotomous notion of them being either clients or service provider does not make sense. It is also critical to determine how to overcome challenges of conflicts, differentiation, and alienation among school-level stakeholders as the results of institutionalized community participation in school management. Studies have highlighted the significance of the reciprocal relationship between schools and communities (Essuman & Akyeampong 2011; Pryor 2005), mutual accountability (Nishimura 2018) and balance between support and accountability (De Grauwe 2005). For instance, Essuman & Akyeampong (2011) argued that schools and communities should have the social contracts based on principle of reciprocity, and the mutual expectation of execution and accountability of their respective roles. Nishimura (2018) asserted that there is a strong sense of community when people play the roles of both service providers and clients. De Grauwe (2005) articulated that poorly performing schools need support more than they need accountability. In this regard, accountability does not seem to be a one-way process from clients to service providers, but rather it is more collective and mutual, as Nishimura (2018) argued. The findings from these studies are useful for overcoming the challenges of conflicts, differentiation and alienation among actors.

2.4.5 Social capital

Social capital theory may be useful for analysing the relationships and overcome the challenges among school-level stakeholders. Social capital is composed of trust, networks, and reciprocal norms, and includes reciprocal relationships that are composed of expectations and obligations between two parties (Coleman 1988). Studies have analysed social capital from both collective and individual levels. Putnam (1995) defined social capital as something collective, in which community members trust others, participate in organizations, do volunteers, go for voting and socialize with friends. Coleman (1988) analysed social capital at the individual level, both in the family (e.x. whether a person has both parents, their number of siblings, and their expectations from their mothers) and outside the family (e.x. whether the family has not moved, or whether they enrol children in religiously based private high schools). Social capital is also regarded as the family factor (e.x. family bonds, life habits, media control, learning habits, and divorce rate), as well as the community factor (e.x. one's efficacy to live in a community,

and rate of house ownership) (Shimizu & Suzuki 2012; Tsuyuguchi 2016).

However, several studies have criticized social capital because it places emphasis on the traditional values of family structure and the equal membership. Tsuyuguchi (2016) mentioned that researchers who accept traditional and conservative recommendations support the concept of social capital, whereas their opponents do not accept it. Others have criticized the limitations of social capital in the contemporary era. Using Norway as a case study, Selle & Kristin (1999) criticized the fact that Putnam' notion of social capital is based on participatory democracy, in which every member should have face-to-face contacts and opportunities of socialization. They pointed out that democracy should accept both styles of active and passive membership, and that one's commitment should not be restricted to face-to-face contacts only but rather should include various modalities. Suetomi (2005) also argued in the case of Japan that Putnam' notion of social capital has the assumption of equal membership that parents and community members have affirmative and active preferences to participate in the management of public schools - and that they should pay necessary costs including committing their time. Suetomi (2005) expressed her concerns that parents and community members who are neither affirmative nor active might be marginalized, and that this may produce a number of 'free riders' who do not feel obliged to play their roles in schooling. This seems to be an issue of systematic fatigue for school communities, which even various developed countries have faced following Putnam's notion of social capital.

In developing countries, social capital has been associated with community empowerment and community development. Pryor (2005) argued in the case of Ghana that community participation discourse assumed that social capital is inherited within the communities surrounding a school. However, the reality is that a community is merely a geographical entity, and does not engender a sense of collectiveness. Edwards (2019) described in the case of El Salvador that community-based management can be thought of as one element of broader efforts to work towards community organization and community building. Essuman (2013) argued in the case of Ghana that there is a reciprocal relationship between schools and geographical communities. In a study of agricultural development in Tanzania, Araki (2016) mentioned that intrinsic capacity is accumulated and internalized within individuals and communities through various community development activities. They stated that this then becomes an engine and a source of intrinsic motivation for another activities, which resulted in accumulated and synergetic effects.

Social capital has been classified into the following modalities: bonding, bridging and linking social capital (Woolcock 2001). First, bonding social capital is based on particularized trust and its network is closed and vertical. It exists in church groups, families and friends, neighbouring

associations that share solid connections based on homogeneous interests and backgrounds. Second, bridging social capital is a loose connection among people who have different interests and backgrounds. It is based on general trust and its network is more open and horizontal. It exists in non-profit organizations and civil society organizations. Lastly, linking social capital is a connection among different individuals and groups with different social backgrounds. It exists in fund mobilization activities, which are conducted by organizations that support socially vulnerable people.

As social capital analyses the relationships of wider stakeholders including community members, parents, teachers, and pupils at the community, household, school, and classroom levels, I realized that it is necessary to focus attentions on the factors related to schooling, in order to analyse the relationships among school-level stakeholders. In this regard, I here pay attention to 'bonding social capital', which analyses particularized trust.

Many studies have analysed trust in the field of schooling, mostly from the perspective of educational psychology (Goddard, Tschnnen-Moran & Hoy 2001; Hoy & Tschnnen-Moran 1999). Trust is a way of reducing uncertainty (Holmes & Rempel 1989) and having confidence that our expectations of others will be met (Hoy & Tschnnen-Moran 1999). Trust has also been defined as an individual's or group's willingness to be vulnerable to another party, based on the confidence that the latter party is benevolent, reliable, competent, honest and open. Particularized trust is the trust that one possesses regarding particular institutions like schools, and is different from the general trust that one can believes in regarding society in general. Based on these studies, Bryk & Schneider (2002) developed the concept of RT, which is considered to be the bonding social capital.

2.4.6 Research gaps in the literature

A review of available literature revealed that there are several research gaps to be addressed. First, despite accumulated evidence, little has been uncovered as to how community participation affects managerial and pedagogical factors in school management to yield educational outcomes. Critics of the school effectiveness and school improvement studies have argued that it is still unknown which school factors are associated with educational outcomes (Reynolds & Reid 1985). Most attentions had been given to organizational aspects of school management, such as headteacher leadership and school climate (Sammonds et al. 1995; Reynolds & Reid 1985). Bossert (1988) argued that there has been a lack of attention paid to the effects that administrative leadership and school organization have on instruction and student learning. In the conceptual frameworks of the school effectiveness studies (Schreens 1990, Heneveld & Craig 1996), managerial and pedagogical factors in school management seemed to have affected each other in either one or two ways. However, it is not clear as to how

managerial and pedagogical factors should be connected to produce educational outcomes.

Moreover, Bryk et al.(2010) presented an analytical framework that considers both managerial and pedagogical factors in school management. They identified the linkage between managerial and pedagogical factors and viewed them as the interacting subsystems operating in strong reciprocal causation with one another. However, it is still unknown as to how such reciprocal dynamics occur between factors in school management.

Furthermore, there appear to be research gaps regarding how the characteristics of effective schools can be applied in the context of developing countries. To this end, it is critical to understand the challenges of school management in developing countries. First, the stability and consistency of school inputs are the most important in developing countries (Fertig 2000). Schools suffer from material resource scarcity owing to limited government support (Lockheed & Levin 1993). The teaching profession is regarded as being not financially rewarding owing to its low salary and fringe benefits especially at the basic education level. This resulted in a high turnover of teachers to other sectors or to higher educational levels (Fertig 2000; Hedge 2002). Second, headteachers in developing countries have limited autonomy, have an autocratic leadership style, a low degree of initiative to change, and lack instructional leadership (Oplatka 2004). Although some evidences in developing countries has shown the critical role of headteachers in school improvement (Adu 2016), it is not possible to assume that the extent of headteacher leadership in developing countries is the same as in developed countries. Finally, community members and parents do not have necessary level of the literacy and understanding of school needs（Chapman et al. 2002).

De Grauwe (2005) claimed that it is unclear as to the extent to which school-based management has caused higher student achievement through accompanying pedagogical interventions. Edwards (2019) asserted that no studies have examined the actual teaching practices in the case of school-based management intervention in El Salvador. Taniguchi & Hirakawa (2016) argued that school management, namely, headteachers and teachers, were able to enhance student learning achievement, which facilitated community participation.

Second, there is also a research gap regarding how school-level stakeholders have mutual relationships in relation to participation, leadership and accountability. Gershberg et al. (2012) argued that sub-national government not only has the mandates to reinforce norms and standards, but also has the responsibility to provide support for schools, as part of the long-route accountability. Several studies have highlighted the lack of funds and capacity as challenges of local educational administration. However, compared to popular short-route accountability as featured in the World Development Report 2004, little is known as to the extent to what local educational administrations as part of long-route

accountability, can support schools in collaboration with local government, which is another vital stakeholder at the local level and how they can minimize disparities among schools.

In addition, as described in Section 2.4.3, participation, accountability and leadership are key terms in community participation in school management (Adu 2016; Essuman 2013). However, most studies have emphasized the significance of these terms respectively, or have focused on the relationship between participation and accountability (Suzuki 2002; World Bank 2003), or between participation and leadership (Essuman & Akyeampong 2011; Pellini 2005; Shoraku 2008). Taniguchi & Hirakawa (2016) raised a question as to how to develop teachers' responsibilities to improve students' achievement and as to how school leadership and community leadership influence community participation in school management. Therefore, there exists a research gap regarding how leadership, participation and accountability will work in tandem in role relationships and factors in school management.

As Nishimura (2018) mentioned, the mutual accountability occurs as a collaborative effort from a wide range of stakeholders. However, studies have not yet analysed whether such mutual accountability occurs in the relationships among various school-level stakeholders. Studies have not shown how mutual accountability will affect factors in school management and improve educational outcomes, which has been the key theme in school effectiveness studies.

Third, it is critical to know how pupils should be motivated, as they are the subject of learning. Studies into community participation in school management have argued that students are the measurable object of learning in the form of learning outcomes and school enrolment . However, these studies have rarely described how students feel and act as the subject of learning. Thus, there still exists a research gap regarding how students will be motivated to learn as the subject of learning, through interactions between school communities, headteachers, teachers and their guardians.

Finally, a significant research gap exists regarding how the relationship between individual households and collectives of school communities should appear. Studies have argued about the significance of social capital in both developed and developing countries. However, there is a critical research gap as to how to identify the accumulation of social capital, and how it occurs in the relationships between the actors and factors of school management. The implications of this dissertation might be useful for developed countries, which may experience a kind of systematic fatigue for collectives of school communities.

2.5 Relational Trust (RT)

2.5.1 Characteristics of RT

Bryk & Schneider (2002) classified trust into three categories: organic trust, contractual trust, and

relational trust (RT). First, organic trust concerns the unquestioning briefs of individuals in the moral authority of a particular social institution. Bryk & Schneider (2002) referred to religious schools, which are part of larger religious communities that embrace a moral vision. However, Bryk & Schneider (2002) argued that the applicability of organic trust breaks down in most modern institutions. Second, they argue that contractual trust is more common in the context of modern institutions. Here, both parties agree with the terms of contract, which spells out the scope of work to be undertaken, or a product or service to be delivered. However, they claim that the social relations around schooling do not fit well within this framework due to the multiple aims of schooling, the complex process of producing student outcomes, and the difficulty in monitoring practices in classrooms. Finally, they asserted that RT best fits schooling. Its characteristics are mutual dependence among school-level stakeholders. RT is founded both on beliefs and observed behaviours, which make it different from organic and contractual trust. Bryk & Schneider (2002) developed this theory in their study of disadvantaged urban schools with scarce resources under the 1988 Chicago School Reform. They found out that RT affects learning outcomes while also controlling other variables such as ethnic minorities etc.

2.5.2 Component of RT: role relationships

Trust in different role relationships have been studied in various literature. Hoy & Tschnnen-Moran (1999) analysed faculty trust in principal, colleagues, and clients (parents). Tsuyuguchi (2009) analysed trust in school in relation to how parents trust schools using the theory of RT. Bryk & Schneider (2002) considered that RT is the social exchange of schooling as organized around a distinct set of the following role relationships: teachers with pupils; teachers with other teachers; teachers with parents; and teachers with the school principal. They analysed RT from the viewpoint of teachers. There is a need to analyse these multiple role relationships because this is a critical research gap regarding mitigating conflicts among school-level stakeholders as stipulated in Section 2.4.3.1.

2.5.3 Component of RT: synchronies in mutual expectations and obligations

Moreover, Bryk & Schneider (2002) asserted that the maintenance (and growth) of RT in any given sets of roles requires the synchronies of mutual expectations and obligations. For instance, as shown in Figure 1, parents expect that teachers will take necessary actions to help their children learn to read (A). Teachers feel obliged to work in a professionally appropriate manner and are willing to commit extra effort , if necessary, in seeking to respond to the parents' expectations (B). Parents in turn are obliged to make sure that their children attend schools regularly and, more generally (D), to support the teachers' efforts at home (p21). In this case, teachers may expect parents to perform their duties of rearing their

children at home (C). Epstein et al. (2002) put children at the centre of the social relationship among school, family and community. In addition, Bryk & Schneider (2002) said that RT can make school-level stakeholders go the extra miles for children. However, it is not evident in the existing literature as to how children are situated between parents and teachers regarding the exchange of expectations and obligations within RT.

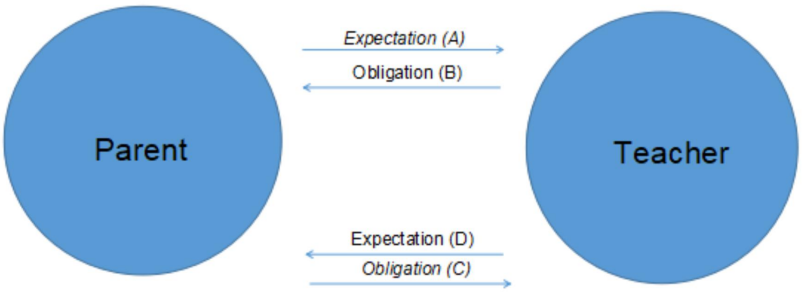


Figure 1. Decomposed picture of synchronies in mutual expectations and obligations between parent and teacher

Source: Author based on Bryk & Schneider (2002)

Other studies have adopted the theory of RT in their analytical framework. Tsuyuguchi (2016) articulated that expectations alone cannot be treated as trust. For instance, those guardians who expect schools to care about what guardians should do, do not trust but rather depend on schools when the expectation is highly stressed. Tsuyuguchi (2016) asserted that in schooling one must have both expectations and obligations to others to realize RT. Thus, it is critical to analyse the mutual relationships among the school-level stakeholders as discussed in Section 2.4.4, from the viewpoint of RT, which has synchronies in mutual expectations and obligations.

2.5.4 Component of RT: criteria for discernment

Hoy & Tschnnen-Moran (1999) identified the following five faces of trust: willingness to risk, benevolence, reliability, competence, honesty and openness. Bryk & Schneider (2002) analysed RT with criteria for discernment such as respect, competency, personal regards to others, and integrity in their qualitative study. Dabney (2008) adopted the concept of RT in a qualitative analysis in terms of the relationship between headteachers and teachers.

2.5.5 Component of RT: reciprocal dynamics between factors in school management

Bryk & Schneider (2002) briefly touched on the relationship between RT and the following core organizational conditions in school management: orientation to innovation, outreach to parents, professional community, and commitment to school communities. Bryk et al. (2010) took this analysis further, in doing so identifying that there are reciprocal dynamics between RT and the process of school improvement, namely, 'Parent, School, Community ties', 'School Learning Climate' , 'Professional Capacity' (managerial factor) and 'Classroom Black Box' (pedagogical factor) in school management.

2.5.6 RT and participation

Bryk & Schneider (2002) set the following role relationship for RT: teachers with pupils; teachers with other teachers; teachers with parents; and teachers with the school principal. As described in Section 2.4.4.1, parents/guardians will play their roles in schooling both at collective and individual participation levels. Therefore, I decided to name this collective aspect of the relationship between teachers and parents as 'School communities-school RT'. This corresponds to collective participation, whereas 'Teacher-parent RT' can be categorized as individual trust/participation. 'Headteacher-teacher RT' and 'Teacher-teacher RT' are also discussed at the collective trust/participation level as they belong to collectives of teaching professionals (Table 1).

Table 1. Correspondence between RT and participation

Particularized Trust	RT	Participation
Collective Trust	School communities-school RT	Collective participation
	Headteacher-teacher RT	
	Teacher-teacher RT	
Individual trust	Teacher-parent RT	Individual participation

Source: Author based on Bryk & Schneider (2002) and Tsuyuguchi (2016)

2.5.7 Research gaps in the literature

There are some research gaps in analyzing RT. First, Bryk & Schneider (2002) quantitatively analysed RT in each role relationship, based on criteria for discernment. They created a composite indicator of RT to conduct advanced quantitative analysis. On one hand, this has advantages because it can avoid correlations among independent variables when investigating relationships between

independent and dependent variables. However, the created composite indicators, are unlikely to measure to what extent RT in each role relationship affects the managerial and pedagogical factors in school management, resulting in educational outcomes. Bryk & Schneider (2002) conducted the qualitative analysis. In their study, more emphasis seemed to be placed on the criteria for discernment, such as respect and personal regards, though they mentioned synchronies in expectations and obligations. Moreover, Bryk & Schneider (2002) did not reveal why expectations from one party were met or unmet with obligations from the other party.

Tsuyuguchi (2016) articulated that it is necessary for parents not only expect schools to do something good for their children, but also to be obliged to perform their duties for their children. In this regards, I assumed that he put more emphasis on synchronies in expectations and obligations than criteria for discernment as Bryk & Schneider (2002) did. Methodologically, Tsuyuguchi (2003) asserted that because trust is a concept that involves interaction between those who trust and those who are trusted, it is difficult to gather data from both sides and to identify the extent of trust as the result of interaction. Therefore, Tsuyuguchi (2016) paid attentions to parents' trust in schools. In this case, the expectations from parents to school (A) and the obligations from parents to school (D) (Figure 1), are something ideal for schools that are trusted by parents. With this definition and arrangement, Tsuyuguchi (2016) argued that it is possible to measure the extent of trust or interrelation between two parties (parents and school) from the perspective of one party (parents).

However, despite these methodological advantages, Tsuyuguchi (2016) did not analyse RT in other role relationships such as between headteacher and teachers, among teachers, and between teachers and parents. In addition, although Tsuyuguchi (2016) suggested that more qualitative analysis is necessary to determine which realities constitute these relationships, few studies in this field have combined both quantitative and qualitative analysis.

In summary, in the context of developing countries, it seems to be important to pay attentions to the following components of RT: role relationship; synchronies in mutual expectations and obligations; and reciprocal dynamics among factors in school management. This is because schools in developing countries have to confront severe resource scarcity, and school-level stakeholders have to depend on each other to support the day-to-day management of schools. Therefore, it would not be adequate to have information as to whether one party has trustworthy characteristics such as criteria for discernment. Instead, it needs to be known whether school-level stakeholders expect headteachers/teachers to perform their duties to educate children, and headteachers/teachers are obliged to perform their duties in return, and vice-versa. Regarding the arguments presented in school effectiveness/improvement studies, it is worthwhile to know how such synchronies of mutual expectations and obligations will become

reciprocal dynamics among factors in school management. That is why I focus on these three components of RT in this dissertation.

2.6 Summary of Chapter 2

In this Chapter, a literature review of school effectiveness and school improvement studies enabled readers to understand the key factors in school management, whereas analysis of school-based management studies highlighted the actors involved in school management. Research gaps have been identified in terms of how actors and factors in school management can be connected to yield educational outcomes. In this regards, the theory of RT has been introduced in this dissertation. Through the literature review, I illuminated how studies have interpreted and measured RT. This is critical to inform the research design of this dissertation.

In the next chapter, I will introduce the context of Ghana, where this dissertation deals with. It will give readers contextual information how geographical communities have supported schools, how institutionalized school communities have been formulated, and under what circumstances headteachers and teachers are situated especially at the primary and JHS level. These information is significant to understand how theories will work in practices.

Chapter 3. Community participation in school management in Ghana

3.1 Introduction

First, in this chapter, I introduce the education system in Ghana, to explain the education context in Ghana. Second, I refer to the indigenous geographical communities' support given to schools, and the institutionalized school communities' participation in school management in Ghana, based on a literature review. Finally, I describe the situations of the teachers and headteachers who are in charge of day-to-day school management, which have rarely discussed in community participation literature to date.

3.2 Schooling system, its historical background, and educational outcomes in Ghana

In this section, I describe the schooling system (Section 3.2.1), and the historical background of establishing public schools (Section 3.2.2). Following this description, I explain the status of educational outcomes from the perspectives of access (enrolment), quality (learning achievement), and pupils' discipline in Ghana.

3.2.1 Schooling system

The schooling system in Ghana has the following cycle: preschool (two years), primary school(six years), Junior High School (JHS; three years), Senior High School (SHS; three years), and higher education (Polytechnic, College of Education, and University) (four years). Compulsory education covers primary school and JHS. The net and gross enrolment rates in 2016/2017 for primary, JHS and SHS are as follows.

3.2.2 Historical background of establishing public schools

In Ghana, generally speaking, geographical communities request the local education administration to establish primary schools. After they have built the basic structures of schools, the local education administration dispatches qualified teachers, and then register them as public schools. As it falls on the geographical communities to establish the basic structure of the school, some schools do not have complete classrooms from Grade one to six, school canteens, urinals and toilets, staff rooms, or storeroom. In the case that they have fewer classrooms or lower school enrolment than other schools owing to inadequate school infrastructure, they have to teach pupils using a form of multi-grade teaching. If primary schools have achieved a certain level of school enrolment, the geographical communities can gain request to establish JHSs attached to these primary schools. In case of a JHS, the Ghana Education Service (GES) headquarter has to appraise the request and register them as a JHS. The

District Assembly has an annual budget for constructing or renovating schools in the district, however, it can only cover a few schools per year.

3.2.3 Access to basic education

Access to basic education in Ghana has made remarkable progress in recent decades. The net enrolment rates at primary and lower secondary level schools are respectively 89.3 percent and 48.5 percent. According to Darvas & Balwanz (2014), in 2008/09, the average enrolments in KG, primary and JHS schools were 90, 225 and 138, respectively. However, the medium of school enrolment per school in Ghana is 80 at KG level, 193 at primary school level, and 112 at JHS level. This means that school enrolment per school in Ghana is skewed toward the lower side than the average. Thus, Darvas & Balwanz (2014) argued that primary education in Ghana is largely delivered by small and medium schools.

In Ghana, guardians are not necessarily supposed to enrol their children in schools that are located within the geographical boundaries they live. Thus, in practice guardians can choose schools, if they have financial means and transportation. They may choose private schools if they can afford to pay fees. There are several types of public schools in compulsory education, depending on which sections they cover. They are KGs, primary schools, and JHSs.

In addition, some basic schools have KG and primary sections, whereas other basic schools have JHSs in addition to KG and primary sections. Pupils who graduate from basic schools without a JHS section have to find out an appropriate JHS if they want to proceed. School enrolment is an important indicator for school management, owing to the following reasons. First, it represents their reputation from guardians' perspective. If guardians perceive that a school performs well regarding the BECE or provides a conducive learning environment, they will send their children to such a school. Second, as school enrolment increases, the possibility of schools' obtaining financial resources will also increase. The capitation grant is calculated based on school enrolment, and a number of guardians will determine how much PTA funds will be mobilized. Third, for basic schools without JHS section, school enrolment in the primary section is an important indicator that shows the necessity of a JHS. As such, school enrolment is significant for school management.

3.2.4 Quality of education from the perspective of the Basic Education Certificate Examination

The BECE is a national standardized examination held in every June for JHS Grade three students, who must sit the exam to complete their basic education cycle and proceed to SHS. 70 percent of a

pupils' total score comes from the BECE, while 30 percent is from a continuous assessment result, based on the information from the Western African Examination Council. There are six subjects: four core subjects (mathematics, science, English and social studies) and two electives. Each subject has 100 scores and the aggregate will be assigned to applicants from one (best) to nine (worst) based on the distribution of scores. To determine their admissions to a SHS, a student's mean aggregate for these six subjects is utilized, and the smaller aggregate is the better. The minimum admission qualification for a SHS is to obtain an aggregate score below six for the core subjects. Studies in Ghana have argued that guardians and community members pay special attention to the BECE as it determines whether pupils can proceed to a SHS. The BECE mean aggregate at each school is an important indicator, because pupils with smaller aggregates have greater opportunities to be enrolled into top performing SHSs.

3.2.5 Pupils' discipline as an emerging concern

Unlike access to, quality of and management in education, Pupils' discipline has rarely been discussed in the education sector development plans of developing countries, including Ghana. However, pupils' discipline has become an emerging concern for Ghanaian society, which compelled me to include it as part of the educational outcomes in this dissertation. Pupils' discipline is the highest concerns for parents and teachers. I refer to the following factors that could affect pupils' discipline, youth employment, extended family, poor parenting and corporal punishment.

3.2.5.1 Youth employment

As shown in the net and gross enrolment at primary and JHS level, access to education has become universal. The gaps between the net and the gross enrolment rate show that there are pupils who are beyond school age but are currently enrolled as pupils. Some studies have argued that some community members do not value the skills being taught at schools because they do not see those skills as necessarily translating into money. Thus, the youth in poor communities are likely to be engaged with youth employment that can earn 'quick money'. 'Okada' drivers who transport passengers on motorbikes without licenses, is one example (Sefa-Nyarko et al. 2018). This can lead to youths or overaged pupils dropping out or working after school to earn money (Volta Online 2018). Under this context, these pupils are not committed to learning, and do not put a value on education.

3.2.5.2 Extended family

In Ghana, it has been common practices for seasonal migrants leave their children in the daily care of relatives. The 2010 Population & Housing Census showed that there are single parent families owing

to death, divorce or working outside of geographical boundaries. Andrews (2017) highlighted that an extended family links with poverty as it affects one's capacity to be fully involved in a child's education. Essuman (2013) also asserted that many children are being fostered by relatives other than their biological parents, however, grandparents and distant relatives may not have the same degree of commitment and knowledge of the child's welfare in schools, and may therefore participate less in school affairs.

3.5.2.3 Poor parenting

Sefa-Nyarko et al. (2018) articulated that 'poor parenting' is a hindering factor that influences low secondary school completion rate. Poor parenting includes a lack of support and supervision. Such support includes financial (feeding, textbooks, uniforms, Parent-Teacher Association (PTA) fees etc.) and non-financial (i.e. encouraging students to stay in school or encouraging dropouts to return to school or participating in school activities such as PTA meetings) components. Supervision includes monitoring children's attendance to avoid truancy, checking whether homework had been completed, ensuring that children are home on school nights and not out socializing at bars, and funerals (Sefa-Nyarko et al. 2018). Studies have also argued that parents believe that they do not have the resources and tools to educate their children, and overly rely on teachers to provide the required support (Ampadu, Butakor, & Cole 2017).

3.2.5.4 Corporal punishment

It has been common practice in Africa for teachers to use a cane to discipline pupils when they misbehave (Alhassan 2013). There have been several attempts to prevent teachers from using cane, however, it currently prevails as common practices in Ghana (Andrews 2017). However, in 2016, the GES passed a directive to ban any corporal punishment, including the use of a cane. This provoked controversial discussions among school-level stakeholders as to whether they should or should not use canes to discipline children (CITI Newsroom 2019). Andrews (2017) argued that corporal punishment is a preventing factor for parent participation. However, Andrews (2017) admitted that there were dichotomies in opinions between parents and teachers in terms of use of corporal punishment in Ghana.

3.3 Indigenous geographical communities participation in school management

Ghana has a traditional chieftaincy system from the central to the village or town level. There are kings or paramount chiefs at the central level and there are traditional chiefs and the elders at the village or town level (Hirose 2011). The traditional chieftaincy can discuss and address local issues, including

education. In these meetings, the participation and the consensus of the all the members is emphasized during the decision making process (Ajei 2001). Currently, the local government or local education administration is responsible for constructing and renovating schools, and dispatching teachers. However, traditional chiefs still seem to be influential to teachers, guardians and pupils due to their leadership and charisma (Hirose 2011).

Actors except for the government have been establishing schools since the British Gold Coast era of the 1920s (Foster 1968; McWilliam 1975). Newspapers and the colonial government's records at the beginning of 20th century show that local elites and traditional chiefs had been actively engaged in constructing and establishing schools (Yamada 2011). Traditional chiefs, missionaries, and local elites supported schools at that time by providing labour and money, in collaboration with geographical communities members, and hired teachers for schools. As these schools developed with community initiatives, the management and control of the schools thus shifted to central government authorities, and communities tended to become less actively involved (Adam 2005; Essuman 2013). Essuman (2013) argued international literature on education decentralization often does not place as much empirical interests in indigenous geographical communities as it does in officially designated groups such as SMCs or PTAs.

3.4 Cultural community

Among the types of community described in Section 2.4.2, cultural communities in Ghana are diverse in terms of religion, ethnic group, language, gender, and generations. According to the Ministry of Foreign Affairs in Japan, Ghana has several religions (about 70 percent Christian, and about 17 percent Muslim, along with other indigenous religions and more than 80 ethnic groups (Yamada 2011). When geographical communities are divided into different cultural, ethnic, or linguistic groups, school communities need rigorous coordination over the use of language of instruction, school events and membership of the school management body (Nishimura 2017). Pryor (2005) argued that a geographical community does not engender a sense of collectiveness because there are disruptions to these communities from migration and the disintegration of matrilineal family structures, which affect the dispositions of rural people to schooling.

3.5 Institutionalized school communities' participation in school management

3.5.1 Universal Primary Education policies

The Government of Ghana embarked on two major educational reforms in 1987 and 1996. In the 1987 reform, the role of the local community to participate in basic education collectively and

collaboratively was emphasized to improve access to education (Essuman 2013). In 1996, the free, compulsory, universal basic education (fCUBE) program was introduced, based on the 1992 Constitution, which required the government to provide quality basic education for all Ghanaian children, irrespective of race, gender, religion, location or tribe (Adu 2016). The objectives included a) improving access and participation in education (ensuring that all the school-going children are in schools and complete basic education); b) improving the quality of teaching and learning (promoting efficient and effective quality teaching and learning) and c) improving efficiency in management (securing efficiency, probity and accountability in the management of schools).

3.5.2 Policies and practices in decentralization, deconcentration, and community participation in school management

In Ghana, decentralization reforms have accelerated to shift the responsibilities of the central government to local government, the so-called District Assembly (DA) in Ghana. In 1988, the Local Government Law created ten Regions and 110 Districts in Ghana, and the DA, which is led by the District Chief Executive, became the unit of decentralization. In the education sector, currently, DAs have school construction/repair budgets. The Education Act, which was sent to the parliament in 2017, was aimed to strengthen the role of DAs in the provision of educational administration, which is currently at the premise of the GES district education office.

In 1995, under the GES Act, these deconcentration policies were used to create the GES headquarter, which was responsible for educational administration at the national level, whereas Regional Directors of Education and District Directors of Education were responsible at the provincial and district levels respectively. The 1995 GES Act also established the School Management Committee (SMC). SMCs are under the supervision of the Municipal/District Education Oversight Committee, to which the Municipal/District Chief Executive belongs. In this sense, SMCs are parts of the functions of both decentralization and deconcentration.

Policies and practices with community participation in school management have been continuously introduced in Ghana continuously. To supplement the abolished school fees, the capitation grant (CG) scheme was introduced in 2005, with Ghanaian Cedis (GHC) three per pupil per year (Note: GHC 1 is equivalent to USD 0.18 as of October 20, 2019). From 2009, it has been increased to GHC 4.5. Subsequently, the School Report Card (SRC) has been introduced to disclose schools' and pupils' achievements to parents/guardians, and the School Performance Appraisal Meeting (SPAM) has been also launched as a venue to discuss measures that need to be taken, as an accountability system at the school level.

The following interventions have been implemented with supported from development partners in Ghana : the Whole School Development funded by UK Department for International Development (DfID), the Quality Improvement Primary School (QUIPS) project funded by United States Agency for International Development (USAID), the Ghana Partnership for Education Project (GPEG) funded by Global Partnership for Education, the E-School Report Card project implemented by United Nations Chidren's Funds (UNICEF) and other projects implemented by various non-governmental organisations (NGOs) (Akyeampong 2004).

Among these interventions, the Whole School Development program was a holistic intervention that was run under the fCUBE program. It featured the following components: child-centred primary practices in literacy, numeracy and problem-solving; community participation in education delivery; provision of support to headteachers and teachers; participatory planning and resource management at school and district levels and improvement of efficiency in resource management (Akyeampong 2004). Akyeampong (2004) highlighted some teething problems for the WSD. For instance, SMCs expected greater transparency and accountability from headteachers, which may have been considered as being intrusive by headteachers and teachers. Other problems included there being no, or limited resources provided to schools, and headteachers also experienced difficulties in motivating teachers in the absence of rewards and incentives.

3.5.3 School Management Committees and Parent Teacher Associations

Both SMCs and PTAs have similar objectives, but have different characteristics in terms of their objectives, membership, meetings and source of funding.

The SMC is mandated to engage in the following activities (Ghana Education Service, p.15, 2012):

- Participate in establishing priorities and setting goals and developing strategies for school improvement
- Regularly encourage parents and other community members to participate in school's improvement planning and implementation processes
- Review schools' progress in implementing the School Performance Improvement Plan (SPIP) with their headteachers
- Support the development of team and leadership skills for both teachers and learners in schools
- Implement mechanisms to hold headteachers and staff accountable for progress toward the goals set out in the SPIP
- Contribute to the development of the SPIP

SMCs executive members are composed of the following (Ghana Education Service, p.19, 2012):

- District Director of Education or representative
- District Assembly representative (assembly members)
- Unit committee (administrative units under the district assembly) representatives
- Chief's representatives
- PTA representatives
- Headteachers
- Two members of the teaching staff
- Co-opted members to perform specific functions (optional) .

There are three types of SMC meeting: general meetings (in which all of the members of the SMC attend), executive meetings (in which elected executive members attend) and emergency meetings. While it has been suggested that the SPIP should be developed in consultation with the whole school communities, it is not clear in the handbook as to whether all community members will be invited to the general meetings. As the District Education Oversight Committee, which is chaired by the District Chief Executive, is in charge of SMCs, SMCs seem to be school-level units of decentralized education system. The sources of funding of SMCs are PTA funds raised through contributions by parents, donations from NGOs, corporate bodies and individuals, grants or gifts and SMCs do not have their own means of income generation.

On the other hand, PTAs have the following objectives and memberships (Ghana Education Service, p.29, 2012):

- To promote the welfare of children and youths at home, at school and in the community, through a strong linkage
- To assist in income generating activities to provide some basic needs for the school
- To raise the standards of children at home
- To secure adequate laws for the care and protection of children
- To bring into closer relation the home and the school, so that parents and teachers may co-operate intelligently regarding the education of their children
- To develop between educators and the general public such united efforts that will secure for all children the highest advantages in physical, mental, social, and spiritual education.

PTAs are comprised of the parents and guardians who have a stake in their children's education and the teachers in that particular school. The source of funding for a PTA comprises voluntary financial contributions from parents, in the form of PTA funds. In terms of meetings, there appear to be both PTA

executive and general meetings, but there is no specific explanation about these meetings in the handbook (Ghana Education Service, 2012).

Adu (2016) stated that the PTAs are more active than SMCs because PTA can collect funds and service their meetings with snacks, whereas SMCs do not play their roles as watch dogs, and have no funds unless they receive a capitation grant. Essuman (2013) described the contrast between SMCs and PTAs in terms of attitude and methods of involvement with schools. PTA members generally seem be more supportive and collaborative, and pay more focus on pupils and less on teachers, whereas SMC members behave as inspectors of schools. Thus, although they are expected to work in tandem to improve schools (Ghana Education Service 2012), SMCs and PTAs in Ghana have different features.

Darvas & Balwanz (2014) argued that the survey results have shown that the degree of community support for PTAs is strongly linked to their level of income, such that financial support for PTAs in schools located within wealthier areas is on average tenfold that of schools in the poorest areas (World Bank 2003). Thus, it is worthwhile to investigate whether the extent of community participation in terms of PTA funds depend on the sum of wealthy individuals, or on the collective powers of fragile individuals.

3.5.4 Challenges in institutionalized community participation

Studies in Ghana have identified the following challenges in institutionalized community participation in Ghana: community members' inadequate socio-economic status regarding literacy skills, value on education, income, will, knowledge and capacity for community members to manage schools (Mfum-Mensah & Friedson-Ridenour 2014; Donkor 2010) and conflicts between teachers and parents, due to teachers' fears that parents will invade teachers' professional autonomy (Essuman & Akyeampong 2011).

In the literature, Adu (2016) and Essuman (2013) attempted to reveal the relationships between community and schools, or among teachers, headteachers and parents/community members, through qualitative research. Adu (2016) analysed two high-performing sample schools, identifying the teachers, headteachers and parents and community members as actors, and the factors for school improvement. It is significant that Adu (2016) analysed teacher commitment to curriculum change, headteacher leadership and parent and community participation in detail.

However, there are several research gaps in his study. First, in the analytical framework of the conclusion, Adu (2016) did not adequately show the means by which the two-way relationships between teacher commitment to curriculum change, headteachers leadership and parent and community participation function. Second, through factors for school improvement were described in detail, the

study did not show how these factors were related in a way that would lead to school improvement. Finally, although the relationships between headteachers and teachers, and between headteachers and parents/community members were described, Adu (2016) did not mention how teachers and parents work together to improve schools or pupils.

Essuman (2013) conducted case studies of two schools, and conceptualized community-school relations by paying attention to capacity, leadership and accountability. This revealed that it is necessary for school communities such as PTAs, SMCs and educational management to collaborate more with wider geographical communities. However, there are the following research gaps to be addressed. First, Essuman (2013) analysed how accountability and leadership matter to community participation. However, the study did not reveal how community-school relations will affect educational outcomes. Second, Essuman (2013) highlighted the significance of reciprocity between communities and schools, but did not clearly identify such reciprocity, or how to measure it. Lastly, the study did not uncover how such reciprocity occurs in the factors that affect educational outcomes.

In terms of the operational perspective of school management, the GES has been collecting the following information in the school questionnaires when it collects the Education Management Information System data every year: the existence of elected SMCs and the frequency of the meetings; the existence of a SPIP and the acceptance of the Capitation Grant (for the previous year). It is hard to understand whether institutionalized community participation in school management works as intended, and more clarification is needed.

3.6 Teachers, headteachers, and local government/educational administration

3.6.1 Teachers

There are the following categories of teachers in Ghana: qualified teachers employed by GES; and unqualified teachers employed by the government or community (community assistant teachers, national service scheme, and national youth employment program). As shown in the Table 2, the higher the education level becomes, the higher the percentage of qualified available teachers becomes. There are different educational qualifications among these qualified teachers. To be qualified to teach at basic schools, one has to obtain a Diploma or Certificate A. To teach at a SHS, the Bachelor's degree or higher degree (Master's) is required.

Table 2. Number of teachers and qualified teachers in public basic and secondary schools in 2017/2018 academic year

	Number of teachers(A)	Number of qualified teachers(B)	Percentage (B within A)
Kindergarten	42,666	32,084	75.2%
Primary	109,220	91, 477	83.8%
JHS	90,818	83,090	91.5%
SHS	40,341	37,048	91.8%

Source: EMIS

A shortage of teachers has been an acute problem in rural areas. When teachers are posted in rural areas, many teachers try to get an immediate transfer. Female teachers, who make up over 30% of training college graduates, are not in general posted to rural areas, because their parents are opposed to it (Hedge 2002). Study leave also leads to a shortage of teacher numbers. Every year there are approximately 4,000 teachers on study leave, while 6,000 students graduate from training college (Hedge 2002).

The low status and motivation of teachers have affected teachers' career paths. Akyeampong & Stephens (2002) analysed 400 student teachers to discern their expectations and aspirations regarding becoming teachers. They stated that teachers in Ghana face the following challenges: working in deprived areas and the danger of disease, problems with communication due to language differences between teachers and community, problems of unsuitable accommodation in rural communities, conflicts with community members and parents because of pupils' poor academic performance and undue public interest and scrutiny of teachers' life style. They argued that these have important implication for teachers' long-term commitments to teaching in Ghana.

In Ghana, the salary structure for GES staff depends on a teacher's job title/description. If teachers graduate from universities, they will start with 'Principal Superintendent Professional', which is a higher rank than 'Senior Superintendent II Professional' (those who graduated from a College of Education). Teachers become eligible for study leave after three years of teaching. Hedge (2002) described that GES officials regarded teaching professions, especially at the basic education level, as a 'stepping-stone.' Akyeampong & Stephens (2002) also highlighted the low status of teachers, especially at primary schools, and teachers perceived potential benefits that fitted with their ambitions outside teaching or even within teaching (high status educators' positions). Thus, for the sake of their

own social mobility, teachers tend to pursue their individual careers rather than serving the community where schools are located. Thus, unless a community shows that it values teachers (e.g. through the provision of food stuffs and accommodations), teachers may not accept their role as a servant of a community (Hedge 2002).

The low social statuses of teachers also affects teacher accountability. Essuman (2013) argued that community members were concerned with teacher absenteeism to a large extent, and were trying to oversee whether teachers were coming to schools on time. One of reasons why teachers may have been being absent or late is that they were living in towns not in the geographical communities close to their schools. The lack of public transportation sometimes prevent teachers from coming to schools on time, as expected. In addition to delays in salary payment, teachers also have difficulties in paying for transportation costs, which eventually affects teacher accountability.

3.6.2 Headteachers

'Principal Superintendent Head Basic' is the minimum requirement to be qualified to become a headteacher at a basic school. The following promotion process of headteachers is based on an interview with the District Director of Education in the Akatsi South District, conducted during my field survey. First, a vacancy for a headteacher, is identified due to retirement or other reasons. Second, a call for applications to the headteachers' vacancy is notified through the district education offices. These candidates will sit for an interview with a panel at the district education office, and if they are successful, they will be promoted to become a basic school headteacher. There is a responsibility allowance for headteachers (the amount depends on some percentage of the salary base) in addition to the basic salary structure. Headteachers can join a conference of heads of basic schools (COHBS), which handles the welfare of headteachers and manages endowment funds when they retire.

The role of headteachers at the basic education level is stipulated in the Headteacher handbook as follows (Ghana Education Service 2010):

- Manage people (setting up school committees, delegating duties to school staff, maintaining discipline in school, holding staff meetings, keeping records and filing documents and maintaining good interpersonal relationships and a code of professional conduct)
- Manage instructional time (orientation to syllabuses, teaching and learning materials, writing lesson plans, planning school timetable and managing instructional time)
- Manage co-curricular activities (sports, excursions, and others)
- Manage teaching and learning resources (school buildings; major maintenance; school compound; furniture; stationery; school library; equipment and tools; receiving, distributing and storing

supplies and stock taking)

- Manage school finance (school funds, capitation grant and school accounts)
- Improve quality of learning (School Performance Improvement Plan, School Report Card and School Performance Appraisal Meetings)
- Increase school intake and attendance (increasing enrolment, preventing drop-outs and absenteeism and identifying children who drop out)
- Assess pupil performance including school-based assessment
- Assess teacher performance
- Staff development including in-service training
- Improve relationships between school and community (PTAs, religious organizations and SMCs)

At a glance, the roles of headteachers are multiple and wide, and this scope is increasing as it plays a pivotal role with community, parents and local education administrators.

Studies have mentioned that the status of headteachers at the basic education level in Ghana is not attractive. None of the teachers interviewed by Hedge (2002) wanted to become heads of primary schools. According to the GES officials whom I interviewed during the field study, the reasons why headteachers position at the basic education level in Ghana is not so attractive is associated with the following teachers' motivations. First, some teachers ranked 'Principal Superintendent' or above would like to work for urban schools as teachers at the primary or secondary level, or as assistant headteachers, to avoid being posted as headteachers in rural areas. This is because they and their families prefer the convenient lifestyle in urban areas, unlike that available in rural areas. Furthermore, a headteacher's job at the basic education level is tedious and not financially rewarding, and is without fringe benefits like marking exercises at secondary schools or Colleges of Education.

3.6.3 Local government/educational administration

According to Darvas & Balwanz (2014), while the GES Act (1995) deconcentrated management functions from the central to the district level, the Education Act (2008) devolved decision-making and financing authority to the Metropolitan, Municipal, and District Assemblies (MMDA). This parallel system of deconcentrated and decentralized lines still seems to be ambiguous at the field level, and this is reflected in he complex budget execution mechanism.

Darvas & Balwanz (2014) described that the GES is responsible for personnel emolument, supplies and the disbursement of the capitation grant. The District Assembly is in charge of the Ghana Education Trust Fund (GETFund) resources used for infrastructure investment. The District Assembly is also

responsible for the Ghana School Feeding Program, which is funded by the Ministry of Local Government and Rural Development.

The GES district education offices comprise the following several units: administration, finance, logistics and inspection. Circuit supervisors belong to the inspection unit, and they inspect a group of schools divided by circuits and perform the following duties: feed information between schools and district education offices, visit schools, monitor teacher and pupil attendance, check teachers' lesson notes and lessons and inspect school facilities. They usually attend SMC or PTA executive and general meetings on behalf of the District Director of Education, as stipulated in the SMC Resource Handbook. They vet the SPIP when it was submitted to the district education offices. They are also engaged with distributing and collecting the Education Management Information System (EMIS) questionnaire from schools every February. The EMIS questionnaire contains only the following four questions in terms of community participation in school management: whether SMCs are elected by elections, how frequently SMC meetings are organized, whether the SPIP has been formulated and whether schools received the capitation grant in the previous year.

3.7 Summary of Chapter 3

This chapter reviewed indigenous geographical communities' support to schools, institutionalized school communities' participation in school management, and the situations of teachers and headteachers who are in charge of day-to-day school management. It is necessary to understand the circumstances that headteachers and teachers in Ghana have faced, whereas most attentions are paid to geographical and school communities members in the literature. As this dissertation deals with the relationships between school communities and schools, teachers and parents, and headteachers and teachers from the viewpoint of RT, it is critical how to motivate headteachers and teachers to perform their expected duties.

In the next chapter, I will explain the conceptual framework based on literature review and details of research design (research questions, research method, researcher identification, and ethical consideration).

Chapter 4. Conceptual framework and research method

4.1 Introduction

This chapter presents the conceptual framework of the dissertation, which address the research gaps described in literature review and corresponds to research questions. I also explain how I adopt the research method to answer research questions, data collection instrument, data and data analysis.

4.2 Conceptual framework

Based on the literature review, I developed a conceptual framework to consider the relationship among educational outcomes, actors and factors in school management and RT (Figure 2).

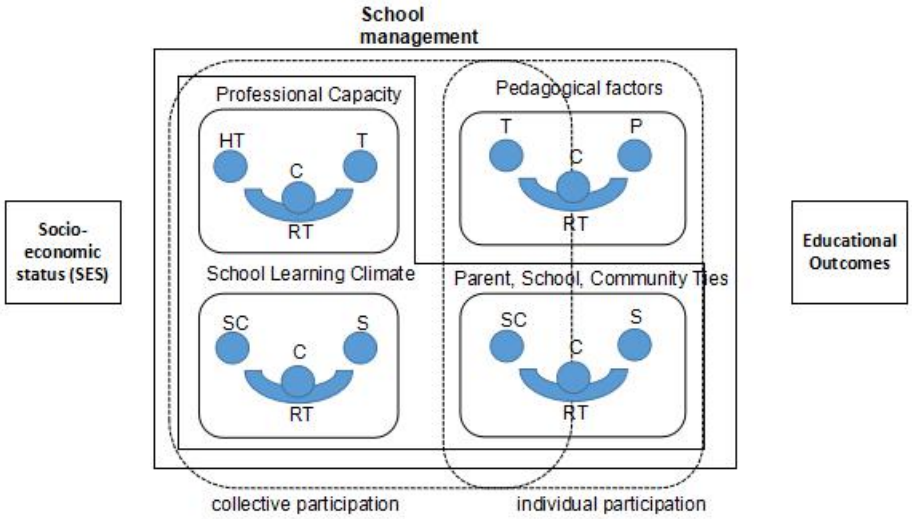


Figure 2. Conceptual framework

Note: In school management, circles and squares represent actors and factors respectively. RT denotes relational trust which mediates between actors (SC: school communities, S: school, HT: headteacher, T: teacher, P: parent, C: children) and factors

Source: Author

First of all, I define educational outcomes as learning achievements measured by test scores, school enrolment and pupil discipline. As stated in the literature review, parents and community members have shifted from supporters or inputs to decision-makers in school management. Under this context, I define that school management will include school communities and parents, who were considered to be outside of school management in the past.

Subsequently, I decompose school management into managerial and pedagogical factors, as discussed in Byrk et al. (2010). Managerial factors include ‘Professional Capacity’, ‘Parent, School,

Community Ties' and 'School Learning Climate'. I did not include 'Instructional Guidance' in the conceptual framework because it is hard to determine how schools are aligned with curriculum within the limited time available through several field visits.

I defined each factor as follows. 'Professional Capacity' is defined as the extent to which schools have adequate quality and an adequate number of professional teachers, and whether teachers, including headteachers, have a common understanding as to how to achieve educational outcomes.'Parent, School, Community Ties' includes both collective participation as a member of school communities, and individual participation as individual parents. As collective participation seems to be an engine for school management in developing countries as described in Section 2.4.3.1, it is worthwhile to examine to what extent school-level stakeholders participate in collective participation. 'School Learning Climate' is regarded as the extent to which schools and classrooms are ready for teaching and learning in terms of school infrastructure.

Then, 'Pedagogical Factors' is considered as the extent of 'Time for Learning', 'Supplementary Resources' and 'Dynamics of Student Learning' (composed of 'Motivation' and 'School Participation'). As teachers and pupils are part of this instructional triangle, I made motivation include both 'Teacher Motivation' and 'Pupil Motivation'.

RT works between stakeholders with children being at the centre of its relationship as asserted in Epstein et al. (2002), Sanders (2002) and Bryk & Schneider (2002). RT operates in both managerial and pedagogical factors. As shown in the question items (Table 8), teacher-parent RT operates in managerial factors as information sharing, as consultation with teachers and through feeding breakfast. It operates in pedagogical factors by making sure that children attend school without delay or absence, providing needed items for schooling and looking after children's homework. School communities-school RT and headteacher-teacher RT are also related to both managerial and pedagogical factors. For instance, mobilizing PTA funds is a managerial activity, whereas it also contributes to organizing extra classes for preparing BECE. Headteachers and teachers discuss their relationship with school communities regarding how to improve pedagogical activities for children. In Figure 2, collective and individual participation appears to overlap to some extent. Actually, as shown in Figure 3, they do not overlap horizontally, but rather vertically, because RT operates in a two-story arrangement of school management in collective and individual participation, respectively.

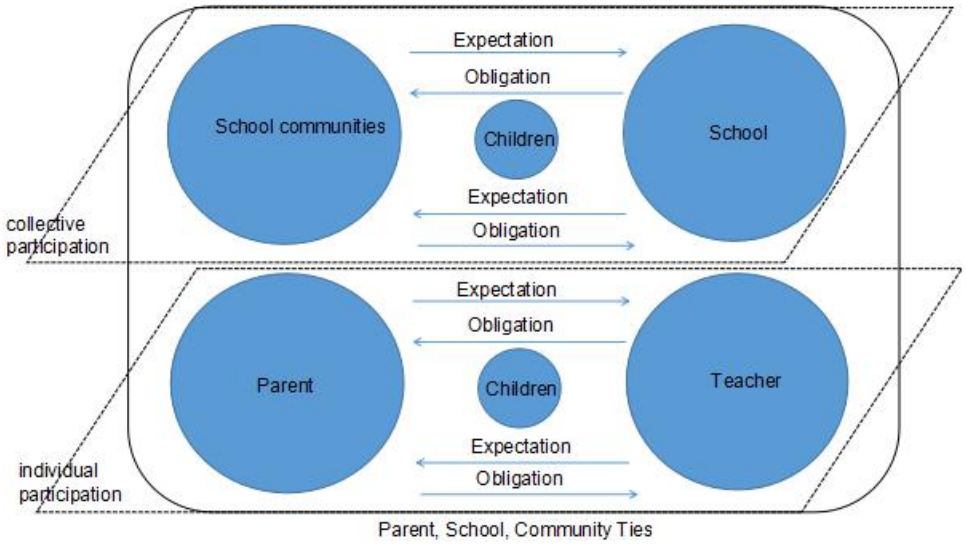


Figure 3. RT between school communities and school at collective participation and between parent and teacher at individual participation

Source: Author

Figure 3 shows how RT between school communities and school, and teachers and parents, may or may not be realized in the 'Parent, school, community ties' factor. Figure 3 also shows in detail how RT occurs as synchronies of mutual expectations and obligations. I pay special attention to RT between actors in each factor of school management, and analyse how RT mediates managerial and pedagogical factors to produce educational outcomes.

4.3 Research question

Based on the conceptual framework, I present the following research questions:

Research Question 1) To what extent does community participation function in school management?

Research Question 2) To what extent are community participation, socio-economic status (SES), educational outcomes, and RT related?

Research Question 3) How is RT realized between actors and in factors of school management to generate educational outcomes?

4.4 Choice of research method

Here, I describe the advantages and disadvantages of the quantitative and qualitative analysis and mention why I decided to choose the mixed method in this dissertation.

4.4.1 Quantitative method

Creswell (2014, pp.32) describes the quantitative research approach as follows.

> 'Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.'

School effectiveness studies and school-based management studies have adopted various quantitative analysis methods. For instance, the education production function in a form of the regression analysis that is often used in the school effectiveness studies to examine the relationships between school inputs (as an independent variable) and learning outcomes (as a dependent variable) (Scheerens 1990). There are also experimental designs such as impact evaluation that use the micro-econometric methodology to examine the pure effect of school-based management interventions, to the extent possible (Barrera-Osirio et al. 2009). However, several studies have highlighted that these managerial interventions with community participation in school management have little effect on the pedagogical practices of teachers (De Grauwe 2005; Edwards 2019).

Trust studies in education have also adopted empirical investigations to measure the faces of trust in school faculties, to explore the interrelationships between faculty trust in students, teachers, principals and parents, and to test the relationship between faculty trust and parental collaboration (Hoy & Tschannen-Moran 1999). Bryk & Schneider (2003) articulated that one key to evaluating the importance of RT for school improvement is the ability to reliably measure the extent of RT across school communities.

Tsuyuguchi (2003) raised the issue of measuring trust. In his paper, the extent of trust in the following relationships was measured from the viewpoint of teachers: between headteachers and teachers, among teachers, between teachers and guardians and between teachers and pupils. As a result, in terms of headteachers, trust was measured from the viewpoint of teachers who trust headteachers. However, in terms of guardians and pupils, trust is measured from the viewpoint of teachers who are trusted by guardians and pupils. Though the concept of trust involves inter-dependency among stakeholders, it is almost unfeasible to collect data from all of the stakeholders.

To address the issue of inter-dependency of RT, Tsuyuguchi (2016) highlighted the characteristics

of guardians who trust schools. In this case, the characteristics of guardians are expressed as their expectations of schools and their obligations for schools. This is something that is ideal for schools that are trusted by parents. Therefore, Tsuyuguchi (2016) measured trust by focusing on the ideal characteristics for schools, according to those who trust schools (parents). With this definition and arrangement, Tsuyuguchi (2016) argued that it is possible to measure the extent of trust or interrelation between two parties from the perspective of one party (parents).

On one hand, this type of quantitative analysis is advantageous, as it allows researchers to more credibly assess the cause-and-effect relationships and eliminate confounding results among variables (Creswell 2014). On the other hand, quantitative analysis is limited in that researchers' categories used may not reflect local constituencies' understanding, and in that the knowledge produced may be too abstract and general for direct application to local contexts (Jonson & Onwuegbuzui 2004).

4.4.2 Qualitative method

Creswell (2014, pp.32) describes the qualitative research approach as follows:

> 'Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Those who engage in this form of inquiry support a way of looking at research that honours an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.'

Various studies have adopted the qualitative analysis in the field of community participation in school management, as have studies in the field of school improvement, because it involves different views of different stakeholders. For instance, Essuman (2013) mentioned that people tend to have different values on their individual experiences under the context where they are located, thus an explanatory approach is necessary in the field of community participation in school management. Adu (2016) also stressed that qualitative approaches are particularly suited for exploratory studies, in which the key concepts are not yet clearly defined and the causal links between them are unclear.

The advantage of qualitative analysis is that it can reveal what realities constitute the relationships between variables (Tsuyuguchi 2016, Sato 2008). However, its disadvantages include that the findings from the studied cases cannot be generalized or taken to represent the whole population. Edwards and Loucel (2016) adopted a longitudinal case study with references to documentary data over a period of

time, and extracted findings from a historical viewpoint. In this case, even though there were a limited number of cases, readers were able to trace chronological changes in community participation in school management over time.

4.4.3 Mixed method

Creswell (2014, pp.32) describes the mixed method approach as follows:

> 'Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.'

Advocates have argued that the integration of qualitative and quantitative methods has synergistic effects, and is useful in many areas of research, because the complexity of some phenomena require data from a large number of perspectives. In the fields of school effectiveness and school improvement studies, Reynolds & Reid (1985) pointed out that they required a dynamic model that could show interactions over time, instead of statistical model, which would give a snapshot of the intake/process/outcome interaction at a point in time. Reynolds & Reid (1985) asserted that the quantitative method on its own would be unlikely to generate insight into these dynamic process, and that only a more mixed methodological position would be adequate for dynamic analysis. Bryk et al. (2010) also articulated that the standard 'additive' statistical model, which estimates the net effects of each element, controlling for all the others, did not seem to be especially helpful.

Several studies have adopted mixed method in the fields of RT and community participation in school management (Bryk et al. 2010, Darbney 2008, Komatsu 2014, Nishimura 2018). For instance, Komatsu (2014) studied how school directors in Bosnia and Herzegovina perceived school board influences using the mixed method (a questionnaire survey and the interviews). Komatsu (2014) explained that the quantitative data (such as a questionnaire) could be utilized to draw a general picture of school directors' perspectives on school board influences, and to analyse the statistical significance of the relations between school board characteristics, and the degree of their influences. On the other hand, Komatsu (2014) also conducted interviews with school directors, to gain better understanding of the nature of school board influences, etc.

There are criticisms of the mixed method, however. On one hand, researchers who believe in

qualitative analysis criticize quantitative analysis as being superficial and lacking in validity. On the other hand, proponents of quantitative analysis criticize qualitative analysis as being unrepresentative, impressionistic, subjective and unreliable. Thus, studies have argued that to use more than one method is to enter contested territory (Creswell 2014).

The mixed method involves combining or integrating quantitative and qualitative research and data in a research study. There are three types of mixed methods: the convergent parallel mixed method, the explanatory sequential mixed method, and the exploratory sequential mixed method (Creswell 2014). In the convergent parallel mixed method, both quantitative and qualitative data are gathered at the same time, and they are integrated for the interpretation of the overall results. For the explanatory sequential mixed method, the researcher first conducts quantitative analysis and tries to explain the results in more detail with the qualitative results. Finally, the exploratory sequential mixed method involves the researcher first beginning with a qualitative study. Based on its data analysis, the quantitative analysis will then start.

4.4.4 Research method in this dissertation and its rationale

This dissertation adopts the mixed method, particularly, the explanatory sequential mixed method. By adopting the mixed method, I can reveal important methodological research gaps in the literature. First, it is important to understand to what extent school-level stakeholders participate in school management, and to understand how RT affects educational outcomes and factors in school management, through quantitative analysis. With this, the readers can access objectively available data and can analyse the relationships among variables.

However, quantitative analysis does not allow readers to understand why and under what realities RT has an influence on these variables and their relationships. Thus, in this dissertation, I will adopt the mixed method. Using the quantitative method, I will tease out to what extent RT affects other variables and using the qualitative study, I will reveal why such relationships happen. In the qualitative study, I will employ the triangulation method to determine the validity of the phenomenon using multiple sources of data, as follows: interview results from different stakeholders, documentary data (minutes) and photos taken during the field study. I will also compare the quantitative data with qualitative data to achieve a better understanding of the underlying context.

4.5 Data Collection

Here I present how the survey method, analytical method and data correspond to the research questions (Table 3). First, to answer Research Question 1) To what extent do institutionalized school

communities function? I collected data from district education office, and administered a headteacher questionnaire. I conducted quantitative analysis (trend analysis, and descriptive analysis).

Second, to answer Research Question 2) To what extent does RT affect educational outcomes and factors in school management?, I collected data from the headteacher questionnaire and analysed them using quantitative analysis (factor analysis,descriptive analysis, correlation analysis and regression analysis).

Lastly, to answer Research Question 3) How does RT mediate managerial and pedagogical factors in school management to generate educational outcomes?, I conducted qualitative analysis of how RT mediates managerial and pedagogical factors in school management, toward educational outcomes.

4.5.1 Data

In terms of educational outcomes, the BECE is most prominent source, and represents the only comparable data in terms of quality of education at the pupil level in the district. It is possible to employ statistical analysis by using the BECE as a dependent variable. School enrolment is a not direct educational outcome, but rather a school management outcome. It tends to be affected by geographical location, (urban or rural), and socio-economic status (whether households are rich or not). However, as discussed in Section 3.2.3, school enrolment in rural areas represents the reputation of schools owing to their educational activities. Thus, in this dissertation, I regards school enrolment as one of educational outcomes to be analysed in the case study.

Lastly, pupils' discipline is the most challenging educational outcome as it is difficult to quantify. It is common to use test scores or school enrolment as dependent variables, as they are objectively available data, but it is hard to investigate how children, as the subject of learning, are ready to learn. Epstein et al. (2002) emphasized that if children feel cared for, and are encouraged to work hard in their role as a student, they are more likely to do their best to learn to read, write, calculate, and learn other skills and talents and to remain in school. Thus, I pay attention to pupils' discipline as one of educational outcomes in the case study.

Table 3. Research question, data collection instrument, data, and analytical method

Data collection instrument	Data				Analytical method
	SES	Community participation	Relational trust	Educational outcomes	
District education office				✔	Trend analysis
Headteacher questionnaire (N=85)		✔	✔		Factor analysis, descriptive analysis, correlation analysis, regression analysis
Brief headteachers' questionnaire (N=50)	✔				Descriptive analysis
Meeting minutes of SMC/PTA general/executive meetings		✔	✔	✔	Qualitative analysis
Individual and focused-group interviews		✔	✔	✔	Qualitative analysis

4.5.1.1 BECE

The results of the BECE, can be shown in the following ways. First, the pass rate shows how many pupils get below an aggregate of 30 (below an aggregate of five for all six subjects) among the applicants for each school. This is to show how many pupils are below the aggregate of 30, which shows a satisfactory level of attainment, and not the border line to determine their admission for SHS. The pass rate fluctuates year by year because it is affected by the number of applicants. Even if the number of students obtaining an aggregate mark below 30 is the same, if the number of applicants is

smaller, the pass rate becomes higher. Thus, it does not necessarily mean that the performance is improving if the pass rate goes up. Caution is therefore needed when comparing the pass rate over time.

Second, the BECE results can be shown as a mean aggregate. Although the pass rate is the same, it is possible to have different mean aggregates because of scores' distributions. Thus, to compare academic performance among schools, it is relevant to use the mean aggregate as an outcome indicator. It is also noted that the aggregate depends on the distribution of applicants' scores, and it does not mean that the same score becomes the same aggregate every year. Thus, it is not appropriate to compare the mean aggregate over time. Lastly, the BECE pass rate ranking is commonly used at the district level, when comparing the BECE results between schools. As the BECE pass rate fluctuates every year, the BECE pass rate ranking shows the relative positions of schools in the district.

4.5.1.2 Enrolment

School enrolment data are normally collected every February and March through the Education Management Information System (EMIS) questionnaire. The district education office summarizes school enrolment by kindergarten, primary and JHS sections for all of the schools in the district.

I collected data such as the BECE pass rate district ranking, school enrolment, and copies of the EMIS questionnaires from the district education office.

4.5.1.3 Community participation

To assess the extent of community participation, I used the following data: frequency of PTA general meetings per year, average number of participants at PTA general meetings, PTA general meeting participation rate (the number of PTA general meeting participants over school enrolment), PTA funds collection rate (the number of those who paid over that of those who are supposed to pay), mobilized amount of PTA funds per year, mobilized amount of PTA funds per pupil and number of mobilization channels.

4.5.1.4 Relational Trust (RT)

I measure RT in both quantitative and qualitative ways. As discussed in the literature review, quantitative analysis of RT has the advantage of measuring the extent of RT and the relationships with other variables, such as educational outcomes and other related variables concerning school management. Using the headteacher questionnaire, I collected data concerning the following role relationships: 'School communities-school RT', 'Headteacher-teacher RT' and 'Teacher-teacher RT'. I added 'School communities-school RT', which is not available in the study of Byrk & Schneider (2002).

I assume that school communities include SMC or PTA executive members, guardians and community members who attend SMC or PTA general meetings, whereas schools are represented by headteachers and teachers.

When developing the question items for 'Teacher-parent RT', I consider that parent participation may include both collective and individual participation, as mentioned in Section 2.3.4.1. This is because parents participate in collective spaces such as school meetings, but are also in charge of the day-to-day rearing of their child/children at home. Thus, I realized that the collective aspect of parent participation could be captured in 'School communities-school RT', whereas the individual aspect of parent participation could appear as 'Teacher-parent RT'. I developed the question items of 'Teacher-parent RT' accordingly.

Generally speaking, when developing the RT questionnaire, I referred to question items developed by Byrk & Schneider (2002) and Tsuyuguchi & Kuramoto (2014). The questions were classified into expectation and obligation items, except for 'Teacher-teacher RT'. The questionnaire uses a four-point Likert scale (4 strongly agree, 3 agree, 2 disagree, or 1 strongly disagree). I calculated the average score of the expectation and obligation items, and multiplied both average scores to calculate the extent of RT, with reference to Tsuyuguchi & Kuramoto (2014). See Table 7 and 8 for more details.

4.5.2 Data collection instrument

4.5.2.1 Headteacher questionnaire

I developed a headteacher questionnaire to ask about 1) school and teacher profile, 2) the extent of community (collective) participation and 3) the extent of RT between school communities and school, between teachers and parents, among teachers and between headteachers and teachers. The headteacher questionnaires were distributed to all 86 public basic schools in the Akatsi South District, through circuit supervisors at the district education office and 85 questionnaires were collected. See the headteacher questionnaire in the Annex 4.

4.5.2.2 Brief headteachers questionnaire

I developed a brief headteacher questionnaire and distributed it to all of the 86 public basic schools during the field survey in September 2017, in order to obtain socio-economic data of schools. It contained a question regarding which geographical communities were feeding pupils into each school, based on the information from the 2010 Census. Out of the 86 questionnaire distributed, 50 were collected. See the questionnaire in the Annex 5. In this questionnaire, I collected SES data for each school. To calculate SES for each school community, I used the the 2010 Census data at the

enumeration areas in the Akatsi South District. I obtained this data from the Ghana Statistical Service (GSS) Headquarter for my research purposes. The enumeration areas were almost identical to the areas of geographical communities. I paid attention to the following data: education level, economic activity, drinking water and mobile phone ownership.

Based on this information, I calculated the followings: proportion of SHS graduates over community members who are over the age of 20, proportion of those who work for agriculture, proportion of those who have access to sources of water that are not considered safe (Unprotected Well, River/Stream, Unprotected Spring, Dugout/Pond/Lake/Dam/Canal, or Bore-hole/Pump/Tube well) and proportion of those who have mobile phones. I conducted an additional headteacher questionnaire (See Annex 6) that asked which enumeration areas listed in the headteacher questionnaire feed pupils to schools (at most five). I calculated the average of these feeding community' SES data and defined them as school communities' SES.

4.5.2.3 Case study schools

During the field surveys, I visited seven public basic schools in the Akatsi South District. These seven schools were chosen as schools with high or low extents of community participation from the viewpoint of the district education officer who accompanied me during the field survey. I choose four schools as case study schools among these seven surveyed schools to answer Research Question 3, and to answer the following emerging question as the result of the quantitative study: why do some schools have better educational outcomes than others with the same background?.

4.5.2.4 Semi-structured, individual and focused group interview

I conducted semi-structured and individual interviews with headteachers and semi-structured and focused group interviews with teachers, SMC or PTA executive members, and guardians. Details about the interviews and the interviewees are as shown in Annex 7 and 8. I asked headteachers, through the district education office, to call parents/guardians to ask them to participate in interviews. During these interviews, I asked how schools, school communities, and geographical communities worked in the past and in the present, what issues prevented or promoted educational outcomes for the school and what relationships among pupils, parents, teachers, and head teachers existed. The interviews took place at the school compound, and lasted from 30 minutes to one hour for each category of group. I conducted the interviews in English; a district education officer who accompanied me translated from Ewe, the local language, to English when the need arose.

4.5.2.5 Review of documents/photos obtained through field study

I took photographs of the available SMC or PTA general and/or executive meeting minutes (Annex 10) from the surveyed schools. In case that I could not obtain these minutes, I asked the district education officer to send me photograph data at a later date. All of the meeting minutes were available in English, except for a few cases. I also collected from surveyed schools documents such as the School Report Card, the SPIP, the EMIS school questionnaire, the Action plans for the term (which specified activities held in the term), the school time table, the teacher attendance check list, the submission list of scheme of work (lesson note), the lesson notes (which had been vetted by a headteacher) and other materials such as coaching observation tools. I also took photos that showed the school atmosphere including school infrastructure and equipment.

To avoid the possibility of respondent bias, I adopt the triangulation methodology. When I analysed data, I tried not to refer to a single source of information, but instead used several sources to avoid subjective impressions from the interviewees. For instance, if I referred to quotes made by parents, I obtained quotes from headteachers, teachers and pupils on the same matter, to validate whether it was unanimous.

I also made my efforts to check the results of interviews with the SMC or PTA meeting minutes or observation (photo records) during my field visit.This enabled me to trace back the past discussion at school communities, to know how issues have been discussed in a chronological manner, and to validate the statement with the documents or physical evidences (ex. Existence of attendance check, purchase of a laptop computer, and pedagogical activity with coloured groups).

4.5.3 Negotiating access

I have worked for the Japan International Cooperation Agency (JICA) and had stayed in Ghana for the sake of operating an project jointly implemented by JICA and GES from 2002 to 2005.With such background, I have contacts with JICA as well as with the GES headquarters. First of all, I contacted a JICA expert on education decentralization who had been dispatched to GES, whom I knew beforehand. Through the consultation, I decided to select the Akatsi South District in the Volta region, one of two pilot districts of JICA-supported community participation interventions. This was because the District Director of Education showed commitment to accepting my research in this field, thus I could expect cooperation from the district education office, to the extent that was possible.

I wrote a letter to ask for a research permit to the GES headquarters prior to each field survey, and got research permissions (Annex 9) to conduct field studies in the Akatsi South District. When starting the field survey, I explained the objectives of the field study to the District Director of Education in the

Akatsi South District. I consulted on the selection of surveyed schools and the school visit schedule with a district education officer who accompanied me. I obtained cooperation from circuit supervisors when collecting the headteacher questionnaire. I reported the results of the field survey to the Director of Education (Akatsi South District), the Regional Director of Education (Volta region), and officers at the Basic Education Division at the GES headquarters. I wrote appreciation letters to the GES headquarters when the field surveys were ended.

In terms of statistical data, I contacted the Ghana Statistical Service Headquarters and agreed to the terms of use of the Population and Housing Census 2010 data of the Akatsi South District. In terms of budget and school construction data, I contacted the District Assembly at the Akatsi South District and collected necessary information.

4.5.4 Researcher identification

I was introduced to stakeholders of the visited schools as a researcher from Hiroshima University, Japan. No reference was made to the fact that I had worked for JICA, thus it was unlikely that headteachers who answered the questionnaire and the interviewees would have perceived me as somebody from JICA, one of the development partners in Ghana. As I am a foreigner, it is hard to avoid bias whereby respondents may overemphasize the necessity of external support, considering the affirmative nature of Ghanaians. However, as circuit supervisors have various mandates to check when they visit schools, it is rare to have focused group interviews with school-level stakeholders on specific topics such as community participation in school management. Thus, it is likely that the interviewees expressed views to me that they could not do to other Ghanaians because I am a foreigner.

4.5.5 Ethical consideration

In terms of ethical consideration, I stipulated in the headteacher questionnaire that the information gathered through the questionnaire was strictly being used for this research only, and that individual information would not be revealed to the public. In addition, I used pseudonyms for the targeted schools, and kept the interviewed participants anonymous. When interviewees mentioned somebody else's names in an interview, I also made these names into pseudonyms for privacy purpose. I also made the schools' names and stakeholders' names pseudonyms in the photos included in this dissertation.

4.6 Data analysis

I used the mixed method analysis in this dissertation. This was because both quantitative and qualitative methods have their own advantages, and complement each other for the sake of achieving

the research objectives of this dissertation. The quantitative method was best for analysing the BECE mean aggregate and the extent of its relationships with other variables. On the other hand, one needs to have quantitative analysis to reveal why the quantitative analysis is the way that it is. In terms of other educational outcomes such as school enrolment and pupils' discipline, qualitative analysis is useful because school enrolment is biased by school location. Furthermore, SES and pupils' discipline are hard to be investigated quantitatively. Finally, studies have mentioned that RT is founded both on beliefs and on observed behaviour. Thus, it is appropriate to adopt the mixed method, because one can examine beliefs through the quantitative methods such as questionnaires, and can investigate observed behaviours through qualitative methods, such as interviews and documentary reviews.

4.6.1 Quantitative analysis

I conducted descriptive analysis of community participation based on the headteacher's questionnaire. To identify whether the indicators in each RT could be classified as expected, I conducted factor analysis for each RT. Then, I ran correlation analysis among educational outcomes, SES, community participation and RT. To avoid correlations among these variables, I conducted principal component analysis, to simplify key variables such as socio-economic status, community participation and RT, and calculated their composite indicators. Educational outcomes here are defined as the BECE mean aggregate, because this is comparable among schools in terms of the quality of education.

Finally, I used regression analysis to identify the relationships among the composite indicators of socio-economic status, collective participation and RT, and the BECE mean aggregate. As Bryk et al (2010) articulated, the standard 'additive' statistical model, which estimates the net effects of each element and controls for all the others, did not seem to be especially helpful. I therefore considered adopting a structural equation model, which would allow the estimation of interrelationships among variables. Owing to the limitation of sample size in this dissertation, I decided not to adopt the structural equation model.

4.6.2 Qualitative analysis

To analyse the interviews and documentary data from the viewpoint of RT, I utilized the MAXQDA18, a software program that can analyse qualitative data. This software provides the following four displays:'document system', where all of the inputted meeting minutes and interview transcripts were listed; 'code system' to describe the codes that I adopted following the conceptual framework; 'document browser', which shows the details of the documents activated in document system, and finally, 'retrieved segments', which shows all of the segments in the activated documents

that can be classified by activated codes. See the Annex 11 for more details.

I adopted deductive coding based on the conceptual framework and placed this coding in the ‘code system’. These codes include one corresponding to pedagogical factors in school management- ‘Pupils’ motivation (pupils’ discipline)’ and ‘Teachers’ motivation.’ I also considered managerial factors in school management: ‘Parent, School, Community Ties’ (school finance, parents’ support, and collective participation) and ‘School learning climate’ (learning environment and school infrastructure).

Finally, I examined data of the abovementioned codes to analyse whether each of ‘School communities-school RT’, ‘Headteacher-teacher RT’, ‘Teacher-parent RT’, and ‘Teacher-teacher RT’ are realized as synchronies in mutual expectations and obligations. To judge whether RT is realized, I used the following definition: when communications, consultations and decision-makings are made regarding actions to solve issues, this is regarded as the expansion of ‘expectations’. If resources are mobilized to respond to such expectations, it suggests that ‘obligations’ are being made. Synchronies in expectations and obligations are not necessarily observed as instant phenomena. This requires time-series analysis to determine whether decisions made at the previous general meeting have been put into practice at the following general meeting.

4.7 Summary of Chapter 4

In this chapter, I explained the conceptual framework based on a literature review, outlined the research questions that stem from the said conceptual framework, and explained the research method (data collection instrument, data and data analysis) that addressed these research questions. I reviewed both quantitative and qualitative method referring to decided to adopt mixed method. I spent spaces to explain how RT has been analyzed in both quantitative and qualitative analysis. This is important because literature have put different emphasis in terms of components of RT. I adopted the quantitative method that Tsyuyuguchi (2016) conducted, however, aim to reveal the extent of RT in each role relationship. I also aim to reveal how RT is realized in each factor of school management towards educational outcomes through the qualitative method, which literature rarely adopted.

In the next chapter, I will explain findings from both quantitative and qualitative perspective according to research questions.

Chapter 5. Findings

5.1 Introduction

This chapter reveals the findings that answer the research questions, through both quantitative and qualitative research methods. First, I show my analysis of the trends of educational outcomes in the Akatsi South District, to grasp an overall picture of the District. Second, I present findings from the quantitative research, and discuss their implications. Finally, I conduct qualitative analysis of three case studies, which compare two schools with similar backgrounds but different levels of educational outcomes. These case studies deal with the following educational outcomes: BECE, school enrolment and pupils' discipline.

5.2 Status quo of educational outcomes in the Akatsi South District

5.2.1 BECE

As mentioned in Section 3.4.3, the BECE pass rate fluctuates over time. Thus, the BECE district ranking is useful for obtaining a general picture of the relative positions in all of the schools in the District, in terms of BECE achievement. Generally speaking, newly-established private schools and public schools in urban areas tend to obtain higher BECE rankings, whereas public basic schools in rural areas have shown declining rankings over time. The far-right column of Table 4 shows to what extent the BECE ranking has declined in comparison between the average between 2014 and 2017, and the 2017. The negative figures in this column show that the ranking is declining.

Table 4. BECE pass rate rank league table in the Akatsi South District (2013-2017)

School/Year	2013(A)	2014	2015	2016	2017	average (2014-2017)(B)	(A)-(B)
School 1	31	37	39	39	46	40.3	-9.3
School 2	10	24	22	29	23	24.5	-14.5
School 3	23	31	40	28	26	31.3	-8.3
School 4	26	29	35	34	42	35.0	-9.0
School 5	36	40	27	44	13	31.0	5.0
School 6	13	8	23	26	34	22.8	-9.8
School 7	29	36	28	32	41	34.3	-5.3
School 8	20	11	26	24	22	20.8	-0.8
School 9	32	25	15	46	44	32.5	-0.5
School 10	34	22	37	25	37	30.3	3.8
School 11	NA	27	38	20	21	26.5	0.5
School 12	18	28	8	27	43	26.5	-8.5
School 13	25	34	36	41	14	31.3	-6.3
School 14	24	39	17	36	40	33.0	-9.0
School 15	22	26	33	42	36	34.3	-12.3
School 16	19	17	29	40	50	34.0	-15.0
School 17	37	32	41	45	51	42.3	-5.3
School 18	33	35	34	30	49	37.0	-4.0
School 19	30	18	25	19	31	23.3	6.8
School 20	38	30	30	31	52	35.8	2.3
School 21	12	14	24	38	19	23.8	-11.8
School 22	16	21	12	21	27	20.3	-4.3
School 23	NA	NA	5	4	17	8.7	-3.7

Source: Author based on data from the Akatsi South District Education office

Note1: Figures show the rank of each school in terms of the BECE pass rate. The higher the pass rate is, the number of rank is smaller.

Note 2: Negative figures on the far right column mean that the position has declined in comparison between the 2013 and the average of 2014-2017, whereas positive figures mean the opposite.

Note 3: Columns with NA mean that no data was available.

5.2.2 Enrolment

The total number of students enrolled in 2017/2018 was as follows: kindergarten 4,612; primary 11,915; JHS 4,167. In 2015, this was 4,442 for kindergarten, 11,917 for primary and 3,990 for JHS. This means that there were some increases in enrolment in KG (170) and JHS (177) whereas there are little increase in enrolment in the primary section. Except for schools with only KG or JHS sections, public schools can be categorized by their size as follows: below 100 (15.19%); above 100 and below 250 (45.57%) and above 250 (39.24%). As shown in Section 3.2.3, primary education in Ghana is largely delivered by small and medium schools. The case of the Akatsi South District shows that their school enrolment is far lower than the national average . There tends to be higher enrolment in KG than in the primary section. If basic schools have only 100 students enrolled, with two KG and six primary classes (one class for one grade) and one teacher is assigned to each class, the teacher to pupil ratio would be approximately 1 to about 12, which is far less than the district average of 27 in 2017/18 (stipulated in the District profile of the Annual School Census). Among the 31 schools with enrolment above 250,

twelve were located in urban areas, representing of the majority of 18 urban public schools in the District. In sum, schools with larger enrolment tend be located in urban areas, whereas those with smaller enrolment are more common in rural areas.

School enrolment is a critical indicator for school management. It is possible that schools with lower enrolment face challenges of inactive lessons owing to lower enrolment, and have limited resources for school management, because the capitation grant is distributed according to school enrolment. In case of schools without JHS sections, pupils have to go to nearby schools with JHS sections.

5.3 Findings about community participation in school management

5.3.1 Institutionalized school communities' participation

Based on the headteacher questionnaire, the status quo of institutionalized community participation (SMC meetings, development of SPIP, execution of CG, and organization of SPAM) was determined to be as follows (Table 5 and Table 6).

First, most of schools organized meetings jointly as SMC and PTA executive meetings (86.2%), and as SMC and PTA general meetings (90.6%). This shows that although SMC and PTA are different organizations, as most of stakeholders for each body overlap, these two bodies seem to operate as one. Therefore, I refer to them as SMC/PTA in this dissertation. While executive meetings are for institutionalized participation by SMC/PTA executive members, who discuss and endorse the SPIP, general meetings seem to be a space for consensual democracy, which parents and community members have carried over based on the traditional chieftaincy. Thus, school communities in Ghana exist as hybrids between institutionalized executive members and parents/indigenous geographical communities members.

SMC/PTA general meetings were organized on average 3.36 times per year, the average number of participants in SMC/PTA general meeting was 65.23 and the average amount of PTA funds mobilized was GHC543.84 in 2016. Whereas the institutionalized school communities' participation emphasizes representative democracy, participation in general meetings and the collection of PTA funds as voluntary contributions are still functioning. The SMC/PTA general meeting participation rate in 2016 was 35% (percentage of the average number of participants in PTA general meetings over the number of children enrolled in school) and the PTA funds collection rate in 2016 was 63% (percentage of those who paid PTA funds over those who are supposed to pay). This shows that, except for the capitation grant, there exists a certain level of collective participation. However, not all guardians and community members participate in meetings, or pay PTA funds.

Table 5. Descriptive statistics of educational outcomes, socio-economic status, collective participation and RT

		District Average	SD
Educational outcomes	BECE mean aggregate (2017)	33.12	6.47
	Number of pupils (2016)	232.61	154.95
Relational trust	School community-school relational trust	10.8	2.25
	Teacher-parent relational trust	9.62	2.53
	Headteacher-teacher relational trust	12.36	2.4
	Teacher-teacher relational trust	3.41	0.38
Collective participation	Average participant number at PTA general meetings (2016)	65.23	37.91
	PTA general meeting participation rate (2016) (%)	35	19
	Amount of mobilized PTA levy (2016) (GHC)	543.84	671.9
	Average amount of PTA levy per enrollment (2016) (GHC)	1.91	1.56
	Number of resource mobilization channels (2016)	5.52	2
Socioeconomic status	Proportion of those graduated from Senior High School and above (%)	11.85	4.96
	Proportion of agriculture industry (%)	68.76	18.27
	Proportion of those who have access to water sources that are not considered safe (5)	68.82	26.47
	Proportion of those who have mobile phone (%)	28.15	8.82

Source: Developed by the author based on the 2010 Housing and Population Census (SES) and the headteacher questionnaire (85 sample, SES, collective participation, relational trust), and the Akatsi South District education office (educational outcomes)

Note: District average and SD (standard deviation) are for 85 schools in the Akatsi South Disrict.

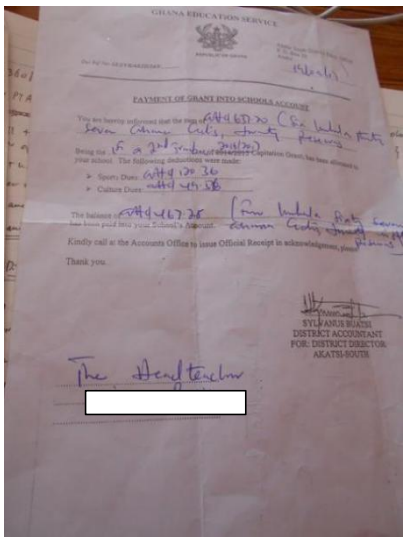
The extent of institutionalized participation in school management in the Akatsi South District, is shown as Table 6. In terms of the development of the SPIP, those who answered did so are as follows: ‘every year without delay’ (49.4%), ‘every year but with delay’ (33.73%), ‘not every year’ (14.46%) and ‘not at all’(2.41%). This means that the majority of schools (83.13%) developed the SPIP every year. In addition, in terms of the question (multiple answers) about the scope of discussions before submission of the SPIP to the district education office, ‘discuss with school staff’ (81.2%), ‘discuss with SMC chairperson’ (74.1%), ‘discuss with SMC or PTA executive members’ (52.9%), and ‘discuss with parents and community members at SMC or PTA general meetings’ (18.8%). This shows that most schools discuss SPIP with teachers, the SMC chairperson, and SMC or PTA executive members. However, they do not discuss with parents and community members at PTA or SMC general meetings.

Table 6. Descriptive statistics of institutionalized participation in school management

Development of SPIP	Every year without delay	Every year but with delay	Not every year	Not at all
	49.4%	33.73%	14.46%	2.41%
Scope of stakeholders to discuss SPIP (multiple answers)	Discuss with school staff	Discuss with SMC chairperson	Discuss with SMC or PTA executive members	Discuss with parents and community members at SMC or PTA general meetings
	81.2%	74.1%	52.9%	18.8%
Timing of disbursement of CG	Just when SPIP activities start	Nearly half of way in the implementation of SPIP activities	When SPIP activities are going to end	After SPIP activities end or later
	17.7%	16.5%	11.4%	54.4%

Source: Headteacher questionnaire

Regarding the disbursement timing of the capitation grant, the results were as follows. ‘just when SPIP activities start’ (17.7%), ‘nearly half of way in the implementation of SPIP activities’ (16.5%), ‘when SPIP activities are going to end’ (11.4%) and ‘after SPIP activities end or later’ (54.4%). Moreover, the district average of SPAM was 1.35 meeting per year. In sum, most schools developed a SPIP, however, its scope of discussion was limited to SMC or PTA executive members, and the disbursement of capitation grant was seriously delayed. The notice from the district education office dated in 17th September 2017 indicated that the 1st and 2nd batch of the capitation grant in 2016/2017 academic year, starting September 2016, were disbursed to a school account, delaying almost one year (Figure 4).



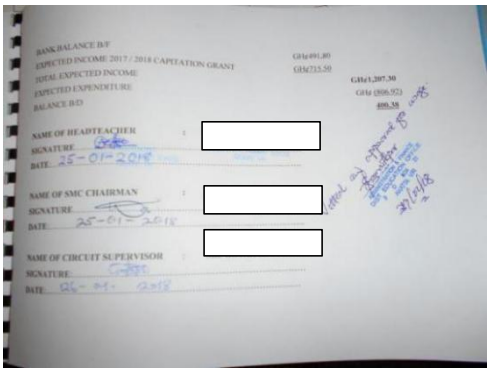


Figure 4. Notification letter from the district education office in terms of the capitation grant disbursement to school account (left); Figure 5. SPIP signed by headteacher, SMC chairperson, and circuit supervisor in charge (right)

This flawed institutionalized community participation would have prevented its rationale from working as expected. TSMC resource handbook (2012) recommends that schools need to encourage all stakeholders to show interest and participate in the planning of the SPIP (p61). However, the results showed that the involvement of the SPIP development was limited to mainly headteachers, school staff, SMC chairperson, or executive members. The disbursement of the capitation grant, which is an engine to move the planned SPIP activities forward, was often delayed. This made it difficult for school communities to hold schools accountable, because the necessary support or resources were not available at schools to make activities/actions happen.

5.3.2 Indigenous geographical communities participation

The extent of indigenous geographical communities' participation was mostly determined from the qualitative data. Before the establishment of SMCs and PTAs, indigenous geographical communities had been involved in various support mechanism for school development. One community member reflected how they were involved with the establishment of School A:

> Community established a basic structure. It was a mud-made building in the past that community provided labour work and the community provided labour and tax money to build current school building as well. DA provided the toilet but other school infrastructure were all provided by community and parents (A20170925PA).

One SMC executive member at School A stated the followings:

> This school belongs to ** community and products (pupils) will be good materials to community (A20180919PA).

These statements showed that the geographical communities surrounding School A was firmly united and had a strong sense of ownership for school development. It seemed relevant to them that school improvement would benefit the pupils who would then become responsible for the future of the community. On the other hand, as suggested in previous studies, the indigenous geographical communities at School D, was not consensual, and was subject to change due to the political balance among community stakeholders. The headteacher recalled how, in the past, the geographical communities were united and supported school development.

> In the past, the chiefs are together and there was the unity among them. (....) Previously two school blocks (JHS and one of primary blocks) were built by community labour and there was a fund for community development and school is part of it (D20170926HT).

However, the chieftaincy issue, provoked in 2013 changed the whole picture. The headteacher lamented this situation as follows:

> Among 14 chiefs, they are divided into two groups. Two chiefs are disputing over the paramount chief. (....) Parents see PTA chairperson and SMC chairperson come from the chief side and parents on the other side do not come (to SMC or PTA meeting) due to that reason (D20180920HT).

These statements show that the institutionalized school communities' participation, as shown in the number of participants at SMC or PTA general meetings, could be affected by the extent to which the indigenous geographical communities participated.

5.4 Findings about the extent to which RT affects educational outcomes and factors in school management

5.4.1 Factor analysis and reliability test of RT

I conducted factor analysis for each RT to identify which factors determined each question item. First, in terms of 'School communities-school RT', I conducted factor analysis (principal axis factoring method, promax rotation). I hypothesised that two factors, namely, expectations and obligations, would be available in 'School communities-school RT'. The scree plot showed the possibility of two factors. As a result of factor analysis, I found two factors and named them 'expectation' factor (SC12, SC10, SC11, SC9, SC14, SC5, SC7 and SC13) and 'obligation' factor (SC18, SC15, SC17, SC20 and SC19). SC16 was excluded from the expectation factor because its factor loading was .376 and because the question item did not fit the expectation factor. I also conducted a reliability test and calculated the Croncbach's Alpha for the expectation factor (.786) and the obligation factor (.812).

Likewise, I conducted factor analysis (principal axis factoring method, promax rotation) for 'Teacher-parent RT'. Based on the scree plot, two factors seemed to have been identified. I named one factor the 'expectation' factor (TPR4, TPR1, TPR3, TPR2, TPR6, TPR5 and TPR7) and the other factor as 'obligation' factor (TPR9, TPR11, TPR13, TPR10, TPR12, TPR14 and TPR8). I also conducted the reliability test and the Cronbach's Alpha for the expectation factor (.882) and the obligation factor (.729).

In terms of 'Headteacher-teacher RT', I conducted factor analysis (principal axis factoring method, promax rotation) and based on the scree plot, the two factors seemed to be identified. I named one factor as the 'expectation' factor (HTR3, HTR4, HTR1, HTR2 and HTR5) and the other factor as the 'obligation' factor (HTR10, HTR6, HTR11 and HTR9).I also conducted the reliability test and the Cronbach's Alpha for the expectation factor (.802) and the obligation factor (.626). See Table 7 for the results of factor analysis.

Table 7. Factor analysis of Relational Trust

	Item	I	II
	School communities-School relational trust		
	Expectation factors		
SC12	School community understand concerns by the school about students ' development and their learning	.779	.000
SC10	School communities pay serious attention to whatever the school informs themof what happened to as well as what will be necessary for the school and students	.703	-.037
SC11	School communities participate in SMC or PTA general meetings actively	.573	-.105
SC9	School communities consult with the school when they have concerns about students and their education	.571	.030
SC14	Teachers including myself feel attached to the community surrounding the school	.529	.120
SC5	School communities provide necessary support for students ' development and learning at the school	.522	.080
SC7	School communities provide necessary support for teachers	.408	.044
SC13	Talking with school communities help the school (head teacher and teachers) to understand thembetter	.397	.025
SC16	Teachers including myself think that they have to listen to what school communities say	.376	0.41
	Obligation factors		
SC18	Teachers including myself think that they have to improve students ' academic performance at this school	-.226	1.017
SC15	Teachers including myself think that they have to work hard for students at this school	0.29	.691
SC17	Teachers including myself consult with school communities when teachers have concerns over students ' development and their learning	.233	.617
SC20	Teachers will conduct extra classes if school communities or parents request themto do so.	.075	.545
SC19	Teachers make best use of instructional hours to improve students ' learning	.172	.485

	Item	I	II
	Teacher-parent relational trust		
	Expectation factor		
TPR4	Parents make sure that children come to school without any delay or absence	.902	-.109
TPR1	Parents provide necessary items (educational materials, school uniform, shoes etc.) for their children's development and education at the school	.822	-.129
TPR3	Parents provide breakfast for children to let thembe active for school activities	.787	-.074
TPR2	Parents look after children's homework at home or secure their learning time at home	.776	-.091
TPR6	Parents pay serious attention to whatever the school informparents of what happened to as well as what will be necessary for the school and students	.737	.141
TPR5	Parents consult with teachers when parents have concerns about children and their education	.603	.122
TPR7	Teachers feel a sense of familiarity with parents ofthis school	.388	.242
	Obligation factor		
TPR9	Teachers think that they have to work hard for students ofthis school	.021	.682
TPR11	Teachers think that they have to improve students ' academic performance of this school	.055	.668
TPR13	Teachers think that they have to improve students ' discipline ofthis school	.147	.526
TPR10	Teachers think that they have to listen to what parents ofthis school say	-.120	.517
TPR12	Teachers think that they have to improve extra-curricular activities of this school	-.147	.506
TPR14	Teachers invite parents and students to school or visit them at home when teachers have concerns about students ' development and learning	-.022	.428
TPR8	Talking with parents help teachers to understand parents and their children better	.279	.340

	Item	I	II
	Head teacher-teacher relational trust		
	Expectation factors		
HTR3	Teachers make best use of instructional hours to improve students ' learning	.954	-.183
HTR4	Teachers work hard to improve students ' academic performance of this school	.765	.080
HTR1	I count on teachers' capabilities to conduct their expected duties	.617	.019
HTR2	Teachers come to school without delay or absence	.589	.006
HTR5	Teachers share with each other their experience and what they have learned inside and outside the school	.393	.225
	Obligation factors		
HTR10	I care about teachers' personal welfare	-.246	.750
HTR6	I support teachers' professional development	.255	.712
HTR11	I appeal to local stakeholders (school communities, district education office, district assembly) if teachers need any support for their improved teaching and learning	.180	.443
HTR9	I ampleased that teachers consult with head teacher over their concerns	.052	.310

	Item	I	II
	Teacher-teacher relational trust		
	"Sharing each other" factor		
TTR5	Teachers share with each other anything they learned at training/workshop outside the school	.839	-.149
TTR4	Teachers feel that they can learn more from peer teachers at this school in terms of enhancing their expertise as teaching professionals	.715	-.101
TTR6	Teachers aim at enhancing their expertise as teaching professionals through training/workshop outside school	.623	.177
TTR8	Teachers share and discuss with each other students ' development and academic performance	.613	.034
TTR7	Teachers share with each other their concerns and problems regarding pedagogical instructions	.409	.385
	"Feeling comfortable" factor		
TTR1	It is OK at this school to discuss feelings, worries, and frustrations with other teachers	-.036	.903
TTR2	Teachers feel comfortable for asking questions to each other	.186	.625
TTR3	Teachers feel comfortable for supporting each other	-.152	.545

5.4.2 Descriptive analysis

5.4.2.1 Relational Trust

After factor analysis, I calculated the score of the 'School communities-school RT', 'Teacher-parent RT' and 'Headteacher-teacher RT', by multiplying the average of the expectation factor and the obligation factor. In the case of the 'Teacher-teacher RT', I calculated its score by averaging all the question items. The descriptive statistics of RT is shown as Table 8. Several question items that showed the ceiling effects, meaning that the answers were skewed to the right (4: strongly agree). This seemed to be because in this dissertation, I measured RT from the perspective of headteachers. As headteachers' responses represented each school, there seemed to have little variance, and this might have caused a ceiling effect.

Generally speaking, the average 'Teacher-parent RT' was relatively low, compared to the other RTs. This is because the expectation factor had a lower score than for the others. For instance, the following

questions had low scores: ‘Parents look after children’s homework at home or secure their learning time at home’ (2.4), ‘Parents make sure that children come to school without any delay or absence’ (2.61) and ‘Parents provide breakfast for children to let them be active for school activities’ (2.73). This implied that teachers had lower expectations for parents in terms of learning at home, enrolling in schools, and basic child rearing at home.

The obligation factors scored higher than expectation factors in both ‘School communities-school RT’ and ‘Teacher-parent RT’. This might have been because headteachers tended to defend the idea that schools and teachers were performing their expected duties. In terms of ‘School communities-school RT’, the following question had the lowest score among all items: ‘school communities provides necessary support for teachers’ (2.54). This implies that from the viewpoint of headteachers, school communities are not likely to provide support for teachers.

Table 8. Descriptive statistics of Relational Trust

	Item	Average	SD
	School communities-School relational trust	10.8	2.25
	Expectation factor	3.00	.41
SC12	School community understand concerns by the school about students ' development and their learning	3.00	.58
SC10	School communities pay serious attention to whatever the school informs themof what happened to as well as what will be necessary for the school and students	2.84	.74
SC11	School communities participate in SMC or PTA general meetings actively	2.95	.65
SC9	School communities consult with the school when they have concerns about students and their education	3.12	.58
SC14	Teachers including myself feel attached to the community surrounding the school	3.27	.61
SC5	School communities provide necessary support for students ' development and learning at the school	2.87	.72
SC7	School communities provide necessary support for teachers	2.54	.76
SC13	Talking with school communities help the school (head teacher and teachers) to understand thembetter	3.36	.53
	Obligation factor		
SC18	Teachers including myself think that they have to improve students ' academic performance at this school	3.76	.50
SC15	Teachers including myself think that they have to work hard for students at this school	3.74	.44
SC17	Teachers including myself consult with school communities when teachers have concerns over students ' development and their learning	3.52	.57
SC19	Teachers make best use of instructional hours to improve students ' learning	3.54	.53
SC20	Teachers will conduct extra classes if school communities or parents request themto do so.	3.31	.68

	Item	Average	SD
	Teacher-Parent relational trust	9.62	2.49
	Expectation factor	2.8	0.51
TPR4	Parents make sure that children come to school without any delay or absence	2.61	.76
TPR1	Parents provide necessary items (educational materials, school uniform, shoes etc.) for their children's development and education at the school	2.97	.59
TPR3	Parents provide breakfast for children to let thembe active for school activities	2.73	.73
TPR2	Parents look after children's homework at home or secure their learning time at home	2.4	.76
TPR6	Parents pay serious attention to whatever the school informparents of what happened to as well as what will be necessary for the school and students	2.81	.61
TPR5	Parents consult with teachers when parents have concerns about children and their education	3.01	.61
TPR7	Teachers feel a sense of familiarity with parents ofthis school	3.08	.54
	Obligation factor	3.46	.33
TPR9	Teachers think that they have to work hard for students ofthis school	3.62	.56
TPR11	Teachers think that they have to improve students ' academic performance of this school	3.73	.45
TPR13	Teachers think that they have to improve students' discipline ofthis school	3.68	.49
TPR10	Teachers think that they have to listen to what parents ofthis school say	2.98	.57
TPR12	Teachers think that they have to improve extra-curricular activities of this school	3.36	.55
TPR14	Teachers invite parents and students to school or visit them at home when teachers have concerns about students ' development and learning	3.35	.50
TPR8	Talking with parents help teachers to understand parents and their children better	3.45	.65

	Item	Average	SD
	Head teacher-Teacher relational trust	12.36	2.4
	Expectation factors	3.49	.38
HTR3	Teachers make best use of instructional hours to improve students ' learning	3.53	.50
HTR4	Teachers work hard to improve students ' academic performance of this school	3.64	.48
HTR1	I count on teachers' capabilities to conduct their expected duties	3.57	.50
HTR2	Teachers come to school without delay or absence	3.28	.55
HTR5	Teachers share with each other their experience and what they have learned inside and outside the school	3.42	.50
	Obligation factors	3.51	.41
HTR10	I care about teachers' personal welfare	3.52	.67
HTR6	I support teachers' professional development	3.62	.49
HTR11	I appeal to local stakeholders (school communities, district education office, district assembly) if teachers need any support for their improved teaching and learning	3.44	.52
HTR9	I ampleased that teachers consult with head teacher over their concerns	3.48	.55

	Item	Average	SD
	Teacher-Teacher relational trust	3.41	.38
	"Sharing each other" factor		
TTR5	Teachers share with each other anything they learned at training/workshop outside the school	3.51	.53
TTR4	Teachers feel that they can learn more from peer teachers at this school in terms of enhancing their expertise as teaching professionals	3.41	.54
TTR6	Teachers aim at enhancing their expertise as teaching professionals through training/workshop outside school	3.38	.53
TTR8	Teachers share and discuss with each other students ' development and academic performance	3.57	.50
TTR7	Teachers share with each other their concerns and problems regarding pedagogical instructions	3.29	.48
	"Feeling comfortable" factor		
TTR1	It is OK at this school to discuss feelings, worries, and frustrations with other teachers	3.31	.51
TTR2	Teachers feel comfortable for asking questions to each other	3.38	.53
TTR3	Teachers feel comfortable for supporting each other	3.42	.52

5.4.2.2 socio-economic status

The district average of the proportion of SHS graduate over community members who were over the age 20 was 11.86%; that of those who worked for agriculture was 68.76%, that of those who had access to sources of water that were not considered safe was 68.82% and that of those who had mobile phone was 28.15%.

5.4.3 Correlation among educational outcomes, SES, collective participation and RT

The results of correlation analysis is as shown in Annex 12. Variables in SES , collective participation, and RT were likely to be correlated each other. Therefore, to avoid such correlations among the same variable categories, I made the analytical model simple. For that sake, I decided to conduct principal component analysis and created composite variables for community participation (collective participation), socio-economic status, and RT.

In the correlation analysis, I found the following. First, the SES composite variable was correlated with the BECE mean aggregate (2017) (coefficient=-.413, $p<.05$). This means that pupils at well-endowed school communities tended to have higher learning outcomes, as suggested in the literature.

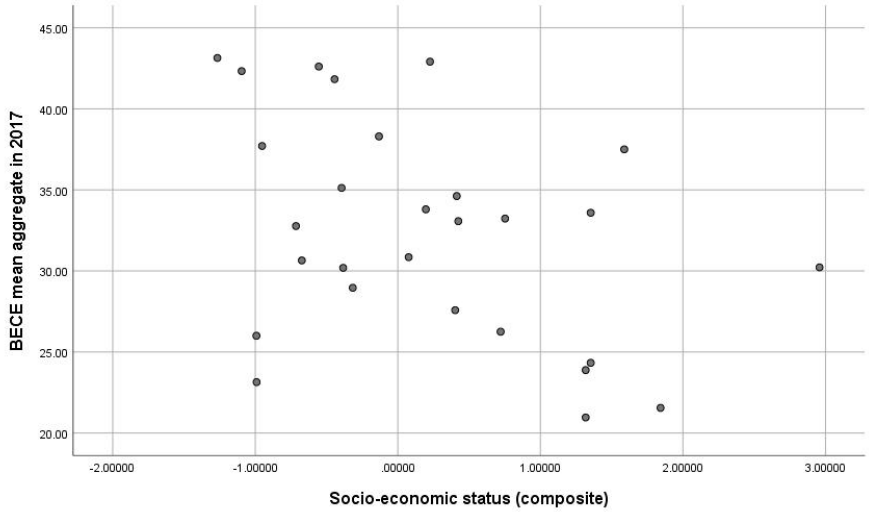


Figure 6. Scatter plot between socio-economic status (composite) and BECE mean aggregate in 2017

I hypothesised that the higher RT is, the lower the BECE mean aggregate will be available (i.e. the higher the learning outcomes are available). Contrary to this hypothesis, it is only 'Teacher-parent RT' that was correlated with the BECE mean aggregate (coefficient is -.471, $p<.01$). Taking into account the results of the correlation analysis, the following question emerged: why do schools with similar SES have different levels of attainment in terms of the BECE and how will 'Teacher-parent RT' will affect

BECE in the process?

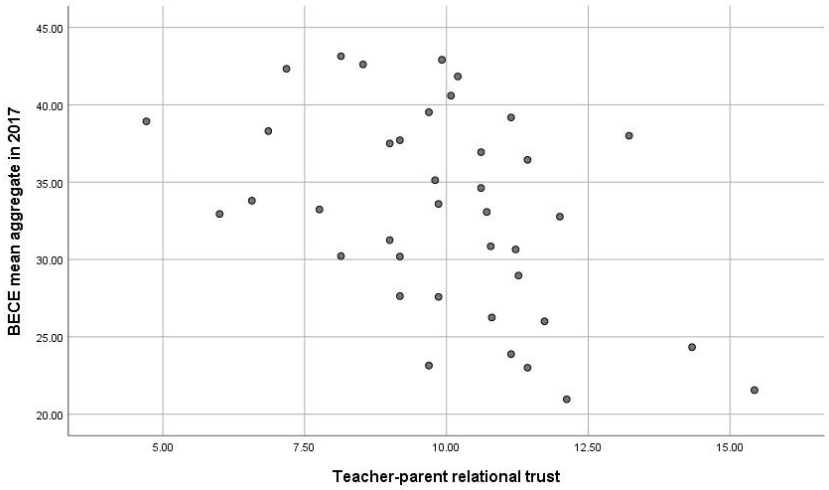


Figure 7. Scatter plot between Teacher-parent RT and BECE mean aggregate in 2017

Second, the SES composite variable was correlated with school enrolment (primary school section, in 2017) (coefficient=.525, p<.01). This implied that when household's SES tended to be higher, school enrolment tended to increase. This might be because larger-sized schools are often located in urban areas, where SES is generally higher.

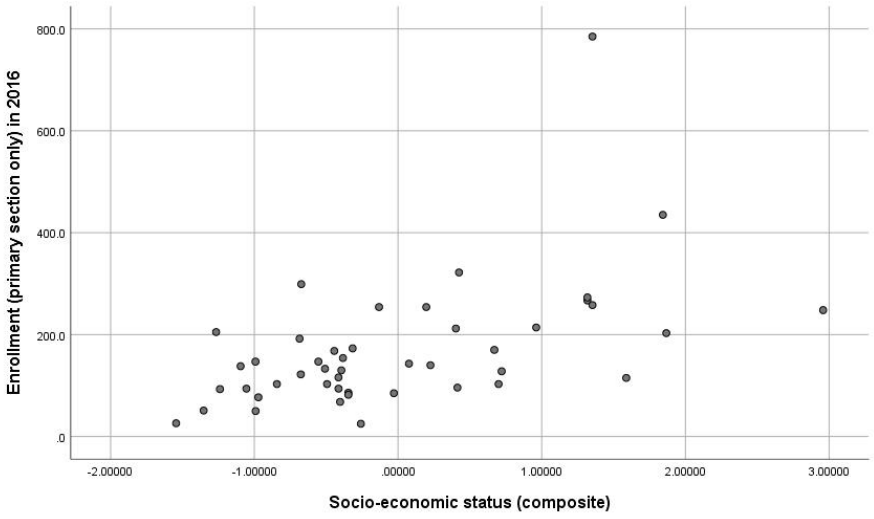


Figure 8. Scatter plot between socio-economic status (composite) and enrolment (primary school section) in 2016

In addition, the collective participation composite variable was correlated with school enrolment (primary school section) (coefficient=.503, p<.05). This means that school enrolment formed the basis of collective participation. If school enrolment would be larger, the number of participants in the

meetings and the amount of mobilized PTA funds would also likely be larger.

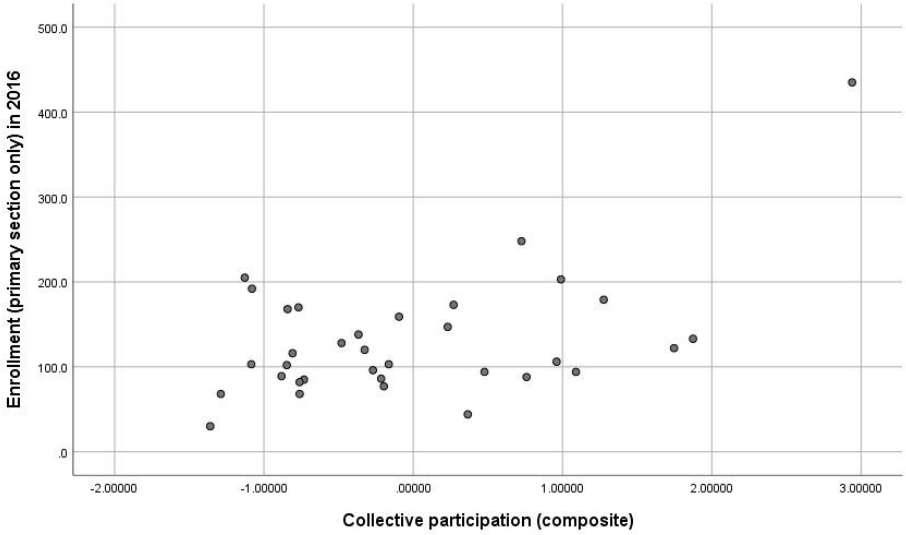


Figure 9. Scatter plot between collective participation (composite) and enrolment (primary school section) in 2016

I found that 'School communities-school RT' was correlated with the collective participation composite variable (coefficient=.372, p<.05) Among the 'School communities-school RT',the expectation factor was correlated with the collective participation composite variable (coefficient=.490,p<.01). This means that the higher expectations schools have for their school communities, the larger the extent of collective participation that would be available.

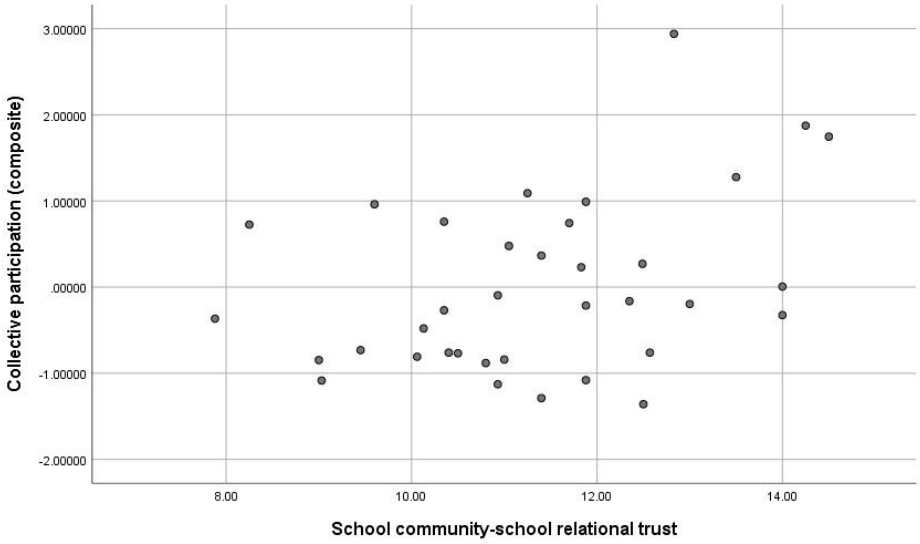


Figure 10. Scatter plot between School communities-school RT and collective participation (composite)

I interpret the results of correlation analysis as follows. First, a certain level of school enrolment is

vital for sustaining community participation and vice-versa. Without a number of school enrolment, the population that can engage in community /parent participation is limited. Also, without some extent of collective participation, it is difficult to attract other parents/pupils to join the school. Second, I hypothesized that 'School communities-school RT' would be correlated with learning outcomes and collective participation, because their collective support for school development is vital to improving pupils' learning environment. The results showed that 'School communities-school RT' was correlated with the collective participation composite variable but not with learning outcomes. This may suggest that 'School communities-school RT' or collective participation alone do not necessarily lead to improved learning outcomes but rather the connection between the managerial factor (collective participation) and the pedagogical factor is necessary. Third, it was a new finding that 'Teacher-parent RT', which I assumed to deal with individual participation by parents/guardians at home, was correlated with learning outcomes. Thus, further in-depth studies are needed to determine the other factors affecting their relationship (through the regression analysis), and to determine why and under what realities they are correlated, through the qualitative analysis.

Considering that SES was correlated with school enrolment, the following question emerged: why was it that the higher collective participation became in schools, the higher said school's enrolment was? Furthermore, why was it that the higher a 'School communities-school RT' was, the higher the collective participation was. This is particularly significant in rural areas, where SES is low and school enrolment is limited, compared to urban schools.

5.4.4 Regression analysis

I hypothesised the following: The higher the RT would be, the larger the educational outcomes available would be (i.e. the smaller BECE mean aggregate will become), even when controlling from socio-economic status and community participation. First, I performed single regression analysis between the BECE mean aggregate and RT. Then, I added the socio-economic status and collective participation composite variables as shown in Table 9. The BECE mean aggregate and RT, as well as the socio-economic status were all statistically significant ($p<.05$). This means that when higher RT was available, better BECE results were available, even when controlling for SES. Finally, when I ran multiple regression analysis between the BECE mean aggregate, socio-economic status, collective participation and RT, none of the independent variables were statistically significant. As a result, I could not prove the hypothesis that the higher RT becomes, the smaller BECE mean aggregate becomes, even when controlling for socio-economic status and collective participation.

Table 9. Results of regression analysis

	1	T-value	2	T-value	3	T-value	4	T-value	5	T-value
Relational trust(1)	-2.630	-1.657	-0.368 *	-2.207	-0.128	-0.522			-0.032	-0.092
Socio-economic status(2)			-0.410 *	-2.459			-0.135	-0.421	-0.155	-0.378
Collective participation(3)					-0.451	-1.836	-0.658	-2.050	-0.632	-1.430
N	39		28		16		10		10	
R square	0.263		0.553		0.489		0.750		0.750	
Adjusted R square	0.069		0.306		0.239		0.562		0.563	

*p<.05

1: composite variable of relational trust

2: composite variable of socioeconomic status

2: composite variable of collective participation

Source: Author

5.5 Summary and position of case study schools in the Akatsi South District

The following question emerged as the result of the quantitative study: why do some schools have better educational outcomes than others with the same background? Thus, I conducted three case studies to answer why such situations occur, by presenting case studies that compared two schools with similar backgrounds but different educational outcomes.

(Background)

School A

School A was established in 1946. It is located in 30 minutes by car from the town centre of Akatsi. To reach this school, it is necessary to go along an unpaved road from a main road for 25 minutes and only local residents would use such narrow roads for daily transportation. There was a school welcome sign board with a pupils' picture at the junction near the school. The geographical communities established the school's basic structure with mud walls and provided labour and levied money for the school's construction. It has KG and primary sections with the total enrollment of 220 in 2016.

School B

School B was established in 1989. It was located 30 minutes by car from the town centre, and along the main road. There were only three classrooms, in addition to the headteacher's room. Multi-grade teaching is conducted at this school, owing to the limited number of pupils. There was a dispute among the village concerning the school's location. The one side said that the school should be built in the middle of the village, but due to this being an area at risk of flooding, it was agreed to be located at its current place. This caused a long-lasting dispute, however, and ten years ago the village festival (durbar) stopped. It has KG and primary sections with the total enrolment of 89 in 2016.

School C

School C was established in 1952. It is located 4.5 km away from the main/paved road. Electricity is available at this school. The main ethnic group in this schools' geographical communities is the Ewe. Most of the community members are farmers. Five to six geographical communities feed pupils to School C. These geographical communities discussed the needs of establishing the school, and built the foundation structure before the government came in. The Member of Parliament of the Akatsi South District is from this community. They lobbied and established a three-unit classroom block using the District Assembly Common Funds. It has KG, primary, and JHS sections with the total enrolment of 303 in 2016.

School D

School D was established in 1935; it is one of the oldest schools in the district. It is located in a rural area, and it takes 20 minutes by car to reach it from the town centre. According to the headteacher, its community members are mostly indigenous, unlike in Akatsi town, where the people comprise a mix of different origins. This school serves 14 to 20 geographical communities, which contain several chiefs. The first District Commissioner (currently the District Chief Executive) of the District was from this community, and their residence was used as a community building. It has KG, primary, and JHS sections with the total enrolment of 365.

(BECE)

Regarding the BECE pass rate rank, the performances of Schools C and D were relatively good compared to other schools in rural areas in 2013 (School C, 13th School D, 19th). However, they showed different trends after 2013. School D was ranked 6th among public basic schools in rural areas, showing that School D was relatively better off in terms of the BECE pass rate rank. However, private schools have emerged and have recently occupied the upper rank, thus the rank of public schools has declined as a whole after 2017. In addition, while School D was ranked 50th, School C still held a better ranking than others in rural areas. This showed that these two schools developed a sharp contrast in terms of the differences in their BECE pass rare rank.

Table 10. Descriptive statistics of case study schools

		District Average	SD	School A	School B	School C	School D
Educational outcomes	BECE mean aggregate (2017)	33.12	6.47	-	-	28.96	42.61
	Number of pupils (2016)	232.61	154.95	220	89	303	365
Relational trust	School community-school relational trust	10.8	2.25	11.88	12	12.49	10.93
	Teacher-parent relational trust	9.62	2.53	10.71	9.23	10.95	8.53
	Headteacher-teacher relational trust	12.36	2.4	13.5	16	9	12.8
	Teacher-teacher relational trust	3.41	0.38	3.38	3.88	3.13	3.13
Collective participation	Average participant number at PTA general meetings (2016)	65.23	37.91	53.33	28	68	35
	PTA general meeting participation rate (2016) (%)	35	19	24	31	22	10
	Amount of mobilized PTA levy (2016) (GHC)	543.84	671.9	160	-	1,135	130
	Average amount of PTA levy per enrollment (2016) (GHC)	1.91	1.56	0.73	-	3.75	0.36
	Number of resource mobilization channels (2016)	5.52	2	6	2	3	5
Socioeconomic status	Proportion of those graduated from Senior High School and above (%)	11.85	4.96	8.93	-	12.47	11.59
	Proportion of agriculture industry (%)	68.76	18.27	69.63	-	82.28	80.49
	Proportion of those who have access to water sources that are not considered safe (5)	68.82	26.47	88.98	-	91.35	84.8
	Proportion of those who have mobile phone (%)	28.15	8.82	29.06	-	30.76	22.14

Source: Developed by the author based on the 2010 Housing and Population Census (SES) and the headteacher questionnaire (SES, collective participation, relational trust), and the Akatsi South District education office (educational outcomes)
Note: District average and SD (standard deviation) are for 85 schools in the Akatsi South Disrict.

Table 11. BECE pass rate rank league table in the Akatsi South District (2013-2017) and the rank of Schools C and School D

School/Year	2013(A)	2014	2015	2016	2017	average (2014-2017)(B)	(A)-(B)
-	31	37	39	39	46	40.3	-9.3
-	10	24	22	29	23	24.5	-14.5
-	23	31	40	28	26	31.3	-8.3
-	26	29	35	34	42	35.0	-9.0
-	36	40	27	44	13	31.0	5.0
C	13	8	23	26	34	22.8	-9.8
-	29	36	28	32	41	34.3	-5.3
-	20	11	26	24	22	20.8	-0.8
-	32	25	15	46	44	32.5	-0.5
-	34	22	37	25	37	30.3	3.8
-	NA	27	38	20	21	26.5	0.5
-	18	28	8	27	43	26.5	-8.5
-	25	34	36	41	14	31.3	-6.3
-	24	39	17	36	40	33.0	-9.0
-	22	26	33	42	36	34.3	-12.3
D	19	17	29	40	50	34.0	-15.0
-	37	32	41	45	51	42.3	-5.3
-	33	35	34	30	49	37.0	-4.0
-	30	18	25	19	31	23.3	6.8
-	38	30	30	31	52	35.8	2.3
-	12	14	24	38	19	23.8	-11.8
-	16	21	12	21	27	20.3	-4.3
-	NA	NA	5	4	17	8.7	-3.7

Source: Author based on data from the Akatsi South District Education office
Note 1: To highlight Schools C and D, other schools were not named alphabetically.
Note 2: Figures show the rank of each school in terms of the BECE pass rate. The higher the pass rate is, the number of rank
Note 3: Negative figures on the far right column mean that the position has declined in comparison between the 2013 and the
Note 4: Columns with NA mean that no data was available.

(School enrolment)

School enrolment depends on the number of children in the community, the school's location, and the socio-economic status of households. In Ghana, as described in Chapter 3, school districts are not based on residential areas, and choosing schools is eminently possible. Thus, some guardians who have the financial means and transportation can send their children to private schools in urban areas, even though they live in rural areas. In addition, the amount of the capitation grant awarded to each school is calculated according to school enrolment. Thus, school enrolment indicates that the school has a good reputation from guardians, and also shows a scale of economy. There are no standardized examinations or assessments for all the pupils at primary education in Ghana. Thus, I used school enrolment data because they allowed me to access to data via the district education office, and to make objective comparisons between schools.

Table 12. Trend of school enrolment of case study schools and their surrounding public basic schools

	Year	2014	2015	2016	2017
	Education level				
School A	KG/Primary	213 (135)	230 (145)	220 (130)	160(107)
Surrounding school 1	KG/Primary	143(86)	203(135)	140(89)	163(120)
Surrounding school 2	KG/Primary/JHS	341(189)	327(175)	327(181)	358(241)
Surrounding school 3	KG/Primary/JHS	327(124)	310(145)	320(154)	303(170)
Surrounding school 4	KG/Primary/JHS	481(242)	525(265)	506(249)	580(278)
School B	KG/Primary	102(73)	55(35)	89(45)	84(47)
Surrounding school 5	KG/Primary	96 (56)	77(56)	69(50)	98(62)
Surrounding school 6	KG/Primary	87(56)	77(48)	89(61)	81(60)
Surrounding school 7	KG/Primary/JHS	225(122)	214(110)	237(120)	245(123)
Surrounding school 8	KG/Primary/JHS	232(121)	196(105)	187(106)	187(99)

Note: Figures within parentheses mean the number of primary school enrolment. Surrounding school 4 represents that two primary schools feed pupils to one JHS, thus I present them as one school for clear comparison. I put surrounding school 2,3,4 for School A as those where graduates from School A proceed based on interviews from headteacher and pupils.

Source: Author based on data from the Akatsi South District Education Office

Both Schools A and B faced the challenge of low enrolment. If we compare Schools A and B with

their neighbouring schools, schools with JHS sections had higher enrolment in their primary sections that schools without JHS sections (Table 12). If there were large size of schools with JHS sections nearby, it seemed to be difficult for schools that only catered up to the primary section to increase their enrolment. Therefore, it is important to sustain and increase enrolment even at a small scale. There tended to be higher enrolment at KGs than in primary sections, and as grades go up at the primary level, enrolment declines. When analysing the trend of enrolment over time (Table 12), on one hand, those schools with JHS sections showed increased enrolment in their primary sections. On the other hand, schools that only featured up to primary sections tended to show either level or decreasing enrolment..

(Socio-economic status)

School A had lower proportion of school communities members who graduated from SHS and above than the district average. Schools C and D, however, had better or almost identical scores to the district average, in terms of their educational backgrounds. This implies that Schools C and D occupied better positions than School A in terms of their school communities' educational backgrounds, among rural schools. Both case study schools were in a worse condition than the district average, according to several SES indicators. This implies that these case study schools are typical rural schools, where the living conditions are not well endowed.

(Collective participation)

In general, School C experienced more collective participation than the district average. School D scored lower than the district average in all of the indicators, implying that some problems were occurring at School D. School A has a relatively good collective participation, taking into consideration its size.

(Relational Trust)

Table 10 shows the details of the relational trust (RT), collective participation and socio-economic status of the case study schools. Among the case study schools, School D has a lower 'Teacher-parent RT' than the district average. This implies that something was wrong with the teacher-parent relationship. School A scored almost the same as the district average in each RT. School C has relatively better RT values, except for 'Headteacher-teacher RT'. School B seemed to have relatively good RT, except for 'Teacher-parent RT', but this needs to be analysed further through a more in-depth study.

(Teaching force)

Schools A and B have suffered from shortages of teacher. They did not have one teacher for one grade. Schools C and D had adequate numbers of teachers to teach all of the education levels. Crucially, they also had teachers with relevant qualifications and educational backgrounds.

Table 13. Details of teaching force

	Education level			Teacher Qualification		Educational background			
	KG	Prim	JHS	Qualified	Unqualified	B	D	CA	SHS
School A	2(2)	4(0)	-	5	1	2	3	-	1
School B	1(0)	3(2)	-	3	1	1	2	-	1
School C	2(2)	6(3)	5(1)	13	0	-	10	1	-
School D	4(3)	6(1)	7(0)	13	4	2	10	2	3

Source: Annual School Census on Feb 2017 and headteacher questionnaire

Note1:Figures in the columns show the number of teachers.

Note2:Blanket in educational level means the number of female teachers at each education level.

Note3:In educational background, B, D, CA and SHS denote Bachelor, Diploma in education, Certificate A, and SHS respectively.

The backgrounds of the headteachers at the four case study schools are shown in Table 14.

Table 14. Headteachers' background

	Sex	Age	Educational background	Years of working as a teacher	Years of working as a headteacher
School A	Male	48	Bachelor	19 years (since 1998)	Since 2017
School B	Female	45	Bachelor	20 years (since 1997)	Since 2012
School C	Male	53	Certificate A	31 years (since 1986)	Since 2013
School D	Male	43	Bachelor	18 years (since 1999)	Since 2014

Source: Based on interviews with headteachers and headteacher questionnaire

Note: Data as of September 2017

5.6 Findings from a case study of schools in relation to learning outcomes

I conducted a case study of two schools by examining whether RT was realized in factors of school

management, leading to achieving learning outcomes. This contributed to answering the following questions posed by the quantitative study: 1) why do schools with similar SES have different levels of attainment in terms of the BECE? and 2) how will 'Teacher-parent RT' affect BECE in the process?

Schools C and D had both been high-performing schools in rural areas, up until 2013. However, since 2013, School D has experienced a sharp decline in terms of its BECE district ranking, unlike School C. BECE is one of the critical agendas that is often discussed in SMC or PTA general and executive meetings. It is critical for JHS grade 3 pupils to have better BECE results to allow them to proceed to a sophisticated SHS, which would then likely allow more pupils to enter universities. The BECE also represents the only comparable data in the district to show the quality of schools. Thus, school communities always have strong interests in the BECE results, and have associated it with efforts by headteacher and teachers.

5.6.1 RT in 'Professional Capacity'

'Professional Capacity' is defined in this dissertation as the extent to which schools have adequate quality, numbers of professional teachers and whether teachers (including headteachers) have a common understanding regarding achieving educational outcomes.

Both Schools C and D had relatively well-equipped professional capacities in terms of the number of staff in the teaching force with relevant educational qualifications (Table 13)) and regarding the presence of experienced headteachers (Table 14). The headteacher at School D proudly stated the following:

> The teachers of this school are all trained teachers, the number of teachers is equal to Achimota SHS (one of the prestigious schools) in Accra (D20170926HT).

One teacher at School D described their cordial relationship with their headteacher as follows:

> When he sees something is not good, he approaches to teachers and tell his mind. He also listens to teachers. The headteacher organizes a School-Based in-service training for teachers and he shares with educators professional ethics and teachers are gaining something from him (D20170926TC).

The headteacher at School D expected teachers to be professional and support their professional development, and these teachers appreciated support from their headteacher.

The teachers at School C also referred to the cordial relationships among teachers as follows:

> Cooperation and unity among teachers, when somebody is absent, we call how they are and takes care of them. When it happens, they combine absent teacher's class with other class and teach together. Teachers are hardworking...Teachers at this school are young and there are no problems among teachers....What made us hard working is teachers' love for job. Sometimes teachers have to buy materials by themselves but we are trying out best (D20170926TC).

Thus, 'Headteacher-teacher RT' as well as 'Teacher-teacher RT' seemed to have been realized in terms of 'Professional Capacity' at School D. Teachers at School C felt that their relationship was cordial. Thus, 'Professional Capacity' at School C seemed to have been in good order.

5.6.2 RT in 'Parent, School, Community Ties'

'Parent, School, Community Ties' is closely associated with collective participation and 'School communities-school RT'. Despite the fact that both Schools C and D had strong 'Professional Capacity', there seemed to be differences in their 'Parent, School, Community Ties', as shown in the extent of collective participation of each school (Table 5). It is important to understand why there were such differences in this 'Parent, School, Community Ties' factor between the two schools.

It should be noted that the extent of collective participation at School D was satisfactory in the past. One teacher at School D recalled the situation before 2013 as follows:

> In 2013/2014, community was very friendly and cooperating. When we call for PTA meetings, they come. We do get more than 100 parents. Positive things happened was that they started to renovate school building (corridor)...When I came to the school in 2013, I love it. There were extra classes, pupils' discipline was good, and the BECE was good (D20170926TC).

However, the chieftaincy issue was provoked in the 2013/2014 academic year. The headteacher described the situation as follows:

> The chieftaincy issue was about the legitimacy of the paramount chief here. The school and teachers try to be neutral on this matter. But if you work with PTA or SMC chairperson,

people see it from the different angle that the school sided with PTA or SMC chairperson (D20170926HT).

One teacher lamented the current situation as follows.

This time when we call for the meeting, only 30 parents come. Sometimes we use gong-gong (note: the traditional way of calling community people) to inform parents of the PTA meeting on the day when people do not go for farming or market. We set a day for the meeting but they do not come. Chieftaincy issue caused the problem. Various villages are divided. The case went into the court but cracks are still there. That was a beginning of our wars, the problems (D20170926TC).

One parent bitterly mentioned the issue as follows.

Chieftaincy dispute became topical issue over the past three years...PTA chairperson support the chief and parents do not come to meetings due to that...The issue is a headache for her. If town is divided, they cannot progress (D20170926PA).

Even though SMC/PTA executive members and headteacher/teachers expected community members and guardians to participate in general meetings, they did not feel obliged to attend the meetings because the school communities were divided, owing to the community dispute.

The headteacher mentioned some position actions against the community divides as follows.

The *** Youth Association, which is composed of age 15-30 age youth, tried to call the elders and the chiefs that they should come together but it did not work yet. If opinion leaders in the communities make strategies and they must have a durbar in the community to talk each other. In that way, gradually the dialogue would happen (D20180920HT).

One parent mentioned the following as a last resort to solve the community divides.

Youth need to come down and think of the progress otherwise the future of youth in this community will be destroyed (D20170926PA). The youth went to the chiefs and they try to become

forefront to stop the divides in the community (D20180920PA)

Though the community divides have not solved yet, efforts have been made to reconcile this divisive situation for the future of community development.

On the contrary, regarding School C, a stable relationship has been maintained with geographical communities. The geographical community established this school, and when a teacher shortage occurred, community members visited to education offices to ask for the deployment of teachers to the school.

Parents described their aspirations towards this school as follows:

> In the past, there are less education opportunities for girls as parents believe that girls end up with in kitchen, now such recognition has changed. If you are farmers, you have to rely on the weather, but if you have education and have your jobs at government, you do not rely on the weather (C20170922PA)

Another parent also expressed their strong emphasis on education.

> If somebody (role model) go through this school, you will be doctor, MPs, teachers. This expectation makes parents put value on education (C20170922PA).

It seemed that such a strong expectation for education was a motivating factor for parents and community members to support school development.

To put this expectation into practice, parents performed their obligation to support teachers. Parents referred to their support for teachers as follows:

> 4 teachers are resident in this community. Some stay at MP's house. Teachers have to pay electricity but not for water...Community members provide foods for teachers when harvest time (C20170922PA).

Teachers responded to such expectations by performing their obligations as teachers. One teacher

mentioned as follows:

> Teacher organized classes during vacation. Some teachers living in the community taught students(C20170922TC).

In sum, ‘School communities-school RT’ was not being realized in ‘Parent, School, Community Ties’ at School D because expectations were not being met with obligations within the school communities. However, at School C, the school communities expected schools to produce better educational outcomes for pupils, and so was obliged to support them. Teachers also responded to such expectation by performing their obligations. Thus, at School C, ‘School communities-school RT’ is realized in ‘Parent, School, Community Ties’ based on the solid foundation of the geographical communities.

5.6.3 RT in ‘School Learning Climate’

‘School Learning Climate’ refers to the extent to which schools and classrooms are safe and orderly, in terms of school infrastructure and school atmosphere. The decline in collective participation observed at School D, owing to the community divide, had several negative impacts on the ‘School Learning Climate’. First, the geographical communities used to make contributions to a town development fund for school, which amounted to GHC 600-800 as a monthly base. However, they no longer pay funds. One SMC/PTA executive member said the following:

> People regarded that a few people at the fund collection committee are spending the money without accountability (D20170926PA).

This prevented School D from continuing to renovate its JHS school, which is now in danger of collapse.

Figure 11. JHS block in danger of collapse due to lack of funds (School D) (left); Figure 12. JHS corridor buttressed with a temporal structure (School D) (right)

Second, those who were related to this school or the village expected school development and offered the following support: textbooks, uniforms, drums, scholarship, and cements for the school library. However, such expectations were not met with positive reactions from community members. The headteacher mentioned as follow:

> In 2014/2015, a renowned lawyer donated his English textbooks free of charge to the school but as he is a lawyer of one group, three parents told their kids to bring them back to school because they are from a different group of chief (D20170926HT).

Teachers also mentioned another case in which external support was not utilized as follows:

> UK businessman from this village used to support the school but stopped around 2014 and a lawyer donated his English textbooks to the school but some guardians refused (D20170926TC).

The headteacher also raised the issue of the school library as follows:

> Member of Parliament donated 50 bags of cements for building school library. ...After discussing the site for the library, the change of the site was suggested by other chief where school canteen is supposed to be built. Thus the library project stopped for two years now (D20170926HT).

School D, which has had a long history since its establishment in 1935, had various channels of external support for school development. However, this support was incapacitated and stopped being utilized owing to the community divide. In this sense, expectations from the school communities, including from those who provide external support to the school, were not accompanied with obligations by those who were supposed to utilize such support.

On the other hand, School C improved its 'School Learning Climate', which has been their challenges. Parents discussed in the PTA/SMC meeting as follows:

> Water is their biggest problem. Children would have to obtain permission to go home to drink and after which they would not return to the school (C20161111PA).

In the meeting minutes, the SMC chairperson said that numerous attempts have been made to bring water to the school (KG), but they had failed. They promised that they would make sure that water was brought to the KG. It was also mentioned that this water issue was becoming stagnated, and that the PTA/SMC and the community must take steps to address the water problems with urgency (PTA general meeting minutes, C161111). In the following year, it was recorded that the SMC chairperson was very happy to inform that water problem for the primary and JHS sections had been solved, leaving only the KG to be dealt with (PTA general meeting minutes, C170724). It was confirmed by teachers that the headteacher had discussed with the PTA chairperson, and was able to bring piped water into the school compound (C170922TC). This implied that School C was able to address its long-standing challenge of the water issue, which affected pupils' school participation.

While 'School communities-school RT' is not realized in 'School Learning Climate' at School D, it was realized in School C .

Figure 13. School building (School C) (left); Figure 14. Piped water facility (School C) (right)

5.6.4 RT in 'Pedagogical factors'

'Pedagogical Factors' is considered as the extent of 'Time for Learning', 'Supplementary Resources'

and 'Dynamics of Student Learning' composed of 'Motivation' and 'School Participation'. As teachers and pupils are part of the instructional triangle, I decomposed their motivation into 'Teacher Motivation' and 'Pupil Motivation'.

School participation requires a basic level of parenting, such as providing breakfast before coming to schools. At School C, all of the possible supports for pupils to participate in school were emphasized by various stakeholders. The headteacher advised parents not to give pupils other responsibilities during school hours, as well as not to give pupils house chores, because this would take attention away from their study.

The interviewed pupils confirmed that their guardians provided support for their school participation as follows:

> Parents make me come to school on time and without absence….Parents do not force pupils to do house chores and let me do homework. Parents ask whether I finish homework (C20170922PU).

While teachers mentioned that they expected guardians to provide breakfast for children, guardians also said that they felt that it was their responsibility to provide uniforms, breakfast, money for lunch and exercise books. According to pupils, their parents have provided breakfast, money for lunch, pencils, erasers and exercise books. If they run out of materials needed for school, guardians will provide them for pupils (C20170922PU). Such pupils' comments explained that guardians responded to the headteacher and teachers' calls for supporting pupils' school participation to some extent.

The headteacher at School D recalled pupils' school participation in the 2014/2015 academic year as follows:

> The JHS Grade three pupils were stubborn; they destroyed academic performance, they did not stay in the classroom, they did not do homework, and often after the first break, they go out from the school. Sometimes teachers had to chase them at their various houses to come back to school(D20170926HT).

As such, pupils' school participation with support from guardians seemed to generate differences between the two schools.

Securing time for learning in the form of extra classes or classes during the vacations, is critical.

Parents referred to teachers in terms of their good performance at School C, and supported teachers:

> We are proud of teachers. Pupils' performance is improving. This is thanks to teachers...When parents asked teachers to do extra classes without pay, teachers do respond (C20170922PA).

Teachers also mentioned that they were able to improve learning outcomes, as part of their responsibility to respond to the expectations of parents and community members:

> Hard working. Teacher organize class during vacation. Some teacher living in the community teach students. When one teacher was at further study, he gave his contact number to students and if they have any problems, they can call to the teachers. Not every students do but some did (C20170922TC).

Regarding the organization of extra classes for the BECE, there was intense debate within the school communities at School C. The headteacher mentioned that they understood that some parents were calling for extra classes, but that unfortunately the government have warned against the organization of extra classes. The headteacher therefore did not want to risk organizing extra classes. However, suggestions were made by guardians that the PTA should write to the office (GES) to obtain permission to organize extra classes (SMC/PTA general meeting minutes, C161111). From the interviews and meeting minutes, it was not clear whether any extra classes took place as a result. However, this shows how guardians and community members were committed to organizing extra classes, despite the cancellation policy by the district education office.

On the contrary, the decline in resource mobilization for school development affected 'Pedagogical factors' to a large extent at School D. One teacher referred to the reduced learning time as follows:

> Extra classes had been conducted throughout Primary Grade one to JHS Grade three. However, they stopped in 2014/2015 academic year and parents are no longer paying (D20170926TC).

The headteacher also mentioned that even though parents expected that extra classes should be organized, and had agreed to pay for them, they did not perform their obligations to pay for them.

In October 2017, at the PTA meeting, it was agreed that the school should have extra classes

for Form 2 and 3 (expected fee is GHC1.2 for 5 days), but only a handful people paid for it (only 20 among 100) (D20180920HT).

School D has suffered from delayed capitation grants and a lack of resource mobilization by school communities, which has affected supplementary resources for pedagogy in classrooms. One teacher described the serious lack of teaching and learning materials as follows:

Last two years we do not have money for buying chalks. Using the internally generated fund (selling crafts) for buying the chalks. Capitation grant comes but delayed. 2016/2017 2nd and 3rd tranche have arrived just now (D20170926TC).

Teachers at School C mentioned that they found necessary teaching and learning materials from own pockets to improve their teaching. They said that the primary/JHS headteachers were having to run their schools and sacrifice their own money to buy chalks when the capitation grant was not available. According to them, these difficult circumstances for headteachers are one of the demotivating factors for teachers to become headteachers at basic schools in Ghana (C20170922TC).

The division within the geographical and school communities surrounding School D also affected teachers' motivation, which is part of the pedagogical factor. The headteacher described teachers' feelings as follows:

With this issue, most of teachers are opt-out for transfer as they think that all of the endeavours go in vain. Teachers say that community are reluctant (D20170926HT).

The headteacher also had strong patience, even though the chieftaincy issue had seriously affected their school. He stressed the followings:

As a head, I tell teachers that they should look at their inner, and intrinsic motivation. With that, most of us can stay on. You are posted to a school not to a community so it is for you to bring changes. Let us do our part (D20170926HT).

However, the teachers did not share the same patience as their headteacher. When extra classes with pay did not materialise, owing to a lack of guardians' contributions, the headteacher asked teachers

to cooperate with morning classes without pay. However, teachers insisted the followings:

> Until (behavioural) changes happen to pupils, we do not organize morning classes (D20180920TC).

While the headteacher was aiming to improve the BECE results by way of organizing morning classes, teachers could not agree such strategies without pupils' commitment to learning and parent/guardians' obligations to provide basic rearing for pupils. Despite expectations from the headteacher about cooperation for morning classes, teachers were not able to feel obliged to respond to such expectations owing to the lack of pupils' commitments to learning, and their lack of respect for teachers. In that sense, 'Headteacher-teacher RT' is not realized in teachers' motivation and learning time to prepare for the BECE.

Pupil's motivation to learn is also critical for their learning. Pupils at School C showed their high motivations influenced by their teachers and their perspective for the future. They said that teachers were hard-working because students passed the BECE well, they did not joke around, they were serious and they provided homework for every subject. Pupils also referred to their motivation to learn with the perspectives of their future. One pupils mentioned this as follows:

> To proceed to SHS, pupils do homework, review what they have learned in the day by going through their exercise books (C20170922PU).

With such pupils' motivation, teachers seemed to be highly motivated at School C. Teachers mentioned how they enhanced pupils' learning and motivation as follows:

> Teachers motivate and encourage pupils using teachers as an example (C20170922TC).

Guardians acknowledged teachers' efforts by referring that they were proud of teachers, because pupils' performance were improving. This was thanks to the teachers. Guardians helped teachers who resided in the geographical communities with water issues. It appears that guardians wanted to support teachers in return for what teachers had done for pupils' learning.

On the other hand, at School D, pupils did not show their motivation to learn, nor they respond to their teachers' expectations. Though teachers organized morning classes for JHS grade 3, the attendance was not as expected. Teachers and guardians held the common views that pupils were not motivated to

learn. One teacher lamented over this situation as follows:

> Pupils do not see the necessity to learn. Some of them have textbooks but they are not serious about education, they watch TV at home without study (D20170926TC).

The lack of pupils' discipline has become a critical issue at School D. This has included a lack of respect for guardians and teachers, not doing the expected homework, watching TV at night without doing homework and going out for wake-keeping (dancing with music at funerals) at weekends. One guardian mentioned how the lack of pupils' discipline affected teaching and learning (teachers):

> The teachers are willing to teach but pupils are not willing to learn. The headteacher called parents and complained about discipline of pupils. Guardians talked to pupils but they do not obey (D20180920PA).

Teachers saw that the lack of pupils' discipline came from guardians, because they were not encouraging their wards to study at home, and talk negatively about teachers. This low pupils' motivation, caused by a lack of guardians' support, made teachers lose their motivations to commit themselves to teaching. One teacher bitterly mentioned this as follows:

> If children is serious about picking up learning, it motivates teachers to do more…Without discipline, nothing is helpful (D20170926TC).

In summary, School C was able to sustain its learning outcomes, with RT being realized in each of the factors of school management. It had a solid foundation due to stable support from its geographical and school communities, and was well equipped in a professional capacity. Water issues had been addressed, in consultation between the headteacher and the SMC chairperson, which would have contributed to pupils' school participation. Efforts to secure learning opportunities have been made because the school communities were opposed to the cancellation of extra classes for BECE, teachers were committed to their work, and pupils were motivated to learn with support from their parents and teachers. This could explain how RT is realized in the factors of school management, and how this has led to sustained learning outcomes at School C.

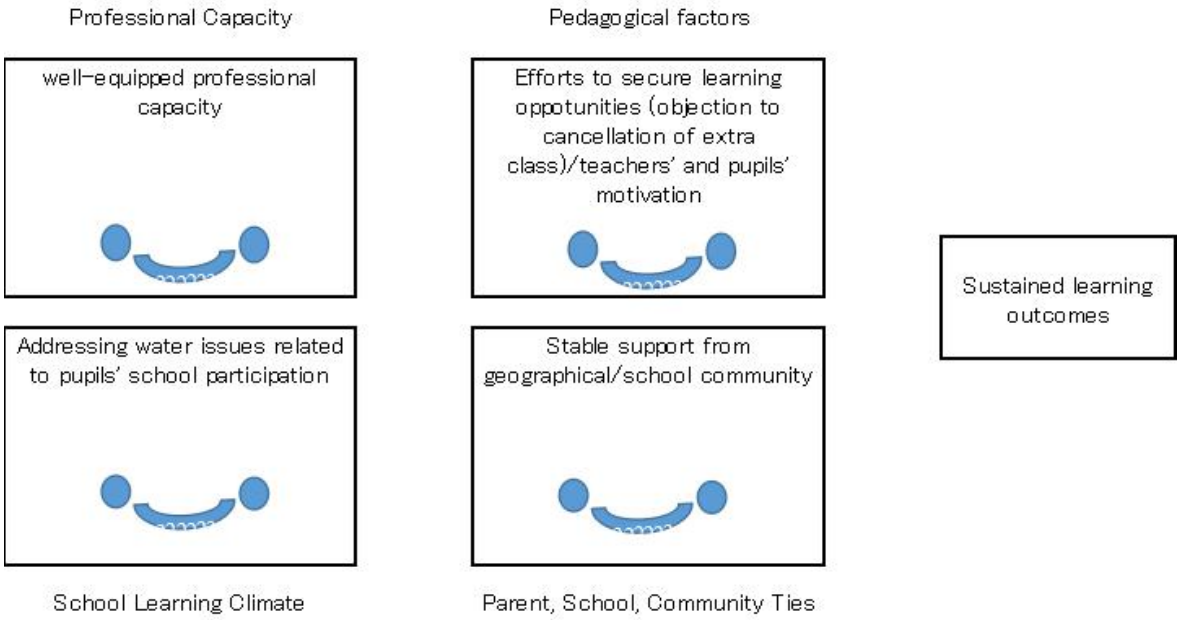


Figure 15. Structure of how relationships between actors and factors in school management lead to sustained learning outcomes (School C)

Source: Author based on Bryk at al. (2010)

On the other hand, in the case of School D, there was declining collective participation, owing to the community divide. This seriously affected RT in other factors. Support for this school in terms of the 'School Leaning Climate', has been incapacitated due to the community divide. The lack of teachers' motivation mirrored that of pupils' motivations, and of guardians' support for pupils. As teachers and pupils are two important subjects in the instructional triangle developed by Bryk et al. (2010), this affected the 'Pedagogical factors' to a large extent. Despite being well equipped regarding 'Professional Capacity', the declining collective participation, owing to the community divide, hindered external support and school learning climate, including both teachers' and pupils' motivation. This could explain why School D's BECE ranking has declined to the bottom of the district within a short period of time.

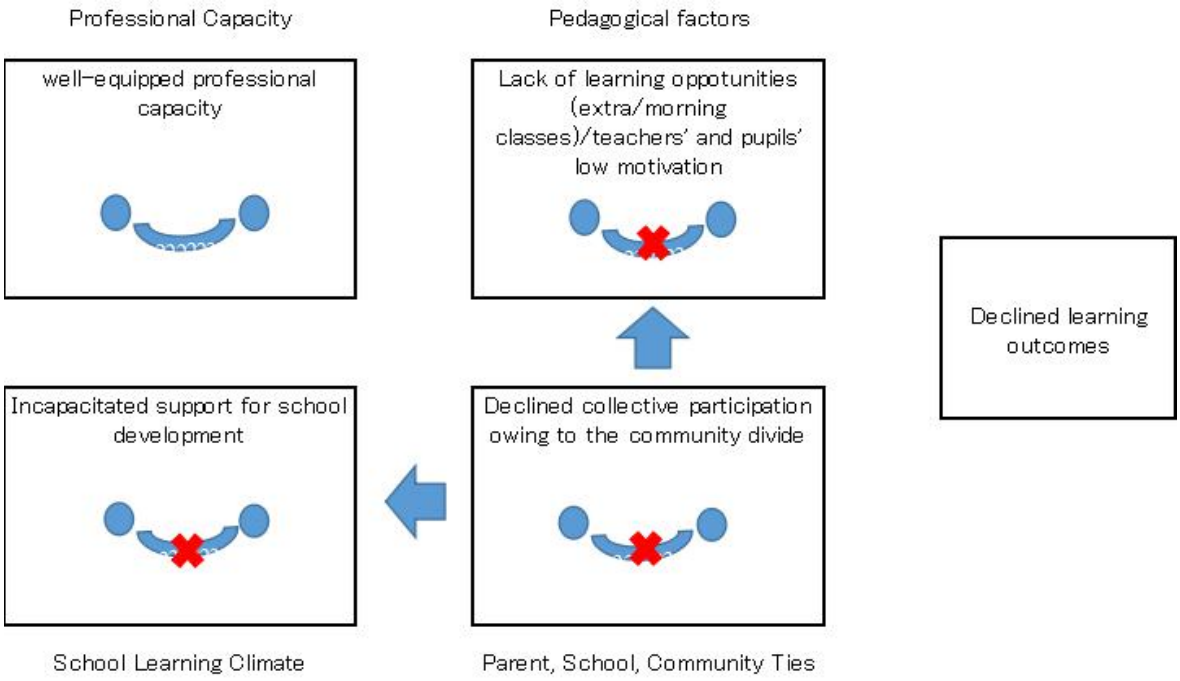


Figure 16. Structure of how relationships between actors and factors in school management lead to declined learning outcomes (School D)

Source: Author based on Bryk at al. (2010)

Finally, by comparing Schools C and D, I would like to answer the following questions posed in the qualitative study: 1) why do schools with similar SES have different levels of attainment in terms of the BECE? and 2) how does 'Teacher-parent RT' affect the BECE?

First, with similar SES and 'Professional Capacity' factor, the 'Parent, School, Community ties' factor seemed to be different, shown as in the extent of collective participation. Such differences in collective participation would have affected the two schools in terms of their 'Time for learning', in the form of extra classes, and 'Supplementary resources' needed for learning in 'Pedagogical factors'. 'Teacher-parent RT' would have affected the BECE because it is the results of pupils' school participation, pupils' motivation, guardians' support, and teachers' motivation. The difference between Schools C and School D in 'Teacher-parent RT' would explain the differences of pupils' school participation, pupils' motivation, guardians' support and teachers' motivation in 'Pedagogical factors', which lead to the BECE result.

5.7 Findings from a case study of schools in relation to school enrolment

I conducted a case study of two schools through examining whether RT was realized in factors of school management to sustain school enrolment. This contributed to revealing the following question,

raised by the quantitative study: why is it that the higher collective participation schools have, the the higher enrolment they have, especially in rural areas? A further question is how does higher 'School communities-school RT' in schools affect the extent of collective participation?

As discussed in Section 5.5.1, public basic schools without JHS sections have suffered from low school enrolment. Both Schools A and B have suffered from low school enrolment. However, there have been differences in sustaining school enrolment between the two schools.

While School A has sustained its enrolment over time, school enrolment at School B has stagnated. Owing to public-private competition, and parents' decisions to choose better learning environments, it was difficult for the school to sustain their expected school enrolment that they were supposed to receive from their surrounding geographical communities.

As shown in Table 10, school enrolment at School A had been stable at around 210 to 220, but had declined to 160 in 2017. In the CTA (Community-Teachers-Association) general meetings, the school communities were worried about the decreasing trend in school enrolment (Feb 28, 2017; May 30, 2017). Parents, pupils and teachers had unanimous views about decreasing school enrolment at grade 6. The parents lamented this as follows:

> P6 enrolment is not encouraging (at this moment 11). Attrition rate from P6 to JHS form 1 is high. As there are no JHS attached to the school, those who go to JHS have to go to ***, ***, and *** (A20170925PA).

Thus, it is a critical challenge for School A to sustain school enrolment because neighboring basic schools with JHS sections can attract pupils at the primary level.

The results showed some improvement. According to the photo records taken by the headteacher, the school enrolment written on the blackboard at the headteacher office, was 163 in April 2017, when the headteacher was appointed to this school. In the record by the headteacher in July 2018, school enrolment was 173. It should be noted that the number of enrolment varies depending on timing of data collection. However, while surrounding schools with JHS sections increased their enrolment, a little increase in school enrolment at School A showed a positive sign for school improvement.

On the contrary, school enrolment at School B fell to 55 in 2015, and has not since recovered to its level in 2014. When I conducted the field visit at School B, there were only three classrooms, in addition to the headteacher's room. They conducted multi-grade teaching, owing to the limited number of pupils (See Figure 25).

5.7.1 RT in 'Professional Capacity'

According to parents, School A suffered from a teacher shortage. In fact, School A had only six teachers, including the headteacher, and the headteacher had to teach grade two. Grade five and six, as well as grade three and four, were combined into one class respectively, owing to the teacher shortage. The headteacher also had to teach Grade four by themselves. As a measure to address this challenge, the headteacher planned to receive mentees, namely, student teachers from the nearby Akatsi College of Education.

In Ghana, student teachers are deployed to schools, and then conduct their teaching practice for the whole year. Schools receiving mentees should meet conditions such as providing free accommodation nearby schools and this requires support from both parents and community members. According to the records of the Akatsi College of Education, only 27 among 86 public basic schools in the district received student teachers in 2017/2018 academic year. This means that not many schools were able to meet such conditions. To respond to the headteacher's expectations, the school communities performed their obligations to provide free accommodations to student teachers, resulting in School A receiving six student teachers in the academic year 2017/2018. The objective of receiving student teachers, was not to to provide alternative labour forces for the receiving schools, but to train and supervise them at the field. However, receiving student teachers made a difference to School A, which was suffering from a teacher shortage. The headteacher mentioned this as follows:

> Student teachers bring effects, they teach Grade four in two persons, which I am teaching currently. We sit down and advise student teachers (A20180924HT).

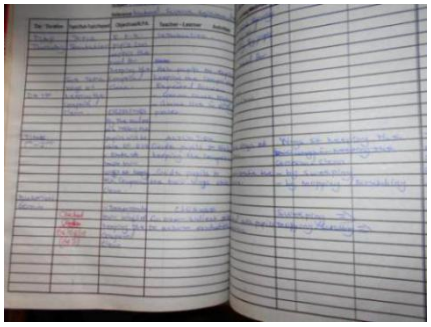
The school communities performed their obligations to respond to the headteacher's expectations. This in turn lead to the school receiving student teachers, which acted as precious human resources for School A, as they helped with the teacher shortage. As two student teachers were engaged in Grade four, the headteacher no longer needed to teach Grade four, and could then concentrate on their administrative duty and their supervising role for the student teachers. As such, 'School communities-school RT' seemed to be realized in 'Professional Capacity', to provide a better environment to enable teachers to perform their professional capacity, owing to the collective participation from the school communities.

'Headteacher-teacher RT' also seemed to be realized in 'Professional Capacity' at School A. Owing to the previous headteacher's frequent absence, teachers at School A tended to finish lessons by either 12 am or 1 pm, instead of finishing at 2pm. The current headteacher aimed to engender changes in the

teachers by acting as a role model to them. They mentioned that it is important for a headteacher that teachers, guardians and pupils to come to school early, and perform their expected duties. Teachers, guardians and pupils had a strong impression on this headteacher's commitment, which represented a sharp contrast with the previous headteacher. The teachers mentioned this as follows:

> The previous teachers did not come to school but teacher came to school without problems. The current head is more time conscious.

The headteacher used this strategy to change the school by making teachers being time conscious and ready for instructional activities. Although the headteacher lived outside of the geographical communities where the school was located, they came early to the school, vetted teachers' lesson notes (Figure 17), checked the submission of lesson notes by teachers (Figure18) and recorded the arrival times for all the teachers (Figure 19).



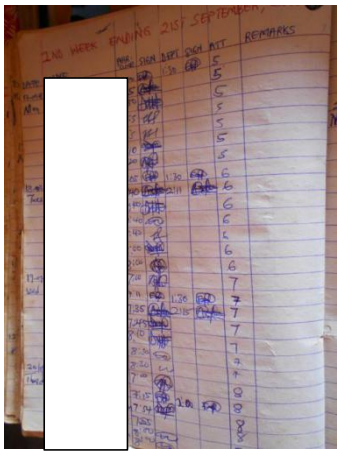


Figure 17. (upper left) A lesson note vetted by the headteacher

Figure 18. (upper right) A checklist for submission of expanded scheme works (lesson notes)

Figure 19. (lower left) A checklist of weekly teacher attendance

Pupils also described the headteacher's behaviour as follows:

> The headteacher work hard compared to the previous head. He is at school by 7am. He is the first teacher to come to school and he comes to school every day. The previous head did not come to school.

The SMC executive members also echoed the teachers and pupils, stating that the headteacher brought positive changes to make teachers come to school before classes start around 8am, and to close at the official closing time at 2pm.

If teachers come to school, deliver lessons, and work until the official closing time, such teachers' commitment as human resources can be effectively utilized. Thus, teachers responded to the headteacher's expectations by changing their working behaviour, and performed their expected obligations as teachers.

School B also suffered from a teacher shortage. According to the headteacher, the following events showed that the lack of collective participation hindered 'Professional capacity' (B170201HT). First, the school communities could not provide or rent accommodation for teachers within the geographical communities near School B. One transferred teacher requested to stay within the geographical communities, but this was not possible owing to a lack of accommodation. Second, School B could not receive mentees from the Akatsi College of Education because the school communities could not provide free accommodation. Third, the teachers expected to participate in workshops with fees organized by the Ghana Association of Science Teachers (GAST). However, their expectations were not met with obligations by the headteachers. This was because the headteacher could not obtain adequate funds to sponsor their fees and transportation.

5.7.2 RT in 'Parent, School, Community Ties'

'Parent, School, Community Ties' include both collective participation as members of school communities and individual participation as individual parents. School A was able to enrich its school finance by increasing the amount of PTA funds. The headteacher suggested collecting GHC 2 per pupils, at the PTA general meeting in May 2017. They mentioned the necessity of increased PTA funds as follows:

> Besides capitation grant and PTA's payment for KG attendant, I asked parents to pay GHC 2 per child per term. This money is used for maintenance of school building and pad locks for schools door to prevent pupils from coming after school. As capitation grant comes late and not enough, this is a necessary arrangement at this moment (A170925HT).

As a result, it was agreed at the CTA meeting that this increase in the amount of PTA funds would

be accepted (CTA meeting minutes, A180928). To respond to headteacher's expectation for increased PTA funds and decision-making at the CTA meeting, it was confirmed in the headteacher's interview that GHC 496 has been collected in academic year 2017/2018, which was far more than GHC 133.33, the average amount of mobilized PTA funds from 2014 to 2016 (A180919HT). This shows that RT was realized between the school communities and the school in terms of the 'Parent, School, Community Ties'.

On the contrary, School communities-school RT was not realized in 'Parent, School, Community ties' at School B. The historical background between its two geographical communities have prevented School B from sustaining school enrolment and collective participation. The headteacher explained this background as follows:

> The participation of parents at the PTA general meeting is low. If the total number of parents is 100, the number of participants is around 15. Not all the SMC/PTA executive members come to the meetings. Owing to dispute over the location of School C, some guardians decided not to send their child to School C and more than 30 pupil moved to other school. Parents and community members agreed but could not implement (B170201HT).

Even though the teachers highlighted the need to retain enrolment, parents could not meet such expectations, due to the lack of collective participation. The lack of RT in 'Parent, School, Community Ties' affected its 'School Learning Climate', 'Professional Capacity' and 'Pedagogical Factors'. More details are provided in the following sections.

5.7.3 RT in 'School Learning Climate'

'School Learning Climate' is regarded as the extent to which schools and classrooms are ready for teaching and learning, in terms of school infrastructure. School A enhanced its school learning climate as a school facility, and its related programs. The future introduction of a school feeding program and the necessity of constructing a JHS were discussed as methods to increase enrolment, and decisions were made to take necessary actions to realize these programs. The headteacher mentioned that if the school were to start a school feeding program, this would be attractive for children, and higher enrolment would be expected. The headteacher stated their expectations regarding the school feeding program as follows:

Sometimes pupils do not have concentration because they do not have breakfast. Unit committee member, who is a member of the New Patriotic Party (NPP) have discussed with their stakeholders. With school feeding program, the school can attract more pupils. Some pupils who are residing in this community go to *** because of school feeding program. Pupils like foods.

Figure 20. Outlook of school building (School A); Figure 21. Church building under construction (next to school building) (School A)

The circuit supervisor in charge of this school pleaded to the assembly members to ensure that the school feeding program would be introduced to the school, to enable children to stay in school. Parents also mentioned that the unit committee representative was trying hard to bring the school feeding program to this school. The Unit committee member promised that by the end of the year, the school feeding program would be in this school.

In terms of the JHS facilities, the community members and parents expressed their desire to establish a JHS. To respond to such expectations, the headteacher felt obliged to write letters to the District Chief Executive and the District Director of Education to establish a JHS in this community. The headteacher said that if they were to have a JHS here, those who were sending their children to nearby schools, might come back to this school, meaning that school enrolment would increase. To construct a JHS section at School A, an adequate enrolment for Primary Grade 6 is necessary. At the same time, having a JHS will be attractive for parents to send their children to School A.

The introduction of the school feeding program and the construction of a JHS were extremely selective, owing to the school's limited budget, and they may depend on political decisions regarding whether the school communities belong to the constituencies of the District Chief Executive. As it takes some time for these programs to be executed, a follow up investigation is needed to track the progress of these programs continuously. These narratives show that School A put the expectations and decisions made by the school communities into practice, by way of utilizing the influence of the unit committee

representative member or the assembly members.

Improving the school learning climate would be attractive for both pupils and teachers. School A discussed that they had difficulties in implementing Information, Communication and Technology (ICT) classes without computers at the school. To respond to such demands, the headteacher and teachers discussed purchasing a computer. They planned in their Action plan to have ICT classes four times in the first term starting in September 2017. It was planned that the Japan Oversees Cooperation Volunteer, who was dispatched to the Akatsi South district education office, would go around schools in the district and instruct pupils how to use keyboards. After consultations between the headteacher and teachers, it was reported at the CTA meeting that School A had purchased a laptop computer using the capitation grant. The ICT classes were implemented as planned, and pupils had opportunities to learn how to use computers. This enabled the teachers who had wished to purchase computers to implement ICT classes.

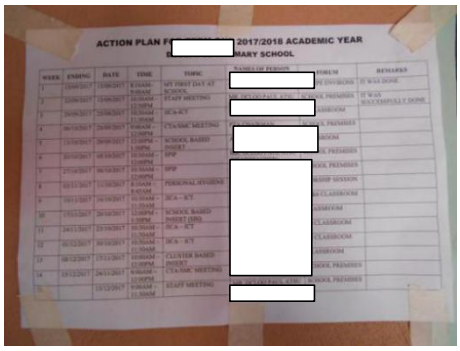


Figure 22. ICT lessons planned in the action plan in 2017/2018 (School A) (left); Figure 23. a purchased laptop computer (School A) (right)

On the other hand, the low extent of collective participation had affected the 'School Learning Climate'. According to the headteacher, health facilities were lacking, such as veronica pans, pipe-born water and classrooms (B170201HT).

In addition, the headteacher proposed that classrooms for KG should be constructed to avoid the primary classrooms being used as temporary measures. The SMC chairperson expressed their expectation that the two geographical communities should reconcile their relationship, because KG classrooms were to be constructed in the other geographical community, whereas School B is located at the other geographical communities. It was agreed that KG classrooms should be constructed (PTA general meeting, B20120517). However, it was discussed that the KG classrooms should not be built away from the primary classrooms-they should be attached. As a result, the two geographical communities could not reach consensus. Thus, a 'seven-person committee' was established to discuss this issue with the chiefs and the elders (PTA general meeting, B20140212). However, the issue of KG

classrooms was mentioned on the agenda, but there was no report from the seven-person committee (PTA general meeting, B20151013). Finally, it was proposed by the SMC chairperson that the school communities needed to rely on external support such as NGOs to construct KG classrooms.

In addition, it was agreed that a KG attendant should be newly recruited, and the school communities mobilized 50 GHC in total, namely, 50 peswas per pupil for the KG attendant's salary (PTA general meeting, B20140212). It was discussed again that this contribution must be mobilized to pay for a KG attendant (PTA general meeting, B20151013). However, according to the headteacher, the extent of collective participation remained low, thus the school communities could not pay for the KG attendant salary and the efforts to recruit a KG attendant have been suspended (B170201HT).

Figure 24. Outlook of school building(School B)(left); Figure 25. KG pupils mixed up in a primary class (School B) (right)

5.7.4 RT in 'Pedagogical factors'

'Pedagogical Factors' is considered as the extent of 'Time for Learning', 'Supplementary Resources' and 'Dynamics of Student Learning', composed of 'Motivation' and 'School Participation'. As teachers and pupils are part of the instructional triangle, I decomposed motivation into 'Teacher Motivation' and 'Pupil Motivation'. Upon their appointment to the school in March 2017, in order to improve pupils' school participation, the headteacher initiated a pedagogical activity. Pupils from Grade one to six were divided into three groups, using the colours of red, green, and yellow. Pupils in different coloured groups competed for marks by coming to school early, fetching water for the hand wash tank (Figure 26), cleaning the school compound and getting dressed neatly. The results of their marks were written on the blackboard (Figure 27) and the best group was praised every Friday. They received some prizes, such as biscuits and drinks, at the end of each term. The headteacher consulted with teachers in terms of this activity, and teachers agreed to support it. For instance, the teachers agreed to implement this activity and supported efforts to raise some money for buying prizes. Teachers mentioned that this initiative was effective in its initial stage, but its effects have faded over times. Therefore, they need to

restart the initiative to avoid pupils' lateness in the new academic year, by providing more ideas from teachers.

Figure 26. Hand Wash tank (several were observed in the school compound) (School A)(left); Figure 27. Blackboard on the corridor, which shows scores of three groups (red, yellow, green) (School A) (right)

The case study showed that pupils had high motivation owing to the new development that the headteacher brought. The interviewed pupils made positive remarks about the pedagogical activities at School A, because pupils' discipline was good, pupils were attentive to teachers and the teachers and student teachers taught their pupils well. Pupils mentioned that they needed to go to school, do homework, and read books if they wanted to proceed to a higher level of education, or to get their jobs in the future. Pupils were in favour of the headteacher's initiative to introduce a computer to the school. This implies that pupils who did not have access to computers at home, wanted to learn how to use a computer at this school before proceeding to the nearby JHS, where they knew that there were computers for pupils to use. The headteacher's leadership seemed to affect pupils' high motivation for learning, which was crucial for them to continue their enrolment at the primary school and proceed to JHS.

On the contrary, it was discussed that parents requested teachers to provide evening classes for pupils and supervise them during the classes. However, because teachers did not reside near School B, the headteacher objected to the request, and as a result, pedagogical activities by teachers did not occur in response to the expectations of guardians (PTA general meeting minutes, B120517).

The declining school enrolment seemed to be a demotivating factor for teachers. The headteacher mentioned that the current enrolment is 87, which was not encouraging for teachers (B170201HT). Generally speaking in Ghana, parents are more likely to send their children to schools with low teacher-pupil ratios, because they do not want overcrowded classrooms (World Bank 2003). However,

field observations and Figure 28 and 29 both showed that the number of pupils was far less than the expected one, and that lessons were not active due to the limited number of pupils.

Figure 28. Lesson with low teacher-pupil ratio (School B) (left); Figure 29. Classroom occupied with a few pupils and lots of timbers (right) (School B)

In sum, the headteacher started their initiative to attract more pupils to School A and the school communities were able to respond to this initiative by meeting and mobilizing resources for school development in the 'Parent, School, Community Ties' factor. In the 'Professional Capacity' factor, the school communities also responded to the headteacher's expectation to receive mentees by providing free accommodations while teachers became committed to their work due to the headteacher's working attitude. This seemed to contribute to securing time for learning, which affected 'Pedagogical factors'. The school feeding program, the construction of a JHS, and the purchase of a laptop computer in 'School Learning Climate' were also meant to entice pupils from other schools. The headteacher initiated pedagogical activities to let pupils attend school with pleasure, come on time without absence, and engaged with ICT. This in turn motivated pupils to learn more. The realization of RT and connections between factors seemed to contribute to sustained school enrolment.

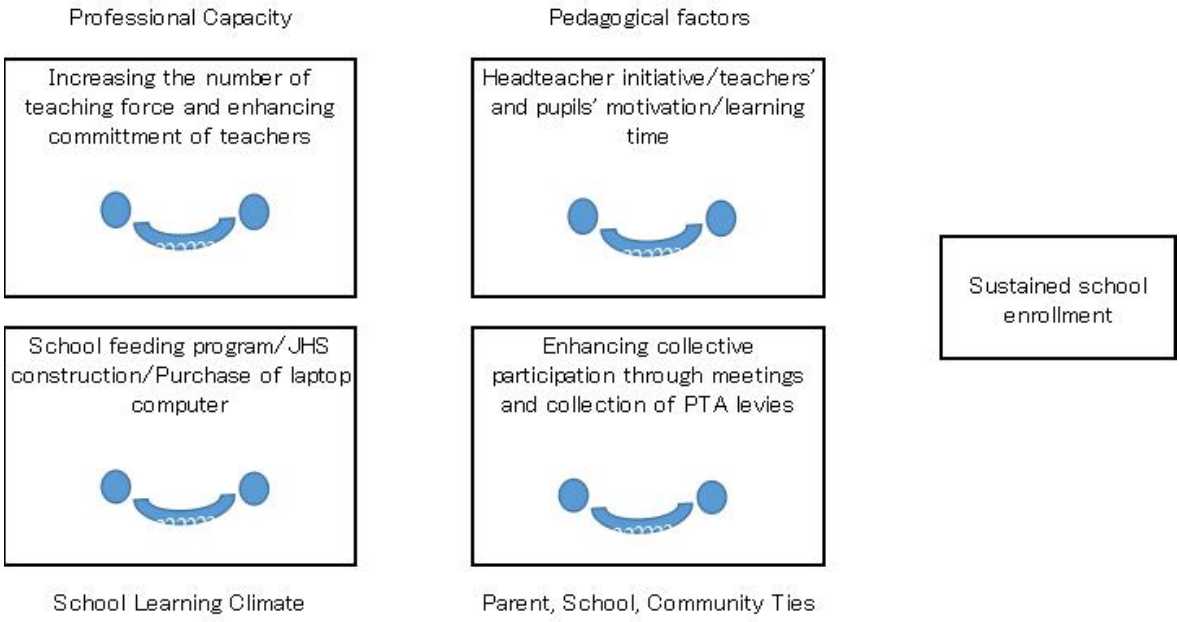


Figure 30. Structure of how relationships between actors and factors in school management lead to sustained school enrolment (School A)

Source: Author based on Bryk at al. (2010)

I wondered why sustained school enrolment was so important for the school communities at School A. Parents had their own individual desires for their children to success in their life through education:

> We want to our children to progress in their life. Even if they become farmers, they can make agriculture more modernized through education...We want our kids to be teacher, nurse, somebody responsible in the society, any government job (A180919PA).

One of the school communities members expressed its collective as to why they placed value in education, as follows:

> School belongs to this community. Products (pupils) will be good materials to community (A180919PA).

This showed that the education for children was designed to create a future for their children, as well as for the community. Thus, it was critical for parents and the school communities to sustain school enrolment to provide a conducive learning environment for children.

On the other hand, School B could not realize RT in the 'Parent, School, Community Ties' factor owing to the lack of collective participation which was rooted in the dispute over the school's locations, which had continued since its establishment. The low extent of collective participation hindered other factors, and made RT unrealized. Thus, the teacher shortage has not been addressed, due to a lack of support from the school communities in the 'Professional Capacity' factor; evening classes for pupils' learning were not organized in 'Pedagogical factors'. Furthermore, the KG classroom was not constructed and payment for a KG attendant was not able to be realized. The failure to realize RT became a vicious cycle of school management, where the low extent of collective participation was accompanied by low school enrolment, and vice-versa.

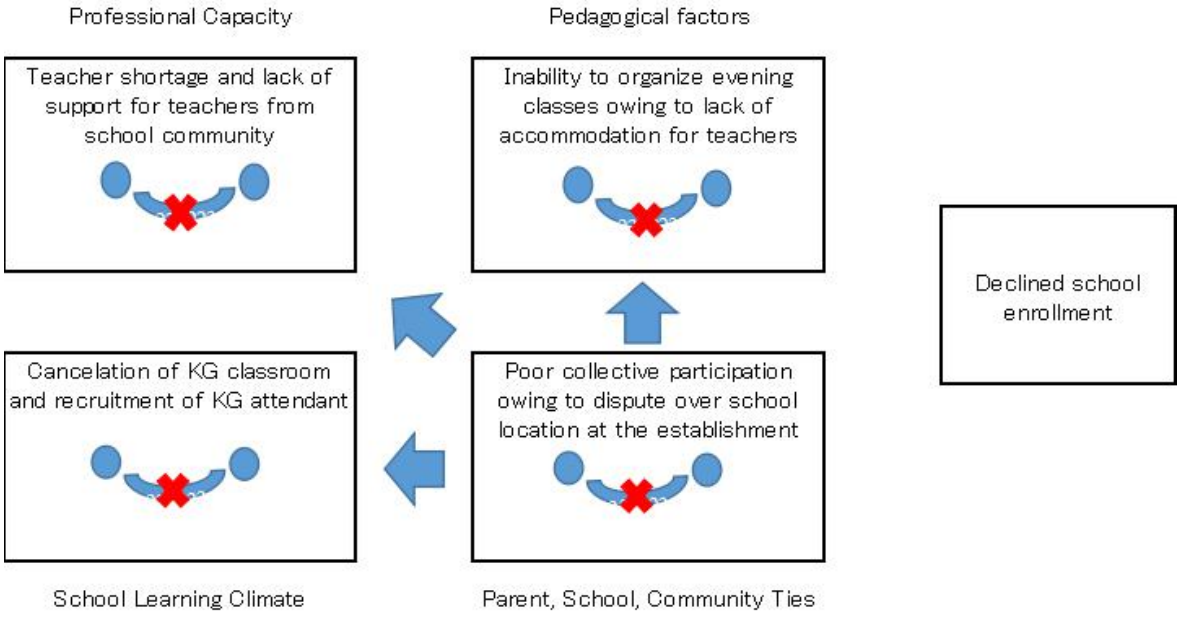


Figure 31. Structure of how relationships between actors and factors in school management lead to decline school enrolment (School B)

Source: Author based on Bryk at al. (2010)

Finally, I would like to answer the following questions raised by the quantitative study: 1) Why did School A, with less SES, have a higher school enrolment? 2) Why was it that the higher collective participation was in schools, the higher school enrolment was?, 3) How did higher 'School communities-school RT' affect the extent of collective participation in schools? School A was located above the correlation line between SES and school enrolment. This means that School A had relatively higher enrolment, despite its low SES. This implies that collectives of school communities and its fragile households (as its constituents) - who both had lower SES, could sustain school enrolment by

working collectively.

Comparing School A with School B, the realization of ‘School communities-school RT’ determined the extent of collective participation. School A’s community believed that School A belonged to them, and anticipated that pupils would be a good investment for their community. Thus, they expected schools to do something, and felt obliged to support the school when the headteacher expected it of them. On the other hand, School B’ school communities have been divided owing to the dispute over the school’s location. Thus, even though the headteacher expected the school communities to do something to retain school enrolment, the school communities agreed to do something but then could not put that into practice.

Moreover, because collective participation was available at School A, it affected other factors in school management, which were geared toward sustaining school enrolment, triggered by the headteacher’s initiative. On the contrary, the lack of collective participation at School B hindered other factors in school management, which created a vicious cycle between collective participation and school enrolment. This illustrated how collective participation can or cannot lead to school enrolment.

5.8 Findings from a case study of schools coping with pupils’ discipline as a critical challenge

As stated in Section 3.2.5, pupils’ indiscipline has become a major concern for guardians in Ghana. It is difficult to quantify the extent of pupils’ indiscipline, unlike the BECE results and school enrolment. However, pupils’ indiscipline seems to be a symbolic phenomenon, which can influence learning outcomes (owing to a lack of pupils’ motivation to learn), and school enrolment (owing to a lack of pupils’ willingness for school participation). Thus, it is significant to identify how school communities, guardians and teachers can address pupils’ indiscipline through the realization of RT.

Pupils’ indiscipline, as exhibited in this case study, includes the following: lack of respect for teachers, not listening to teachers and guardians, not doing homework, running out of schools after break, watching TV at night and going out for social events, including the funerals. As any corporal punishment, including the use of cane, has been banned in Ghana since 2016, how to discipline pupils without using the cane has become a serious concern for school communities and schools.

5.8.1 RT in 'Professional Capacity'

'Professional Capacity' is defined as the extent to which schools have an adequate quality and number of professional teachers, and whether teachers (including the headteacher) have a common understanding to achieve educational outcomes.Teachers associated pupils’ indiscipline with divides in geographical and school communities and lamented this as follows:

> Children also carries the same mentality with parents... Indiscipline comes from home too... If parents talk negatively about teachers, pupils do not listen to teaches at school (A20170926TC).

At school D, the headteacher insisted that they needed to adhere to the directive as a unit of the local educational administration. However, teachers believed that it was necessary for the disciplining of pupils should be continued. One teacher described this situation as follows:

> As teacher, I made a pupil who misbehaved stand outside the classroom but the headteacher said that I should not do that... If teachers do not get necessary support, teachers hesitate to do what they thought should do (A20180920TC).

Another teacher described their experience as follows:

> The use of cane is not necessarily must. But when my child did offense, I will warn them once and twice but next time I will tell them why you are caned and did it (A20180920TC).

Views on how to discipline pupils seemed to differ between the headteacher and teachers at School D. Teachers placed more importance on showing their authority to discipline pupils - even using the cane, if necessary, - because pupils' indiscipline was the most challenging issue for them.

Both headteachers in Schools A and D had the same view - that teachers should not use the cane anymore and should find other ways of disciplining pupils. However, there were differences between Schools A and D in terms of how teachers reacted to their headteachers' views. While teachers at School A thought that pupils' discipline was secured, owing to collaboration between the geographical and school communities, teachers at School D had to rely on the cane as the last resort to discipline pupils, owing to a lack of parenting by guardians.

5.8.2 RT in 'Parent, School, Community Ties'

'Parent, School, Community Ties' includes both collective participation, as members of school communities, and individual participation, as individual parents. School communities in both Schools A and D argued with the headteacher and teachers regarding how they responded to the government directive that banned any corporal punishment, including the use of the cane. However, there were clear

differences between these two in terms of how they came to a consensus through dialogues and how they put their decisions into practice.

School A discussed at PTA general meetings the issue of pupils' disrespect for guardians at home, and pupils' indiscipline. Guardians expected teachers to discipline pupils using the cane when they misbehaved. Some guardians argued that if the school adhered to the directive, they would be forced to transfer their children to other schools (CTA Meeting Minutes, A20180518).

Some teachers also objected to the directive and some referred to the Bible, which permits necessary punishment for misbehaving children . Other teachers doubted the effects of punishment without pain (e.g. raising their hands for five minutes), and they insisted that they could not agree with the banning of the cane (CTA Meeting Minutes, A20180518).

To respond to these arguments by guardians and teachers, the headteacher emphasized that they did not need to use the cane, but rather advised that pupils, teachers and guardians should have cordial relationships. They also explained that any corporal punishment would be illegal and that if teachers punished pupils, then guardians might sue teachers. Thus they needed to find out ways to discipline pupils without using the cane (CTA Meeting Minutes, A20180518).

After diverse and sometimes conflicting opinions expressed by the guardians, teachers, the headteacher and a circuit supervisor, it seemed that guardians had the view that if pupils committed any offenses, guardians should be invited to school to understand why their children should be disciplined. This implies that school-level stakeholders at School A came to understand, after a series of discussions, that they should have dialogues without caning pupils.

In addition, the geographical communities for School A had functioned so as to reinforce the school communities' decisions over pupils' discipline to all the community members regardless of the existence of pupils. One SMC executive member mentioned this as follows:

> During the PTA meeting, guardians requested teachers to give more homework to make pupils engaged with learning. In addition to that, they passed a resolution that no child is allowed to go to neighbourhood to watch TV. If they do not adhere to this rule, those guardians will be sanctioned. Such decisions taken at the PTA meeting were conveyed to all the members in geographical communities through a community announcer using a megaphone (A20180919PA).

On the other hand, the school communities at School D did not have the opportunities to discuss pupils' discipline with the headteacher and teachers, and could not agree on any measures to be taken

owing to the community divide. The headteacher insisted that guardians should monitor their children to make sure that they did not go out at night and/or weekends, or watch TV. Despite such appeals by the headteacher, pupils' indiscipline became more serious, without support from guardians and geographical communities. From the viewpoint of the teachers, pupils were affected by the community divide that their parents were engaged with.

Parents noticed that the PTA chairperson and the SMC chairperson came from the chief's side, and so parents on the other side did not come due to that reason. This affected children's learning greatly. Sometimes, due to this issue, some pupils did not appreciate themselves.

5.8.3 RT in 'School Learning Climate' and 'Pedagogy Factors'

'School Learning Climate' is regarded as the extent to which schools and classrooms are safe and orderly, in terms of the school atmosphere. 'Pedagogical Factors' is considered to represent the extent of 'Time for Learning', 'Supplementary Resources' and 'Dynamics of Student Learning', composed of 'Motivation' and 'School Participation'. As teachers and pupils are part of the instructional triangle, I considered motivation to include both 'Teacher Motivation' and 'Pupil Motivation'.

In terms of 'Teacher-parent RT', at School A, both teachers and parents regarded that pupils' discipline was good, owing to contributions from each side. One guardian recalled teachers' teachers' contributions to pupils' discipline as follows:

> Pupils greet parents when they come back home, go and eat, do homework. This is because teachers made impacts on pupils and teachers are more committed to do their work (A20180919PA).

One pupil also stated that pupils were committed to learning at School A, as follows:

> Discipline at this school is good. Pupils are attentive to teachers....Before the assembly starts at 8am, we sweep in the compound, fetch water for washing tanks, read English books. Pupils greet community people here (A20180924PU).

Finally, one of teachers also mentioned the followings:

> Behaviour of pupils is good. They respect teachers. Students fetch water for teachers (who

stay in surrounding community of the school). Level of learning is good. They are ready to school on time and ready to learn (A20170925TC).

These narratives show that guardians, pupils and teachers at School A seemed to have the unanimous views that the school's atmosphere was good because of the pupils' behaviour, and that they were ready for learning. This shows that 'School Learning Climate' and 'Pedagogical factors' were well aligned. This also implies that 'Teacher-parent RT' over pupils' discipline was realized, as they expected others to play their responsibilities and felt obliged to make their contributions to the other side.

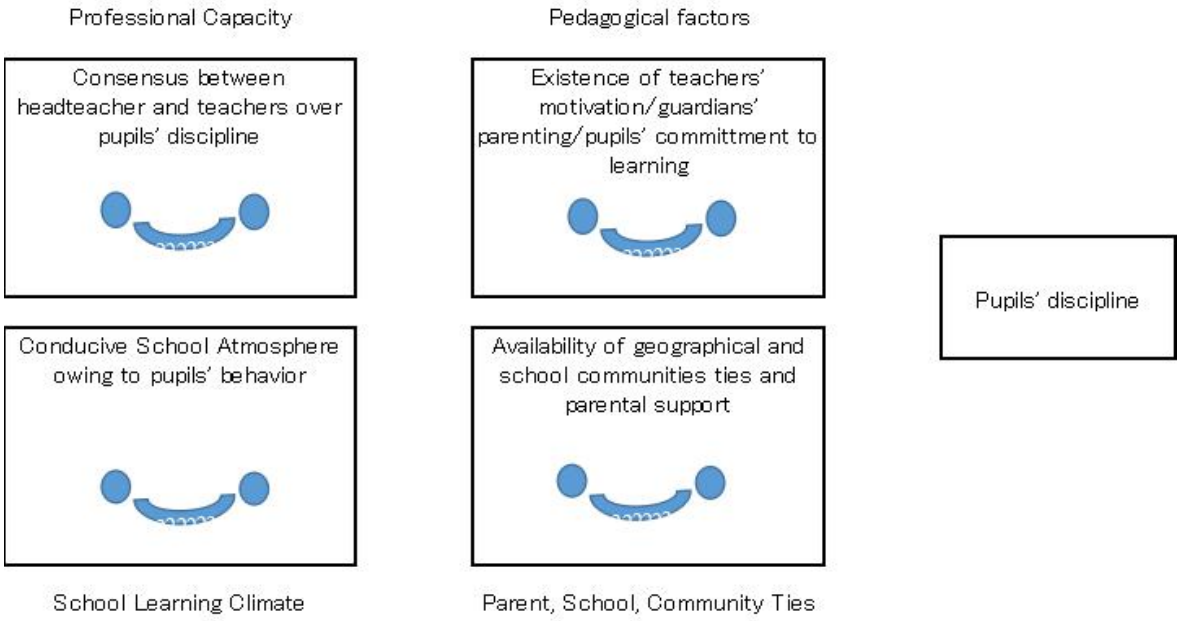


Figure 32. Structure of how relationships between actors and factors in school management lead to pupils' discipline (School A)
Source: Author based on Bryk at al. (2010)

On the other hand, at School D, pupils' discipline has become a major issue. One pupil confessed the followings:

Some pupils do not respect teachers because some overaged students work after the school (such as motor riders) and get some money (A20180920PU).

Teachers also observed that pupils were not committed to learning owing to the lack of guardians' care and supervision from their guardians. One teacher made the following comment:

> If children is serious about picking up learning, it motivates teachers to do more. (...) Pupils do not see the necessity to learn. Some of them have textbooks but they are not serious about education, they watch TV at home without study (...) Parents should take care of their wards providing their needs before they come to school. This will make children feel happy and concentrate on learning (A20170926TC).

Teachers saw that the lack of guardians' support was behind the pupils' indiscipline. A teachers at School D mentioned as follows.

> Indiscipline comes from home too. If parents talk negatively about teachers, pupils do not listen to teaches at school (A20170926TC).

The guardians, headteacher, teachers and pupils at School D all had the unanimous view that pupils, especially some overaged pupils, did not listen to and respect teachers. Teachers mentioned that pupils carried the same mentality with their guardians, who were divided owing to the community divide. Thus,'School Learning Climate' was affected by a lack of 'Parent, School, Community Ties'.

The suspension of school excursions implied a lack of a conducive 'School Learning Climate'. School excursions were discussed on the agenda, but were postponed owing to a lack of funds (June and October 2015; February and June 2016). The inability of School D to conduct school excursions demotivated pupils and teachers. A JHS grade three pupil recalled the suspension of school excursions as sad news, and wished that it could take place again. One primary teacher shared that when she talked to her pupils about school excursions, they said that they did not have the money for the excursions. This implies that the suspension of school excursions, induced by lack of collective participation, seriously affected 'Pedagogical factors' in terms of pupils' and teachers' motivation.

The community divide seemed to make the school communities lose their collective space to discuss the issues of pupils' discipline and its preventive measures at School D. This could have influenced individual parenting to discipline pupils as well. Without reinforcement from the geographical and school communities, as well as guardians' support, the teachers also felt vulnerable in coping with pupils' indiscipline.

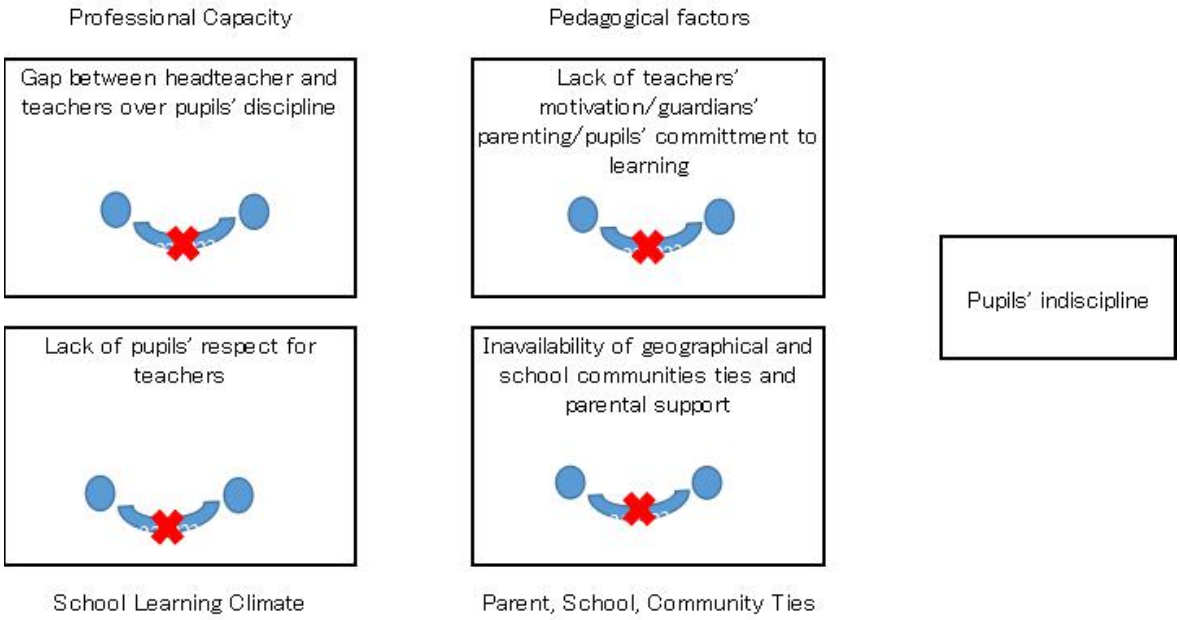


Figure 33. Structure of how relationships between actors and factors in school management lead to pupils' indiscipline (School D)

Source: Author based on Bryk at al. (2010)

5.9 Summary of Chapter 5

This chapter revealed how the BECE mean aggregate and school enrolment are related with socio-economic status, collective participation and RT through the quantitative analysis. Moreover, through the qualitative analysis of the case studies, I was able to examine the process how schools achieve (or fail to achieve) the BECE mean aggregate, school enrolment, and pupils' discipline. With the analytical lens of RT, it was revealed that the existence/lack of RT between actors in factors of school management, was critical in generating educational outcomes. Literature have argued that households with lower SES is unlikely to participate in school management. However, this dissertation suggested that even school communities with lower SES can achieve high extent of collective participation and improved educational outcomes.

In the next chapter, I will discuss findings compared to the literature and share this dissertations' contributions to literature and implications for the system of community participation in school management.

Chapter 6: Conclusions and discussions

In this chapter, I summarize the findings responding to each research question (Section 6.1), discuss what this dissertation can contribute to literature (Section 6.2), explore the implications for polices and practices (Section 6.3) and state the limitations (Section 6.4), the suggestions for further study (Section 6.5), and the concluding note (Section 6.6).

6.1 Summary of findings

Based on the conceptual framework (Figure 34), I present the key findings that answer the following research questions:

Research Question 1) To what extent does community participation function in school management?

Research Question 2) To what extent are community participation, socio-economic status (SES), educational outcomes, and RT related?

Research Question 3) How is RT realized between actors and in factors of school management to generate educational outcomes?

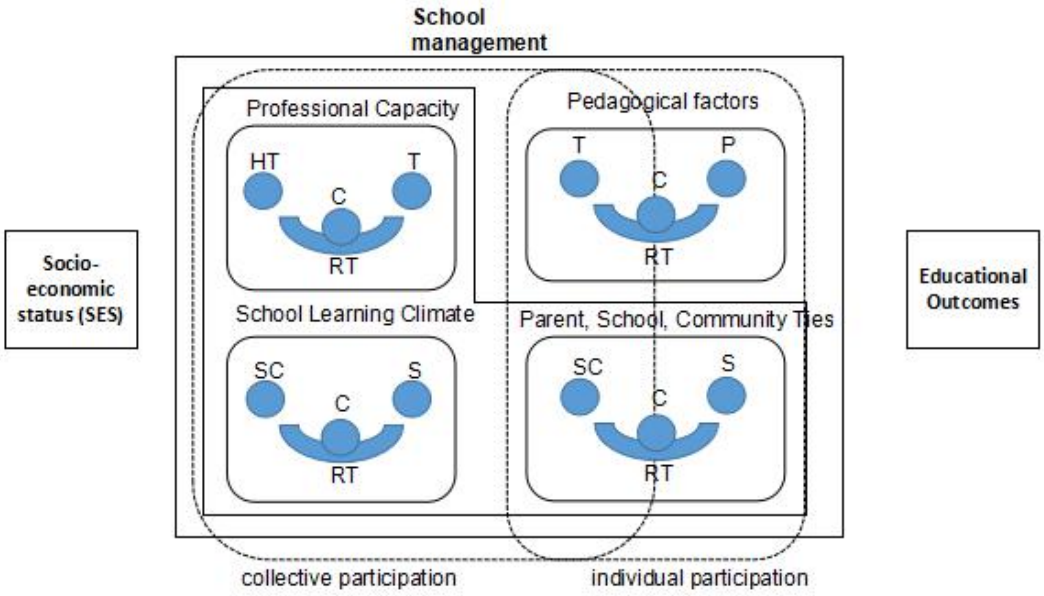


Figure 34. Conceptual framework (Source: Author, recite Figure 2)

Regarding RQ1, this dissertation showed that the approach of community participation with the principle of representative democracy was flawed, owing to the limited scope of SPIP consultation and delays in CG disbursement. Instead, community participation with the principle of consensual democracy was found to be active, in the form of the number of PTA general meeting participants and

the amount of PTA funds. Essuman (2013) described that support from SMCs or PTAs filled the gap that was created as a result of government fiscal deficits and delays in the transfer of funds to schools. Findings from this dissertation echoed with his statement. This implies that when we analyse community participation, it is necessary to pay attentions to not only the representative democracy for decision making in school management, but also the consensual democracy, which has played a critical role in supporting schools since their establishment.

RQ2 and RQ3 are complementary in a sense that RQ2 addresses the quantitative analysis while RQ3 concerns the qualitative analysis. Together they reveal how and why RT matters to educational outcomes and factors in school management. First, contrary to the hypothesis, increased RT did not necessarily secure better learning outcomes, when collective participation was controlled for. In this dissertation, to avoid correlations among independent variables, collective participation indicators were integrated into a composite collective indicator. I would like to interpret this result as follows. The effects of RT on learning outcomes may be different depending on whether RT is measured at the school level or at the individual level, or on how RT is defined and how its composite variable is developed.

Second, I examined the relationship between RT and learning outcomes. The correlation analysis showed that teacher-parent RT was negatively related (statistically significant) to the BECE mean aggregate. This means that the higher the ‘Teacher-parent RT’, the better the learning outcomes. Carolan-Silva (2011) pointed out that parents in rural areas in developing countries tended to prefer collective participation to individual participation, which required them to take care of pupils’ learning at home. However, this dissertation showed that ‘Teacher-parent RT’, which dealt with individual participation, was related to better learning outcomes. The question as to why such a relationship occurred is addressed in the next paragraph.

The qualitative analysis gave some clues as to which factors of school management RT should be realized to yield learning outcomes. The first qualitative case study shed light on why a high-performing school in a rural area, experienced a rapid decline in its learning outcomes. It was found that the school was suffered from a community divide, owing to a dispute over the legitimacy of chieftaincy. The lack of ‘School communities-school RT’ affected the extent of collective participation, which seemed to be one of critical indicators of the 'Parent, School, Community Ties' factor. This failure regarding managerial factors led to a lack of support for school development, which affected the pedagogical factors - including 'Time for learning', 'Supplementary resources' and 'Pupils’ school participation'. This seemed to result in decline in learning outcomes. In addition, the third case study showed that the lack of ‘Teacher-parent RT’ was associated with the low extent of pupils’ motivation, guardians’ support and teachers’ motivation. These were included in the ‘Pedagogical factors’, which directly affects pupils’

learning outcomes. These findings contributed to revealing why ‘Teacher-parent RT’ was related to better learning outcomes.

Third, this dissertation revealed that school enrolment depended on the extent of collective participation. In the quantitative study, school enrolment is positively correlated (statistically significant) with the collective participation composite variable. This showed that the larger collective participation, the more school enrolment is available. This seemed to be a common sense in urban areas, however, it is important for schools in rural areas to sustain or increase school enrolment as shown in Table 10. Conversely, increasing the school enrolment is an important strategy for generating more collective participation in the form of PTA funds, which becomes a driver for school development.

The second qualitative case study showed that one school had sustained or increased school enrolment, while the other school, though in similar rural settings, experienced stagnated school enrolment. The headteacher of the case study school developed an initiative to address the school’s low enrolment. The school communities responded to the headteacher’s expectations and mobilized resources for school development, in line with their obligations. Thus, ‘School communities-school RT’ was realized in the 'Parent, School, Community Ties' factor, which was equivalent with collective participation, namely, attending meetings and paying for PTA funds. With such collective participation after realization of the ‘School communities-school RT’, it was possible for the school and the school communities to work towards improving school enrolment. It was also found that the existence of ‘Headteacher-teacher RT’ matters in promoting teachers’ engagement with increased school enrolment. At School A, the headteacher expected teachers to improve their working attitude, conduct pedagogical activities for pupils to come to school without delay or absence. With the headteacher’s leadership and commitment, teachers, in return, felt obliged to respond to such expectations by showing their commitment to pedagogical activities. Literature have argued that individual households’ socio-economic status will affect the extent of their involvement with school affairs. However, this dissertation revealed that school communities with less endowed socio-economic status could achieve some extent of collective participation through realizing RT. This can be interpreted as a survival strategy for socially and economically fragile individual households in developing countries to enjoy collective benefits through the participation in school communities.

Fourth, this dissertation revealed how pupils’ discipline was affected by each of the school management factors, depending on the realization of RT. The last qualitative case study showed how division in geographical communities caused declining 'Parent, School, Community Ties', which also resulted in a lack of the 'Pedagogical factors', such as the decreased motivations for teachers, guardians and pupils. The directive that banned corporal punishment, including the use of the cane, affected all the

schools in Ghana. However, the two case-study schools enacted different responses in terms of pupils' discipline. It was found that these two schools had different levels of RT regarding whether they could avoid conflicts through dialogue with school-level stakeholders. At School A, school-level stakeholders were able to reach a certain level of common understanding with regards to not using the cane, as the results of thorough discussions in the school communities. The geographical communities also ensured that decision-making at the school communities was executed in all the households. In this school, where the managerial factors were functional, guardians, teachers and pupils unanimously put high value on pupils' discipline. On the other hand, School D, where the geographical communities were divided owing to a dispute over the legitimacy of chieftaincy, the managerial factors that the school communities had - meetings and mobilized resources - were in decline. Thus, the school communities could not have opportunities to discuss with the headteacher and teachers to find out solutions to pupils' discipline. This case study highlighted the significance of RT among school-level stakeholders on pupils' discipline.

6.2 Contribution to literature

This dissertation can fill in research gaps concerning both methodological and substantial aspects. Regarding methodological aspects, this dissertation contributed to measuring RT in both quantitative and qualitative ways. Unlike Bryk & Schneider (2002), who measured the extent of RT, based on criteria for discernment, Tsyuyuguchi (2016) measured RT by focusing on parents' trust in schools, with emphasis on the synchronies in mutual expectations and obligations. This dissertation followed Tsuyuguchi (2016) in its quantitative analysis, but at the same time, it attempted to reveal research gaps in a qualitative manner, regarding why expectations were met or unmet with obligations. Neither Bryk & Schneider (2002) nor Tsuyuguchi (2016) extended their studies to cover this approach. The qualitative analysis conducted in this dissertation showed that expectations and obligations from one party to the other party induced obligations from the other party. This finding is aligned with how Tsyuguchi (2016) measured the extent of RT. However, this dissertation methodologically contributed to the literature by uncovering the extent of RT in other role relationships and its relationship with educational outcomes.

In terms of its substantial aspect, this dissertation contributed to answering the following broad question: how and why is RT formulated in the process of school management? To put it more tangibly, this dissertation responded to the following questions from both theoretical and practical perspectives: 1) how RT links factors and actors in school management to yield educational outcomes; 2) how RT occurs as the mutual accountability among school-level stakeholders; 3) how RT is perceived as an interplay

among participation, leadership and accountability; 4) how RT can make pupils the subject of learning and 5) how RT can bridge the relationship between the individual households and collectives of school communities. Narratives from the theoretical perspective are described from Sections 6.2.1 to 6.2.5, while those from the practical perspective are from Sections 6.3.1 to 6.3.5.

6.2.1 RT as ‘harness’ of actors and factors in school management toward educational outcomes

There is a research gap in school-based management literature regarding the mechanism through which community participation in school management will lead to educational outcomes. In particular, it is not yet known how managerial and pedagogical factors should be linked to yield educational outcomes, especially in the context of developing countries that are experiencing severe resource scarcity.

This dissertation showed three case studies of two schools with differing educational outcomes.What determined these differences was whether a chain of RT between actors occurred in the factors of school management. In all case studies, the realization of RT in the 'Parent, School, Community Ties' affected the realization of RT in other factors, resulting in success or failure of educational outcomes.

This dissertation contributed to filling research gaps regarding how RT links factors and actors in school management to yield educational outcomes. As RT is realized in one factor as synchronies in mutual expectations and obligations, it can produce RT in other factors in school management. When educational outcomes are achieved as a series of RT, this provides a foundation for forthcoming RT. This is how RT is formulated as a harness of actors and factors in the process of school management.

6.2.2 RT as ‘mutual accountability’ among guardians, school communities, school, and government

Studies have criticized the WDR 2003 accountability framework as a one-way accountability route from parents to schools, and have asserted the necessity of the mutual accountability, in which school communities become both clients and service providers. However, there is a research gap in the literature regarding whether the mutual accountability occurs among various school-level stakeholders, and in which relationships it occurs.

Here I suggest that it is necessary for school communities to not only expect schools to perform better but also to be obliged to support schools and/or teachers. The case of School B showed that school communities agreed to implement the actions discussed at the PTA meetings, but could not put

them into practice. The case of School D also highlighted that school excursions had been suspended owing to a lack of collective participation, despite frequent discussions over the topic. This suggests that the mutual accountability, where school-level stakeholders can be both clients and service providers, is necessary, as emphasized by Nishimura (2018). Essuman (2013) stressed that schools can demand parents to pay for PTA funds as their accountability to schools. Thus, this finding suggests that school communities should be accountable to schools for providing support, in tandem with having expectations to schools, to realize RT.

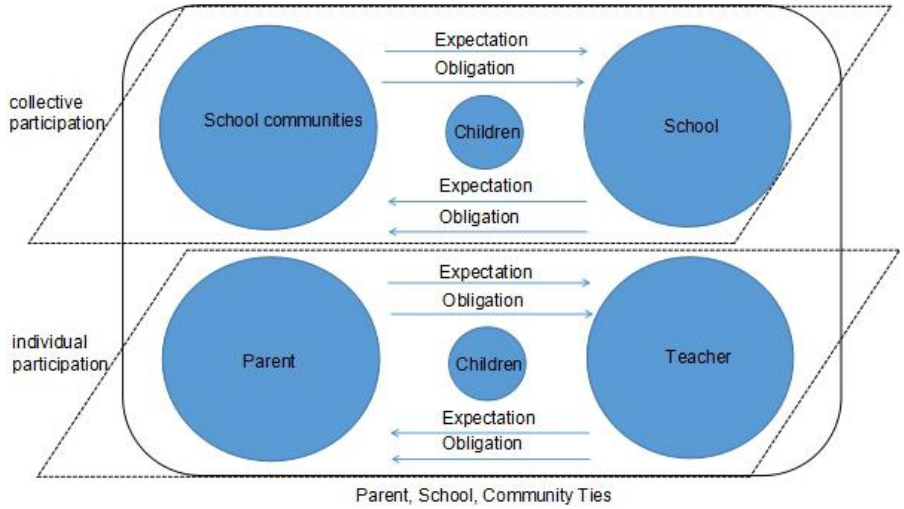


Figure 35. How RT is realized with children being at the center both at collective and individual participation

Source: Author

School A' s case showed that, with synchronies in expectations and obligations from the school communities to the school, the headteacher conducted their initiatives to improve school enrolment in collaboration with teachers. As a result, the school communities members became aware of the school's improved enrolment, which they attributed to the school's contribution. The difference between Figure 3 and Figure 35 is that obligations from one side to the other side will not occur automatically because expectations from the other side are given, but rather because both expectations and obligations from one side to the other make obligations from the other side occur. This provides an important implication for school communities in developing countries under resource scarcity. Expectation and obligations have been synchronized when school communities have expected schools to perform, and have contributed individual households' scarce resources to collective participation in school communities. In these scenarios, headteacher and teachers seem to feel obliged to be accountable to the school communities for the school and teachers' performance. In summary, this dissertation contributed to

filling in research gaps regarding how mutual accountability among school-level stakeholders will occur through the analytical lens of RT.

6.2.3 RT as 'interplay' among leadership, participation, and accountability

There exists a research gap regarding how leadership, participation and accountability will work in tandem in role relationships and factors in school management.

This dissertation revealed that leadership, participation and accountability should be interpreted as a series of perceived conducts of expectations and/or obligations in each RT. For instance, the first case study showed that without community leadership and support, teachers did not feel that they were obliged to play their expected roles to enhance pupils' learning, and that they should be accountable to the school communities for pupils' performance. Moreover, in the second case study, the headteacher initiated leadership on sustaining school enrolment, and expected the school communities to mobilize PTA funds for school development. The school communities in return mobilized PTA funds via collective participation, and showed their accountability to the headteacher's leadership.

The third case study revealed a sharp comparison between schools in terms of the availability of RT, shown as the nexus of leadership, participation and accountability. At School A, the headteacher took leadership by considering measures to discipline pupils without the use of a cane, and the school communities discussed issues collectively and became accountable to such leadership by reinforcing collective decisions of the school communities to all the geographical community members. On the contrary, School D was not able to have a collective space to discuss pupils' discipline and its preventive measures, owing to the community divide. Thus, despite the headteacher's leadership, participation did not occur, nor was accountability put in place to respond to such leadership.

This dissertation contributes to revealing how leadership, participation and accountability work in tandem in role relationships, and in the factors of school management. It also contributes to determining what develops teachers' responsibilities to produce higher student achievements, and to determining how school leadership and community leadership influence community participation in school management, a question raised by Taniguchi & Hirakawa (2016). This dissertation reveals how RT is perceived as an interplay among leadership, participation, leadership and accountability.

6.2.4 RT as 'catalysis' to make pupils the subject of learning

There is a research gap regarding how students will be motivated to learn as the subject of learning, through the interaction with the school communities, the headteacher, the teachers and their guardians.

This dissertation reveals that students are motivated to come to school and learn when RT is

realized with children being at the centre of synchronies in mutual expectations and obligations, both at the levels of collective and individual participation as shown in Figure 35. The contrast between Schools A and D showed that pupils' motivation will be affected by the availability of the 'School communities-school RT', as well as 'Teacher-parent RT'. Studies have detailed the significance of reciprocal relationships, two-way communications, and mutual accountability between school communities and schools (Adu 2016; Essuman 2013; Nishimura 2018). Although this dissertation revealed the significance of teacher-parent RT on learning outcomes, there are consistent perception gaps between teachers and parents in terms of participation in the pedagogical aspect. Carolan-Silva (2011) found that teachers were critical of parents' lack of participation in children's education at home, while parents felt that it was hard to teach pupils at home because they did not understand what the pupils were learning. Thus, it is crucial to determine how to fill in such gaps between parents and teachers.

Against such a research gap, this dissertation revealed that if RT works in managerial and pedagogical factors, with children being at the centre. This encourages teachers and guardians to have reciprocal relationship for the benefit of pupils, which also motivates pupils to be engaged with schooling. Studies have argued that parents/guardians and community members can hold headteacher/teachers accountable for their performance. However, pupils were not included in the scope of previous research, and had only been discussed as the object of learning, shown as learning achievement or school enrolment. Thus, this dissertation contributed to unpacking the significance of RT, which can make pupils as the subject of learning.

6.2.5 RT as 'social capital' that make individuals under diversity and fragility formulate collectives of community

A further critical research gap concerns knowing whether social capital exists within school communities or wider geographical community, and knowing how the individual households and collectives of school communities interact with each other .

This dissertation has analysed the relationships between individuals, school communities, and geographical communities, and revealed the complexity of politics within geographical communities and the potentials of RT through education toward community development. This sheds light on limitations and strengths of social capital at the collective level, which also affect social capital at the individual level and disparities among the individuals.

6.2.5.1 Complexity of politics within geographical communities

First, this dissertation revealed that school communities would not work without the solid foundation of geographical communities. For instance, Schools B and School D in case studies showed that geographical communities does not necessarily maintain a sense of collectivity, which seriously affected school communities. It appeared as divides among guardians, among pupils, and between teachers and pupils. This finding resonates with what Pryor (2005) argued in the case of Ghana. According to him, social capital is not necessarily inherent within the community collectively owing to migration and the disintegration of matrilineal family structure, rather, social capital is used to further the interests of individual families. Under circumstance in this dissertation that geographical communities do not meet and mobilize resources for annual festival as a symbol of togetherness owing to the chieftaincy issue, there is the limitation of schooling that is buttressed with a sense of togetherness toward shared goals of educating children. Politics within geographical communities may be historically rooted and stem from the conflicts over ethnicity, the political power balance, and the history, ownership and location of schools. Though international literature have not touched this aspect, this dissertation acknowledged the complexity of politics within geographical and school communities as important contextual background.

Second, this dissertation suggests the potential of RT through education toward community development. Heyneman (2003) discussed the contributions of schools to social cohesion via the following aspects: teaching rule of games, decreasing the distance between individuals of different origins, providing equal opportunities for all students and incorporating the interests and objectives of different groups and providing a common underpinning for citizenship. Komatsu (2014) discussed the schools' role of promoting social cohesion in Bosnia and Herzegovina where different ethnic groups had civil wars in the past and are still undergoing the process of reconciliation. This suggests that it is necessary to go beyond the conceptual framework (Figure 34) that defines learning outcomes, school enrolment and pupils discipline as goals for school management, and states community/parent participation as its instrument to achieve these goals. Educational outcomes in a divisive community should be revisited to include social cohesion among different groups, which contributes to community development or community reconstruction in the future. It will be a positive sign from School D that the youth, graduates from the school, came together to meet and talk with both sides of chiefs and elders to solve the chieftaincy issue. Thus, this dissertation contributes to presenting viewpoints not only from the instrumental approach that community should participate in school management to produce educational outcomes, but also from the stance that education itself, or pupils and the youth as products of education, must play a role for community development.

6.2.5.2 RT as the new potential of social capital

This dissertation also sheds light on significance for the individual households to join collectives of school communities. As described in 6.2.5.1, geographical communities are not homogeneous and social capital at the collective level is not necessarily inherent within the community surrounding schools. In this circumstances, individuals have to rely social capital at the individual level, including family or personal network as Coleman (1988) asserted. This will make fragile individuals without such social capital more vulnerable in the society, which result in widening regional and educational disparities.

As stated in Section 3.5.3, it is worthwhile to investigate whether the extent of community participation in terms of PTA funds depend on the sum of individual wealth or on the collective powers of fragile individuals. In the case studies of Schools A and School C, the school communities were comprised of fragile households who suffered from resource scarcity, owing to a relatively lower SES than the district average. Guardians were not necessarily children's biological parents and had diverse background in terms of their commitment to education. There was no fixed mechanism in which decisions were made according to agendas without objections, but rather a flexible space that allowed participants to raise what they were concerned about in relation to their children and their schools.

This is an important finding to Putnam's social capital theory which various developed and developing countries have relied on in the establishment of democratic institutions such as SMCs. As Selle & Kristin (1999) and Suetomi (2005) argued, social capital has been built on Putanam's notion of participatory democracy. Democratic institutions in this contemporary era have faced the following challenges. First, while Putnam assumed that people were willing to join collectives of community autonomously, parents, especially in urban areas do not feel the necessity of collective actions because they are busy with their work or because they can support their child individually. Second, equal membership requires the same burden on their members, regardless of their work and circumstances. This becomes challenging for households working in double harness, who do not have time to engage themselves with school matters. Third, under such circumstances, while core members may be actively engaged with school management, others may be busy with their jobs, and may therefore become marginalized because they are not actively involved.

Nyamnjoh (2016) asserted that incomplete individuals formulate collectives of community with diverse backgrounds, and in a flexible manner in which individuals depend on each other in African societies. These characteristics of social capital differ from those of Putnam, who asserted that individuals join collectives through autonomous will, and that there is equal membership in a fixed manner. Although more studies are necessary for generalization in African societies, this dissertation

contributed to illuminating RT as a new form of social capital, which is characterized by fragility, diversity and flexibility, based on an African cultural context.

This dissertation also shows that individual households' awareness and actions are discussed and required at collective spaces. This implies that it is not only fragile individual households that participate in school communities to seek social capital as a collective good, but also that the social capital of collectives will affect individual households' awareness and actions for improving their child at home and their preparation for pupils' school participation. It is worthwhile to investigate further how the awareness of collective and individual participation are related. In sum, this dissertation contributes to revealing how RT can bridge the relationship between the individual households under diversity and fragility, and the collectives of school communities.

6.3 Implication for the system of community participation in school management

This dissertation has revealed that the system of community participation in school management in Ghana, based on the participatory democracy of Western society, had flaws, while the indigenous geographical communities rooted were still playing an active role. This can provide some operational implications for the system of community participation in school management in Ghana, and in other countries.

6.3.1 The need to formulate RT by matching active headteachers with supportive school communities

As described in Section 6.2.1, this dissertation shows that headteacher' leadership is significant in realizing RT with school communities and teachers in both managerial and pedagogical factors. The teaching profession in the basic education sector in Ghana is often considered to be a stepping stone for a future career. A headteacher position does not seem to be attractive for teachers, due to the lack of incentives and the difficulties that they face. Experienced teachers tend to work in urban schools, considering their life environment. Okitsu & Edwards (2017) argued that teachers are not held accountable, owing to their survival needs. Thus, it is critical to match active headteachers with school communities that can support headteachers, so as to overcome their survival needs. Such support may attract headteachers to be deployed to rural areas. For instance, providing free accommodations closer to schools seems to be effective for headteachers, because it can reduce accommodation and transportation costs. The district education offices can deploy even younger headteachers to rural schools, with the condition that geographical and school communities promise to support headteachers' accommodations. Capacity building opportunities will also be helpful for headteachers to develop relationships with their

teachers, as well as geographical and school communities.

6.3.2 The need to retain RT as multiple sets of mutual accountability

As stated in Section 6.2.2, this dissertation has revealed that realizing RT is identical to fulfilling mutual accountability in various relationships among school-level stakeholders. Thus, it is necessary to have the multiple sets of mutual accountability for better school management and improved educational outcomes. In the existing conceptual framework of community participation in school management, it is assumed that while schools receive the capitation grant from the government, school communities are supposed to hold schools accountable for their performance. However, this assumption did not hold true, owing to the delay of the capitation grant being delivered, which meant that schools were not accountable for their performance. The assumption also did not work because school communities pressured schools to perform better by way of participating in school management. Without support from their school communities, schools do not feel obliged to perform their expected duties, thus failing to realize RT. Therefore, to hold schools accountable to their school communities regarding performance, it is necessary for school communities to not only expect schools to perform better, but also to support schools. It is also necessary for schools to hold school communities accountable for promoting school construction or introducing school feeding programs, as this dissertation has shown. In this case, mutual accountability - in which both schools and school communities are held accountable to each other - is a key. There are multiple possibilities for the mutual accountability, depending on the following source of revenues: District Assembly's funds, PTA funds, town development committee funds and support from related stakeholders. In summary, multiple sets of mutual accountability are critical for schools and school communities to sustain daily school management, without solely depending on the capitation grant.

6.3.3 The need to sustain a chain of RT in the existing system of institutionalized community participation

Following the theoretical claim described in Section 6.2.3, it is also necessary to sustain a chain of conducts, composed of leadership, participation and accountability in the operational works. In other words, it is necessary to sustain a chain of RT, which is composed of synchronies in mutual expectations and obligations in the existing system of institutionalized community participation. As mentioned in Section 5.5, the institutionalized mechanism of community participation has venues to meet, discuss, and make decisions in school management like the SMC or PTA general meetings and the SPAM. When a headteacher or a SMC or PTA chairperson showed the leadership to improve school learning climate,

or professional capacity or pedagogical aspects at a SMC or PTA general meeting, it is necessary for school communities to agree with shared goals of school development/improvement.

Then, such expectations or agreements must be accompanied with obligations or conducts to make expectations come true by teachers' commitment to headteacher's leadership, or school communities' participation (collecting PTA funds through parents' contributions, providing labour works, sharing information to obtain support from local education offices or local governments). When school communities provide their obligations for schools, they also have expectations for schools to perform better or to address what schools can do. School communities want to know at another PTA or SMC general meeting how their contributions have worked toward shared goals and why their shared goals have achieved or not . The SPAM, where the BECE results are mainly shared and discussed, is also a possible venue to make each of school-level stakeholders accountable to each other for how expectations were met with obligations and vice-verse for the sake of improving pupils' learning. Utilizing the existing system of institutionalized community participation, a chain of RT should be sustained through keeping the synchronies in mutual expectations and obligations.

6.3.4 The need to support pupils as the subject of learning through realizing RT at both collective and individual level

As suggested in Section 6.2.4, it is necessary to support pupils as the subject of learning, in both collective and individual participation. In collective participation, pupils' participation in the SPAM seems to be effective. As shown by the qualitative case studies presented in this dissertation, the possible topics that pupils discuss in the SPAM may include 'School learning climate (need to renovate classrooms)', 'Professional capacity (need to fill in vacant teachers)', 'Community, School, Parent Ties' (need to revive school excursions with support from parents and community) and 'Pedagogical factors' (need to have extra classes for BECE). According to the monthly reports issued by the JICA-supported project in Burkina Faso, pupils and parents shared their commitment to achieving better learning outcomes at meetings like SPAM. This implies that pupils, as the subject of learning, need to be committed to learning, with support from teachers and guardians. It is possible for pupils to be motivated for learning when they are in improved learning environments, which can be provided through the collective participation of the school communities.

Studies have highlighted that parents have a deliberate choice as to whether they prefer collective participation to individual participation due to their weak academic background. Therefore, the way of addressing individual participation should be carefully considered. First, the way of individual participation among guardians, teachers, and pupils should be revisited in a way that parents feel

comfortable with, without fears and concerns. For example, it seems to be difficult for guardians without educational backgrounds to understand aggregated figures such as enrolment/drop out/completion rates, pass rates or correct answer rates at the school level. ‘Teaching at the Right Level’, a method used by an Indian NGO, Pratham, seems to be useful for making such data easy to understand for guardians. This makes children acquire foundational skills (arithmetic/reading) and utilize a simple literacy assessment tool. It classifies pupils to the following five levels: Beginner, Letter, Word, Paragraph and Story (Pratham 2020). This enables guardians to understand at which level their children are located, in terms of their learning progress.

Homework is an effective tool for facilitating communication between school and homes. According to its project monthly reports, the JICA-supported community participation project in Burkina Faso made trials in which parents checked the completion of their children’s homework, without checking its pedagogical contents. This seemed to help children with doing homework as learning habits, helped parents without academic backgrounds to supervise homework, and helped to provide opportunities for parents and children to talk about school life and academic performance.

Moreover, as Carolan-Silva (2011) suggested, it is also important that in-school learning must be integrated with out-of-school experiences, which parents understand in their daily lives. According to the monthly reports issued by the JICA-supported project in Niger, parents or community members who are skilled in making hand-woven straw baskets were invited to school to demonstrate their skills in front of children. This will lower barriers between teachers, who fear that parents mostly make claims for school, and parents who are afraid that they cannot contribute to schools from a pedagogical aspect.

6.3.5 The need to support fragile individuals and school communities to sustain RT

In relation to Section 6.2.5, this dissertation could inform local educational administrations as to what they should monitor and support, with the aim of mitigating educational disparities. In Ghana and many other countries, the EMIS questionnaire is administered every year. In Ghana, there are only the following four questions in terms of community participation in school management: whether there are SMCs elected by elections, how frequently SMC meetings are organized, whether the SPIP is formulated, and whether schools received the capitation grant in the previous year. What this dissertation revealed is that ‘Amount of mobilized PTA funds' and 'Amount of mobilized PTA funds per enrolment' have positive and statistically significant correlations with the BECE mean aggregate. Therefore, if district education offices can monitor such indicators, they may be able to identify vulnerable schools that need more support.

It is also critical for local government or local educational administration staff to identify whether

geographical communities have troubles, such as community divides. Circuit supervisors, who are assigned to each circuit, seem to be effective in collecting such data, because they attend SMC/PTA executive and/or general meetings. This information should be gathered to identify necessary measures to avoid worsening community divides. In a politically divisive situation like School D, political interventions may be necessary as ways of solutions. As the District Director of Education, Akatsi South mentioned, the District Education Oversight Committee (DEOC), to which the District Chief Executive belong, may function to address the community divide because this is something beyond educational issues.

It is also significant to pay attention to fragile households within school communities. As explained in this dissertation, guardians in Ghana are socially and economically fragile, and are not homogeneous in terms of the biological relationship with children. Their commitment to and involvement with schooling seemed to be diverse owing to this circumstance. Thus, it is critical for these fragile households to participate in collective spaces, such as SMC or PTA general meetings, because they can depend on collective agencies to supplement their weak engagement through individual participation. As shown in these case studies, divisions in geographical communities can severely affect school communities as spaces for collective participation. This can critically impact fragile households, who do not have a strong sense of individual participation in schooling at home and need to resort to collective participation via school communities.

6.4 Limitations

In this dissertation, I collected RT data in each role relationship, from the perspective of headteachers. This was because I wanted to collect both the community participation data at schools and the RT data from headteachers, to the extent possible.

However, there are several limitations in this dissertation. First, because I collected only school-level data, it was not possible to collect data at pupils' level, which would have allowed me to conduct more elaborate analysis, such as multi-level hierarchical analysis. To conduct this analysis, it would be necessary to collect individual student BECE mean aggregate data. While the BECE mean aggregates of schools are available at the district education offices, the availability and the usage of individual BECE data is more difficult to obtain, because these data are not made public due to privacy restrictions. Technically, there is a need to match such dependent variable data with independent variable data at the individual level. This may require the tracing of pupils who have already graduated from JHS after BECE and obtaining their information.

Second, the headteacher questionnaire had the ceiling effects in various question items. I assume

that this was because only headteachers answered the questionnaire to represent each school, meaning that there was little variance in their answers. Teachers' or guardians' questionnaires would be more likely to have variance because they would have more respondents.

Third, 'School communities-school RT' items may need to be revisited, because there might be ambiguity as to what school communities means. I aimed to include parents and community members as a whole within school communities, however, respondents may interpret them as comprising the SMC/PTA executive members who always meet and discuss with headteachers. In such a case, perceptions of the SMC/PTA executive members may differ from those of the parents and community members as a whole. School B had a relatively high extent of 'School communities-school RT', but had low collective participation. This might have arisen owing to such perception gaps.

Fourth, relationships among school-level stakeholders are more complex, and need to be examined more carefully. For instance, in Figure 35, I could not analyse the relationship between the school communities as a collective and parents as individuals. In addition, it is still unknown as to how teachers as a collective will affect individual teacher's consciousness, attitude and behaviour.

Fifth, the data on factors in school management were limited. Such data should have been collected thoroughly in order to investigate the relationships between factors in school management and RT. Moreover, the sample size for the regression analysis was not adequate, which seemed to limit the quantitative study.

Moreover, more of the qualitative data should have been collected more chronologically. I analysed the realization of RT as synchronies in mutual expectations and obligations within certain years, based on available data. However, it may be too early to determine whether RT became solid. Observations should be made regarding how RT builds on factors and among school-level stakeholders as accumulated assets over time.

Lastly, this dissertation did not conduct in-depth analysis of cultural communities. As case study schools are located in rural areas in the Akatsi South District, the population was dominated by one ethnic group, Ewe, thus, I did not pay much attentions to that aspect. However, if it comes to urban areas like the district capital, Akatsi or bigger towns and cities in Ghana, people from different ethnic groups are mixed up and coexist. Thus, consideration into ethnic identity needs to be reflected in the future research design if the study must deal with diverse cultural communities.

6.5 Suggestions for further study

Several suggestions can be raised for further study. First, there is a need to conduct a continuous qualitative study to trace whether RT is realized over time. It may take some time for expectations from

one side to be accompanied by obligations or support from the same side, or met with obligations by the other side, so as to realize RT. Careful examination is also needed regarding how RT is realized, and how RT will be accumulated to induce collective participation and educational outcomes. Thus, continuous qualitative study is necessary to trace the process among RT, collective participation, and educational outcomes in detail.

Second, the relationships among community development, RT, and educational outcomes should be explored further. It may affect community' engagement with education regarding how community has been traditionally consensual, in terms of community development and the value of education. Declining educational outcomes may be one of the symbolic phenomena to be addressed, however, without solving root causes for community divides, the instrumental approach of community participation will not work.

Third, more data should be collected as to how pupils' consciousness, attitude and behaviours are affected as the result of community participation at the collective level, as well as parents' participation and their interactions with teachers at the individual level. This is an area where little research has been conducted, and it needs to be further explored. Finally, further examination is needed as to whether the conceptual framework of this dissertation will be relevant in different contexts within Ghana, and in different regions, private schools, and public schools in urban areas, as well as in other countries.

Lastly, consideration into politics within geographical and school communities needs to have more attentions in the study of community participation in school management. Any interventions in schooling and community development in general, are defined and viewed from the political perspectives of stakeholders, who are concerned about ethnicity, political power balance, and decision-making over resource mobilization and/or allocation.

6.6 Concluding note

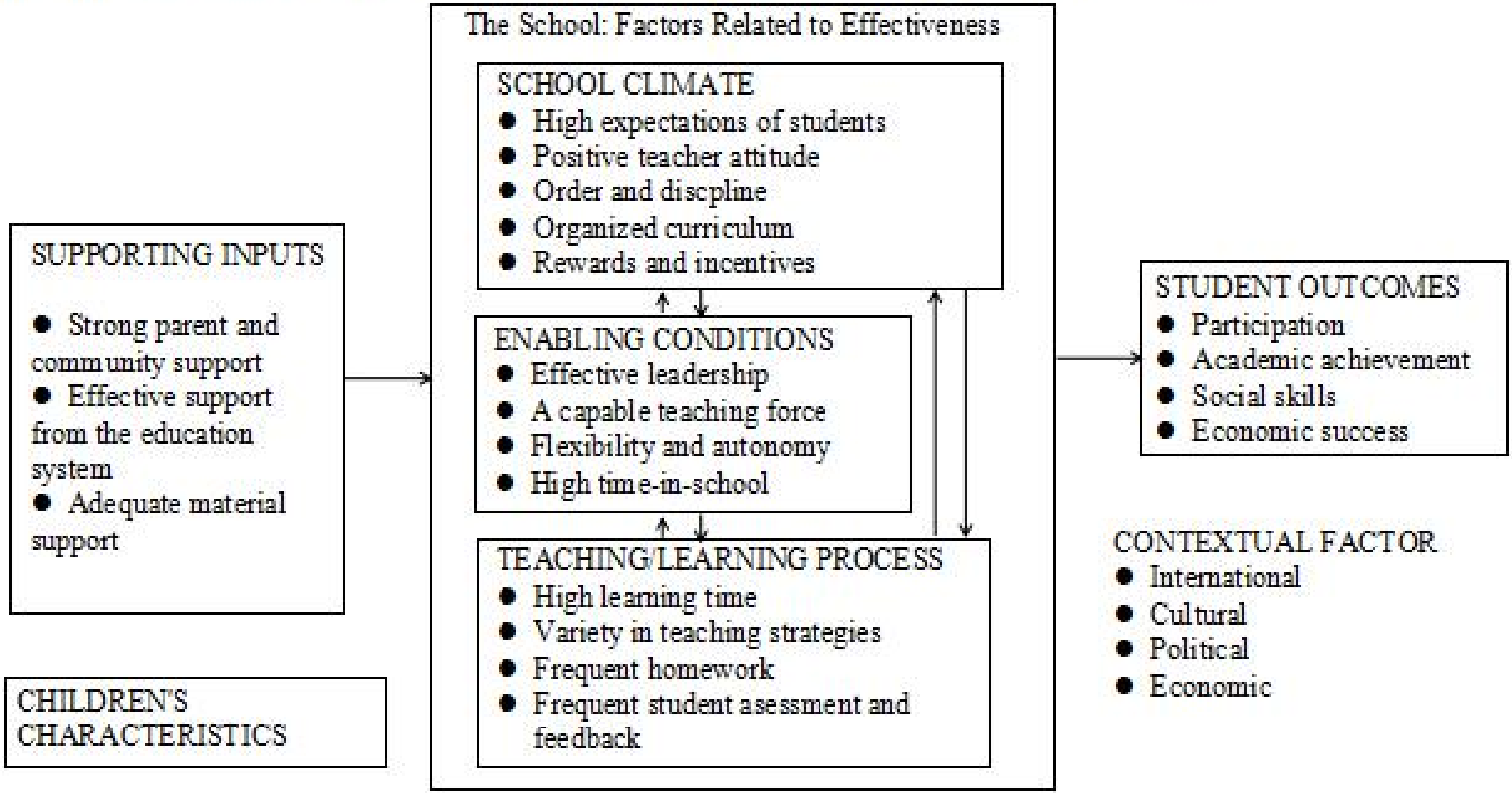
This dissertation aimed to analyse the relationships between actors and factors in school management, from the viewpoint of RT, based on literature. Community participation in school management, institutionalized in Western society, has relied on Putnam (1995)'s social capital theory at the collective level that independent households participate in civil society autonomously, share equal responsibilities, and formulate collectives of institutionalized community. However, this dissertation contributed to illuminating RT as a new form of social capital, which enabled individual households under resource scarcity and with diverse background to formulate collectives of community with the principle of inter-dependency in a flexible manner to the extent possible. Through participation in collectives of school communities, it was possible that RT, which comprised of the synchronies in

mutual expectations and obligations, has been realized and individual households multiplied their scarce resources as the result of collective actions. Furthermore, the perspective of RT, which this dissertation presented, can show important implications for community participation in school management mechanism in industrialized countries that have suffered from system fatigue under diversified society and working modality, and associated widened disparities among households in terms of involvement with school affairs.

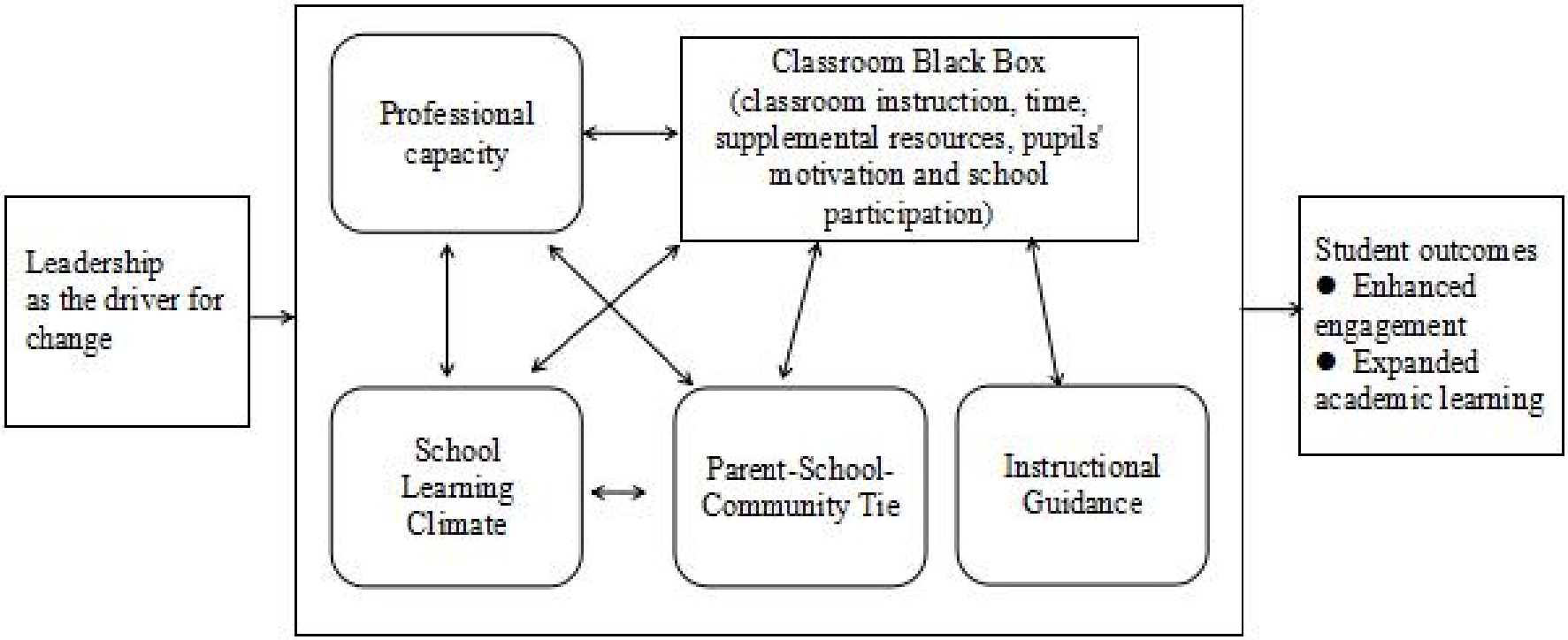
Annex

1. Conceptual framework: Factors that determine school effectiveness
2. Framework of essential support for improvement
3. Accountability framework (modified by I based on the World Development Report 2004)
4. Correspondence between the modality and the rationale of participation, modality of community, and organizational unit
5. Headteacher questionnaire
6. Headteacher additional questionnaire
7. Interviews conducted during the field surveys (February and September 2017, September 2018)
8. Detailed information about interviewees
9. Research permission letter (Ghana Education Service) and agreement (Ghana Statistics Service)
10. Record of SMC or PTA executive or general meeting minutes
11. Screenshots from primary documents coded in MAXQDA18
12. Descriptive statistics and correlation table (educational outcomes, community participation, socio-economic status, and RT)

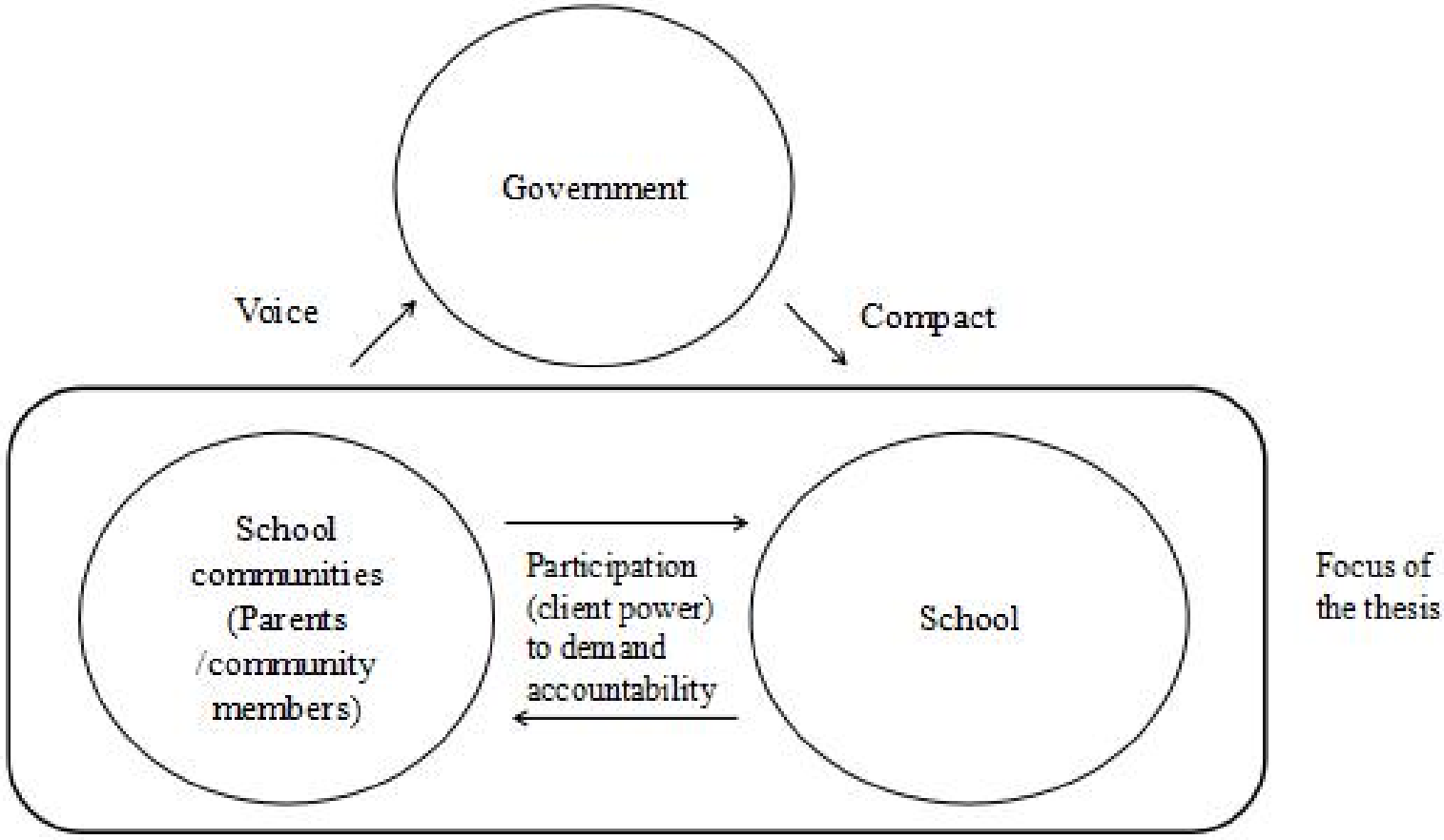
Annex 1. Conceptual framework:Factors that determine school effectiveness (Craig & Heneveld 1996)



Annex 2. Framework of essential support for improvement (Bryk et al. 2010)



Annex3. Accountability framework (Modified by the author based on World Development Report 2003)



Annex 4. Correspondence between the modality and the rationale of participation, modality of community, and organizational unit

Modality of participation	Rationale of participation			Modality of community	Organizational unit
Collective participation	Participatory democracy (Putnam 1995)	Representative democracy (Edwards & Klees 2015)	Legitimacy, democracy, effectiveness (Samoff 1990; Welsh & McGinn 1999); instrumental approach (Edwards and Klees 2015); parents as decision-makers (Martiniello 2000)	Institutionalized school communities (Yamada 2014)	School governing body (executive meeting)
	Indirect participation (Suzuki 2002); Social relationship at institutional level (Epstein et al. 2002)	Consensual democracy (Ajei 2001)	Collaboration and mutual support for pupils' education (volunteering, collaboration with community) (Epstein et al. 2002); parents as providers of support for the school (Martiniello 2000)		Parent association/PTA (general meeting)
			Collaboration and mutual support for community development (Ajei 2001)	Indigenous geographical communities (Yamada 2014)	Town/village/community assembly
Individual participation	Direct participation (Suzuki 2002); Social relationship at individual level (Epstein et al. 2002)	Parenting, communicating, learning at home (Epstein 2002; Carolan-Silva 2011; Suzuki 2002)	Parents as responsible for child rearing, parents as co-teachers (Martiniello 2000)		Household/ Home
		School choice (Suzuki 2002)	Efficiency and effectiveness (Samoff 1990)		

Annex 5: Headteacher questionnaire

Head teachers' questionnaire

This questionnaire is to understand the status quo of head teachers, teachers at your schools, and the following relationships: between school communities and school; between you and teachers; among teachers; between teachers and parents. This should be completed by the school head or in his/her absence by his/her representative. The information gathered through the questionnaire is strictly used for this research only. Individual information will not be revealed in public.

Answer the name of your school: _____

1 . About yourself and your school

SELF1 1-1. What is your sex? ☐Male ☐Female

SELF2 1-2. How old are you? _____years old

SELF3 1-3.What is the highest level of academic qualification you have attained?

☐Junior secondary education or equivalent

☐Senior secondary education or equivalent

☐Certificate A

☐Diploma

☐Bachelor

☐Master

☐Non-teaching certificate/degree

1-4. Describe your teacher career history and fill in the table (Refer to an example)

From	Until	Name of school

Refer to the example below.

(Example)

From	Until	Name of school
2002		Graduated from St.Fancis COE
2002	2005	Appointed as teacher and deployed to Zuta Basic schools
2005	2008	Transferred to Akatsi Demonstration primary school
2008	2010	Study leave at University of Cape Coast (Bachelor)
2010	Now	Transferred to Akatsi No.1 JHS
2015	Now	Promoted to head teacher at Akatsi No.1 JHS

SELF7 1-5. Have you had any orientation or training since you were appointed as a head teacher?

☐Yes

SELF8 If yes, when was the recent training that you participated?:_____)

☐No

1-6. Fill in enrolment data at your school over the past three years in the following table.

	FY2014/2015	FY2015/2016	FY2016/2017
KG: Male			
KG: Female			
Prim: Male			
Prim: Female			

JHS: Male			
JHS: Female			
Total			

2. Teachers at your school

2-1. How many teachers do you have at this school?

TKGM KG: Male_____teachers **TKGF** Female_____teachers **TKGT**

TPMM Prim: Male_____teachers **TPMF** Female_____teachers **TPMT**

TJHSM JHS: Male_____teachers **TJHSF** Female_____teachers **TJHST**

TTOTAL Total:_____

2-2. How many teachers at your school are paid by the followings?

TGES 1. GES: _____teachers

TDA 2. District Assembly: _____ teachers

TCP 3. Community and/or parents: _____ teachers

TG 4. Government (Youth Employment Program and national service): _____ teachers

TO 5. Others:_____ teachers

2-3. How many teachers fall into the following in terms of years working as teaching professionals?

TY04 1. 0-4 years:_____teachers **TY59** 2. 5-9 years:_____ teachers

TY1014 3.10-14 years:_____ teachers **TY1519** 4.15-19 years:_____teachers

TY2024 5. 20-24 years:_____teachers **TY2529** 6. 25-29 years:_____ teachers

TY3034 7. 30-34 years:_____teachers **TY35** 8. More than 35 years:_____teachers

2-4.How many teachers fall into the following as years working for your school?

TE02 1. 0-2 years:_____teachers **TE35** 2. 3-5 years:_____ teachers

TE68 3.6-8 years:_____ teachers **TE810** 4.8-10 years:_____teachers

TE10 5. More than 10 years:_____teachers

2-5.How many teachers of your school fall into the following age group?

TA 21 1. below 21:____teachers **TA 2125** 2. 21-25 years:_____ teachers

TA 2630 3.26-30 years:_____ teachers **TA 3135** 4.31-35 years:_____teachers

TA 3640 5. 36-40 years:_____teachers **TA 4145** 6. 41-45 years:_____ teachers

TA 4650 7. 46-50 years: _____teachers **TA 5155** 8. 51-55 years:_____teachers

TA 5660 9. 56-60 years:_____teachers **TA MORE35** 10. More than 35 years:_____teachers

2-6.How many teachers have attained the following as highest level of academic qualification?

TQ1 1. Junior secondary education or equivalent:_____teachers

TQ2 2. Senior secondary education or equivalent:_____teachers

TQ3 3. Certificate A:_____teachers

TQ4 4. Diploma:_____teachers

TQ5 5. Bachelor:_____teachers

TQ6 6. Master:_____teachers

TQ7 7. Non-teaching certificate/degree:_____teachers

2-7. How many teachers fall into the following regarding their way of commuting to the school?

TC1 1. Commute from community surrounding the school:_____teachers

TC2 2. Commute from nearby villages:_____teachers

TC3 3. Commute from nearby towns:_____teachers

TC4 4. Commute from long distance beyond nearby towns:_____teachers

3. Collective participation by school communities (community members and parents)

Answer the following questions.

CP1 3-1. Does your school develop SPIP?

☐Every year without delay☐Every year but with delay☐Not every year☐Not at all

CP2 3-2. How does your school discuss the content of SPIP before submitting it to the District Education office? (you may tick as many as possible)

☐ Discuss within school staff ☐ Discuss with SMC chairperson ☐ Discuss with SMC or PTA executive members ☐Discuss with parents and community members at SMC or

PTA general meetings

CP3 3-3. When is the capitation grant normally disbursed to school account in the first term?

☐ Just when SPIP activities start ☐ nearly half of way in the implementation of SPIP activities ☐ when SPIP activities is going to end ☐after SPIP activities end or later

3-4. Fill in the following table by describing information about the extent of community participation (frequency of SMC or PTA meeting, number of participants, amount of mobilized PTA funds) over three years referring to the past SMC or PTA minutes.

	FY2014/2015	FY2015/2016	FY2016/2017
CP4SMCE Frequency of SMC executive meetings			
CP4PTAE Frequency of PTA executive meetings			
CP4SMCG Frequency of SMC general meetings			
CP4PTAG Frequency of PTA general meetings			
CP4SMCP Number of participants at each SMC general meetings			
CP4PTAP Number of participants at each PTA general meetings			
CP4PTALP Number of parents who paid PTA funds against that of parents who are supposed to pay (**CP4PTALSP**)			
CP4PTAL Amount of capitation grant delivered to school account in total per year			
CP4CG Amount of mobilized PTA funds per year			
CP4SPAM Frequency of SPAM per year			

Note: If SMC and PTA organize their meetings jointly, put in one column and indicate its frequency and number of participants as joint meetings.

(Example)

	FY2014/2015	FY2015/2016	FY2016/2017
Frequency of SMC executive meetings	1st term: none 2nd term: once 3rd term: once	1st term: none 2nd term: twice 3rd term: once	1st term: none 2nd term: once 3rd term: twice
Frequency of PTA executive meetings	Done jointly with SMC executive meetings	Done jointly with SMC executive meetings	Done jointly with SMC executive meetings
Frequency of SMC general meetings	1st term: once 2nd term: once 3rd term: once	1st term: once 2nd term: twice 3rd term: once	1st term: twice 2nd term: once 3rd term: once
Frequency of PTA general meetings	Done jointly with SMC general meetings	Done jointly with SMC general meetings	Done jointly with SMC general meetings
Number of participants at each SMC general meetings	1st term: 100 2nd term: 120 3rd term: 150	1st term: 80 2nd term: 100 3rd term: 120	1st term: 100 2nd term: 120 3rd term: 150
Number of participants at each PTA general meetings	Done jointly with SMC general meetings	Done jointly with SMC general meetings	Done jointly with SMC general meetings
Number of parents who paid PTA funds against that of parents who are supposed to pay	Those who paid:30 Those who are supposed to pay: 60	Those who paid:40 Those who are supposed to pay: 60	Those who paid:50 Those who are supposed to pay: 60
Amount of capitation grant delivered to school account in total per year	GHC2,000	GHC2,000	GHC2,000
Amount of mobilized PTA funds per year	GHC2,500	GHC2,000	GHC1,500
Frequency of SPAM	1st term: none	1st term: none	1st term: none

per year	2nd term: twice 3rd term: once	2nd term: twice 3rd term: once	2nd term: twice 3rd term: once

4. Relationship between school communities and school (head teacher and teachers)

Note: school communities are defined here as a group of local stakeholders who are parents/guardians and community members participating in and involving in SMC or PTA activities.

Tick most appropriate answers or describe your opinions in the following questions.

SC1 4-1. As a head teacher, how do you want this school and your students to be? In other words, what is your vision for the development of the school and students? Describe in the following space.

SC2 4-2. I communicate with /appeal to the school communities on the above-mentioned vision and necessary support at SMC or PTA general meetings

☐Always ☐Often ☐Sometimes ☐Not at all

SC3 4-3. What kind of resource channels does your school have in terms of support for school development over the past three years? (you may tick as many as possible)

☐1. Capitation grant

☐2. Educational supplies by GES district office

☐3. District Assembly support for school infrastructure

☐4. PTA funds

☐5. Communal labor by parents and/or community members

☐6. Support from chief/elders (such as provision of land)

☐7. Support from graduated students including those who are living in cities or abroad

☐8. NGO support

☐9.Donation from individuals, philanthropists, companies, public or private organizations/associations

☐10.Internally generated funds

☐11.Others (Specify:)

SC4 4-4. Which resource channels from the above are most reliable for your school? Indicate the number below. If you have multiple answers, indicate them in their priority order (that are more reliable comes far left and the second comes on its right)

SC5 4-5.School communities provide necessary support for students' development and learning at the school

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

SC6 4-6.What kind of support (material and labor) were available to the school from school communities over the past three years? Describe in the following space.

SC7 4-7.School communities provide necessary support for teachers

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

SC8 4-8.What kind of support (financial, material, and labor) were available to teachers from school communities over the past three years? Describe in the following space.

4-9.School communities consult with the school when they have concerns about students and their education

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-10.School communities pay serious attention to whatever the school informs them of what happened to as well as what will be necessary for the school and students

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-11.School communities participate in SMC or PTA general meetings actively

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-12.School communities understand concerns by the school about students' development and their learning

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-13.Talking with school communities help the school (head teacher and teachers) to understand them better

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-14.Teachers including myself feel attached to the community surrounding the school

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-15.Teachers including myself think that they have to work hard for students at this school

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-16.Teachers including myself think that they have to listen to what school communities say

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-17.Teachers including myself consult with school communities when teachers have concerns over students' development and their learning

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

4-18.Teachers including myself think that they have to improve students' academic performance at this school

☐Strongly agree ☐Agree ☐Disagree ☐Strongly disagree

Annex 6: Headteacher additional questionnaire

Date of filling in the sheet: _____

Name of school: _____

Name of person and title who filled in the sheet: _____

Please pick(✔) from the list below the five (5) major community that feed students to your school.

-The information of the listed community are from the Population and Housing Census 2010.

-If you identify relevant community as feeding one but the name is slightly different from listed one, please select those that are almost identical in terms of the community name.

-If they are not listed, please select the closest in terms of geographical locations.

-If feeding community are less than five, it is Ok for you to tick less than five.

-For example, if you identify ADEHETA is one of major feeding community to your school, tick like below.

✔	ADEHETA

Name of Community			
	ADEHETA		AVASHIVE
	ADETSEWUI (AGBAKOPE)		AVEDO
	ADRAKPO-AGBONYEMITSIKOPE		AVENORPEDO
	ADZIKAME		AVENORPEME
	AFATSAGBELEVE		AWANYAKOPE
	AGBAFLOME		AYITIKOPE
	AGBAGBLAKOPE		BAYIVE
	AGBANUKOPE		DAGBAMATE
	AGBEDRAFOR		DAWLO
	AGORDOE		DZOGADZE
	AGORNU-KPORKPLOTE		DZRAKATE
	AGORWEME DUGA		DZUEPE/ATSIAME
	AGORWEME-HOMADZIKOPE		FIATO/LEKETE/NYIDIKUKOPE
	AGOVE		FIATO-GAMORKOPE
	AHLIHADZI		GEFIA
	AKATSI		GELIKOPE

	AKEVE DAVORKOPE		GOKUKOPE
	AKUAVE		GORNIKOPE
	ALOKPA		GUIGA
	ALORSEKOPE		GYAVE
	AMEVUVORKOPE		HAVE
	APEYIME		HAVEDZI
	ATIDZIVE		HETORLOGO
	ATSIEKPUI		HODZIKOPE
	AVADRE		HORTI
	KLOKPE		NKPOKOPE
	KPEDATORKOPE		NOGOKPO
	KPEGLOKOPE (ABLORKPO)		NYITAWUTA
	KPELIKOPE		NYOGBORTE-ANYIHEME
	KPODZIVI		NYORGBOR ANYIDZIME
	KPOHE		SAKPAKUKOPE
	KPOTA-KPOHE		SESIME
	KUTSIME ESUSUKOPE		SREMANU
	KWEGBAGA		SUIPEGA
	KWEGBAGLIKPOME		TETEMALE
	LAWUI-APEYIAME		TOGODO
	LAWUI-AVEDZI		TORGBOKOPE
	LIGIKOPE		TORVE
	LIVEGA		TOVI
	LOGAKOPE		TSIEVE
	LOGOTE		TSIGBENE
	LOKOKOPE		TUMAWUKOPE
	LUME-AHUGAKOPE		WLITEY
	LUME-AVETE		WUTE
	MAMEDO		WUXOR
	MONOME-ATIATE		XAVI
	MORYIGA		YALUVI-DZOTSIKOPE
	NGBLEBI		ZUTAGA

Annex 7. Interviews conducted during the field surveys (February and September 2017, September 2018)

No	School	Code in the text	Date	Interviewees
1	A	A20170925PU	25-Sep-17	Primary grade six, 11 Pupils
2	A	A20170925PA	25-Sep-17	12 adults (PTA chairman, SMC chief representative, head of town, PTA executive members (representative of mothers), parents), occupation: 10 out of 12 are farmer, sex (male(seven); female(five)), generation (30s(two), 40s(seven), 50s(two), 60s(one)
3	A	A20170925TC	25-Sep-17	six teachers (male (three), female (three), qualification (government-hired (five), community-hired (one), educational background (Bachelor (two), Diploma (three), Senior High School (one), generation (20s (four), 30s (one), 40s (one))
4	A	A20170925HT	25-Sep-17	Male. Age (48), teaching experience 19 years, Deployed to this school in March 2017, the first schools as the headteacher, educational background (Bachelor)
5	A	A20180919PA	19-Sep-18	12 adults (PTA vice chairman, PTA treasure, SMC executive members. PTA executive members, parents), occupation: all except one trader are farmers, sex (male(seven); female(five))
6	A	A20180919TC	19-Sep-18	Six teachers (male (3) (note: one of them was a vice headteacher but he was promoted to headteacher in the new academic year and transferred to other school, but he was present at the time of interview), female (3) (two of them were not at this school last September)
7	A	A20180919HT	19-Sep-18	Same as in 2017
8	A	A20180924HT	24-Sep-18	Same as in 2017
9	A	A20180924PU	24-Sep-18	Primary grade six, four pupils (two male and two female)
10	B	B20170201HT	1-Feb-17	Three adults: Headmistress, SMC chair, SMC member (former headteacher) Headmistress: Female, Age: 40s, teaching experience: 19 years, deployed to this school as a headteacher in 2012, educational background: Bachelor
12	C	C20170922PA	22-Sep-17	Nine adults: Male (six), female (three); Age: 30s (one), 40s (four), 50s (two), 60s (one), 70s (one), Role description: Unit committee members (two), SMC chairman (one), SMC member (one), PTA chairman (one), town developement comittee chairman (one). parents (three); Occupation: farmer (seven), company employee (one)
11	C	C20170922TC	22-Sep-17	Nine teachers (JHS (three), primary (six); male (six), female (three); Age: 20s (three), 30s (four), 40s (one), 50s (one); educational background: Bachelor (one), Diploma (one), Teacher Training College (one)
13	C	C20170922HT	22-Sep-17	Male, Age: 53, teaching experience 21years, serving as a headteacher of this school since 2013. Educational background: Teacher Training College
14	C	C20170922PU	22-Sep-17	JHS grade one, five pupils
15	D	D20170926PA	26-Sep-17	Three adults: Male (two), female (one); Age: 70s (one), 40s (one), 20s (one); Occupation: farmer (two); Educational background: Middle School Leaving Certificate (currently equivalent to Junior High School) (two) and Senior High School student (one).
16	D	D20170926TC	26-Sep-17	Two teachers. One male teacher (age 46, English language teacher at JHS, educatinal background: Certificate A post secondart); one female teacher (age 23, Primary grade five, educational background: Diploma in Basic education)
17	D	D20170926HT	26-Sep-17	Male, Age 43, teaching experience 18 years, serving as a headteacher of this school since 2014, Educational background: Bachelor.
18	D	D20180920PA	20-Sep-18	Six adults (Sex: male(four), female (two); Occupation: farmer (five), security (one); Role description: parent (one), PTA chairperson (one), SMC chairman (one), PTA executive member (one), SMC executive member (one), former PTA chairman (one).
19	D	D20180920TC	20-Sep-18	Same as in 2017
20	D	D20180920HT	20-Sep-18	Same as in 2017
21	D	D20180920PU	20-Sep-18	JHS grade three, three male and two female pupils

Annex 8. Detailed information about interviewees (As of September 2017)

Interviewees	No	Basic characteristics
School A		
Headteacher	1	Sex: Male, Age: 48, Educational qualification: Bachelor, Working years as teachers: 19 years (since 1998), Posted as headteacher: since 2017
Teachers	5	Sex (Male 3; Female 2), Age (20s 4; 30s 1), Education level (KG 2; Prim 4), Educational qualification (Bachelor 1; Diploma 3; SHS 1)
Community members/guardians	12	Sex (Male 7; Female 5), Age (30s 2; 40s 7; 50s 2; 60s 1), Occupation (Farmer 11; Trader 1), Education background (SHS 2; JHS 2, Prim 3; No school 5), Position (PTA vice chair 1; PTA treasurer 1; SMC (executive) member 1; PTA (executive) member 3; Parent 5)
Pupils	4	Primary grade 6
School B		
Headteacher	1	Sex: Female, Age: 45, Educational qualification: Bachelor, Working years as teachers: 20 years (since 1997), Posted as headteacher: since 2012
Teachers	NA	NA
Community members/guardians	1	SMC chairperson (Details not available)
Pupils	NA	NA

School C		
Headteacher	1	Sex: Male, Age: 53, Educational qualification: Certificate A, Working years as teachers: 31 years (since 1986), Posted as headteacher: since 2013
Teachers	8	Sex (Male 5; Female 3), Age (20s 3; 30s 4; 40s 1), Education level (Prim 5; JHS 3), Educational qualification (Bachelor 1; Diploma 7)
Community members/guardians	9	Sex (Male 5; Female 3), Age (30s 1; 40s 4; 50s 2; 60s 1; 70s 1), Occupation (Farmer 7; Trader 1; Electric Company of Ghana 1), Education background (National Vocational Technical Institute 1; SHS 1; MSLC (JHS) 5; A level 1; No school 1), Position (SMC chairperson 1; SMC (executive) member 1; Town Development chairperson 1; Unit committee member 1; PTA chairperson 1; Parent 3)
Pupils	5	JHS form 1
School D		
Headteacher	1	Sex: Male, Age: 43. Educational qualification: Bachelor, Working years as teacher: 18 years, Posted as heateacher: since 2014
Teachers	2	One male at JHS (age 46, English language teacher, educational qualification Certificate A post secondary). One female at primary (age 23, Primary 5 teacher, educational qualification: Diploma in Basic education)
Parents/Guardians	3	Two parents (one male, age 70 and one female, age 49). Both are farmers and their educational qualifications are MSCE (currently JHS level). The other is 26 years old and a currently SHS student who have younger brother/sister at primary.
Pupils	NA	NA

Annex 9. Research Permission Letters from GES and the agreement with GSS

GHANA EDUCATION SERVICE

In case of reply, the number and date of this letter should be quoted.

My Ref. No GES/D-G/245/17/75

Your Ref. No .....

Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M45
Accra

23 January, 2017

MR. KAZURO SHIBUYA
SPECIALLY APPOINTED ASSOCIATE PROFESSOR
HIROSHIMA UNIVERSITY, JAPAN

Dear Sir,

OBJECTIVE: ACCEPTANCE FOR PREMISSION OF RESEARCH ON PARTICIPATORY SCHOOL-BASED MANAGEMENT

We are pleased to inform you that the GES headquarter accepts your request for the conduct of a research on participatory school-based management with regards to the letter issued on 16th of January, 2017.

We will make the necessary arrangement to support your research as you requested.

Yours faithfully,

JAC OB. A.M. KOR
DIRECTOR-GENERAL

cc: Director
Basic Education Division
GES headquarter

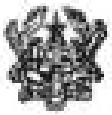
Director
Curriculum Division
GES headquarter

Regional Director
GES Regional office
Volta region

District Director
GES District office
Akatsi South District

GHANA EDUCATION SERVICE

In case of reply, the number and date of this letter should be quoted.



Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M45
Accra

My Ref. No **EP/2932/17/00103**

Your Ref. No .....

12 September, 2017

MR. KAZURO SHIBUYA
SPECIALLY APPOINTED ASSOCIATE PROFESSOR
HIROSHIMA UNIVERSITY, JAPAN

Dear Sir,

OBJECTIVE: ACCEPTANCE FOR PERMISSION OF RESEARCH ON PARTICIPATORY SCHOOL-BASED MANAGEMENT

We are pleased to inform you that GES headquarters accepts your request for the conduct of a research on participatory school-based management with regards to the letter issued on 16th August 2017.

We will make the necessary arrangement to support your research as you requested.

Yours faithfully,

MARGARET OKAI (MRS)
Ag. DIVISIONAL DIRECTOR

For: DIRECTOR GENERAL

cc: Regional Director
GES Regional office
Volta Region

District Director
GES District office
Akatsi South District

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted

My Ref. GES/DG/245/18/143

Tel: 0302673957

Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P. O. Box M.45
Accra

3rd September, 2018

MR. KAZUTHIRO SHIBUYA
SPECIALLY APPOINTED ASSOCIATE PROFESSOR
HIROSHIMA UNIVERSITY
JAPAN

Dear Sir

OBJECTIVE: ACCEPTANCE FOR PERMISSION OF RESEARCH ON PARTICIPATORY SCHOOL-BASED MANAGEMENT

We are pleased to inform you that the GES headquarter accepts your request for the conduct of a research on participatory school-based management with regards to the letter issued on 17th August, 2018.

We will make the necessary arrangement to support your research as you requested.

Yours faithfully,

PROF. KWASI OPOKU-AMANKWA
DIRECTOR-GENERAL

cc: The Chief Director, MoE, Accra
The Chairman, GES Council, Accra
The Deputy Director-General, GES, Accra
The Ag. Director Basic Education Division, GES, Accra
The Regional Director of Education, Volta Region
The District Director of Education Akatsi South, Volta Region

AGREEMENT

BETWEEN

THE GHANA STATISTICAL SERVICE

AND

KAZURO SHIBUYA

Person(s) Requesting Data:	KAZURO SHIBUYA.
Institutional Affiliation:	Graduate School of International Cooperation, Hiroshima University, Japan
Business Address:	1-5-1, Kagamiyama, Higashi-Hiroshima, Hiroshima, 739-8529, JAPAN
E-Mail Address:	kshibuya@hiroshima-u.ac.jp
Phone Number :	+81-82-424-6922
Purpose of Data Request: (Attach copy of Study Outline):	To understand social economic status by community within the Akatsi South
Dataset(s) Requested	1) Electric or hard copy of the Population and Housing Census District Analytical Report in Akatsi South issued in 2014 or most updated 2) Raw data sorted by community in the following aspects (highest level of education, employed population 15 years old and older by industry and occupation, economic activity status, and population 15 years and older by activity status, and income (if any) in the above mentioned report 3) Updated poverty mapping data by community within Akatsi South (poverty incidence, estimated number of poor persons, poverty depth, and poverty inequality)

Conditions for Release of Data:

1. The data shall not be used for any other purpose than the above specified request.
2. The data shall not be copied or released to any other person or organization, directly or indirectly, without the written consent of the Government Statistician or her representative.
3. Three draft copies of any ended publication arising from the data shall be submitted to the Government Statistician for the study and comments of the Ghana Statistical Service.
4. Any publication from the data shall acknowledge the contribution of the Ghana Statistical Service.
5. The data shall be used for the purpose of research and data analysis to further understanding about the economy, society and people of Ghana and in the advancement of science.
6. Every effort shall be made to collaborate with professional staff of the Ghana Statistical Service or other Ghanaians in the analysis of the data.
7. All costs involved in making the data available shall be borne by the Requester.

I/We agree that all data released under this agreement are confidential and remain the property of the Ghana Statistical Service. I/We undertake to observe the terms and conditions specified above, knowing that if I/We default, necessary legal action may be taken against me/us.

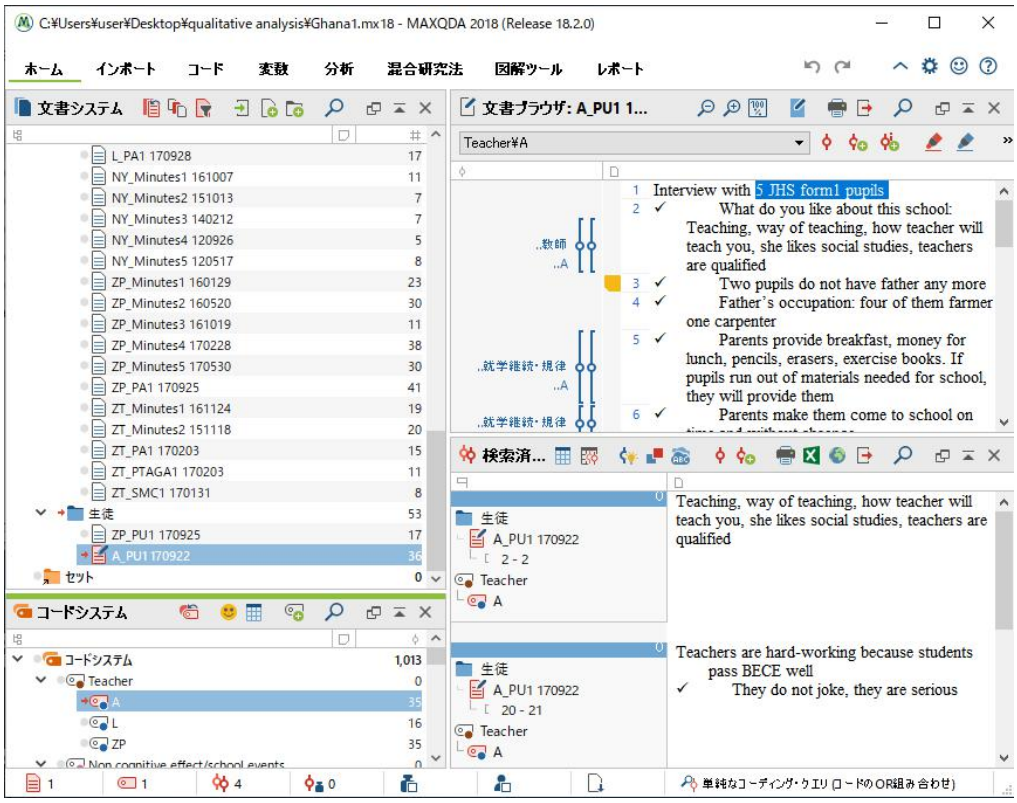
Signature:	渋谷和明	Signature:	
Name:	KAZURO SHIBUYA	Name:	MR BAAH WADIEH AG. GOVERNMENT STATISTICIAN
Date:	Sep, 25, 2017	Date:	26/09/17
	PERSON(S) REQUESTING DATA		GHANA STATISTICAL SERVICE

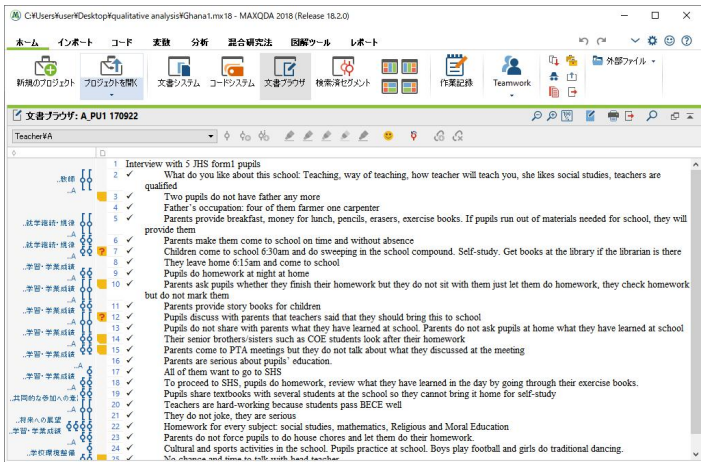
Annex 10. Records of SMC or PTA executive or general meeting minutes

No	School	Code in the text	Date	Meeting title
1	A	A20160520	2015/5/20	CTA (Community, Teachers Association) meeting for the term three
2	A	A20160129	2016/1/29	CTA (Community, Teachers Association) general meeting
3	A	A20161019	2016/10/19	CTA (Community, Teachers Association) meeting for the first term in 2016/2017 academic year
4	A	A20170228	2017/2/28	CTA (Community, Teachers Association) meeting
5	A	A20170530	2017/5/30	CTA (Community, Teachers Association) meeting
6	A	A20170928	2017/9/28	CTA meeting
7	A	A201802	2018/2/1	CTA meeting
8	A	A20180518	2018/5/18	CTA meeting
9	B	B20120517	2012/5/17	3rd term PTA general meeting
10	B	B20120926	2012/9/26	1st term PTA general meeting
11	B	B20140212	2014/2/12	2nd term PTA general meeting
12	B	B20151013	2015/10/13	1st term PTA general meeting
13	B	B20161007	2016/10/7	1st term PTA general meeting
14	C	C20161111	2016/11/11	SMC/PTA general meeting
15	C	C20170724	July 24, 2016 or 2017 (the year is not visible, thus it is the author's guess)	PTA general meeting
16	D	D20110811	2011/8/11	PTA general meeting
17	D	D20131031	2013/10/31	PTA general meeting
18	D	D20140604	2014/6/4	PTA general meeting
19	D	D20141119	2014/11/19	PTA general meeting
20	D	D20150611	2015/6/11	PTA general meeting (to be assumed)
21	D	D20151029	2015/10/29	PTA meeting
22	D	D20160226	2016/2/26	PTA meeting
23	D	D20160609	2016/6/9	PTA meeting
24	D	D20161011	2016/10/11	PTA/SMC executive meeting

Annex 11: Screenshots from primary documents coded in MAXQDA18

The first figure, upper left: a list of documentary data including SMC/PTA general and/or executive meeting minutes and interview transcripts, upper right: document browser of activated documents,lower right: coding system (a list of codes), upper right: retrieved scripts by coding system. The second figure shows how each document is coded by coding system)





Annex 12. Descriptive statistics and correlation table

	Obs	M	SD	1	2	3	4	5	6	7	8	9
1.BECE mean aggrigate (2017)	39	33.12	6.47		-3.19	-.413 *	-.472	-.263	-.222	-.471 **	-.095	-.146
2.Enrollment (Primary section) in 2016	78	147.10	112.69	-.319		.525 **	.503 **	.079	-.177	.095	.132	.215
3. SES composite	50	0	1.000	-.413 *	.525 **		.385	.089	-.072	.164	.053	.133
4. Collective participation composite	36	0	1.000	-.472	.503 **	.385		.227	.372 *	.300	.056	.195
5. Relational trust composite	84	0	1.000	-.263	.079	.089	.227		.802 **	.798 **	.845 **	.812 **
6.School communities-school relational trust	85	10.80	2.25	-.222	-.177	-.072	.372 *	.802 **		.651 **	.506 **	.475 **
7.Teacher-parent relational trust	85	9.62	2.53	-.471 **	.095	.164	.300	.798 **	.651 **		.512 **	.470 **
8.Headteacher-teacher relational trust	84	12.36	2.4	-.095	.132	.053	.056	.845 **	.506 **	.512 **		.717 **
9.Teacher-teacher relational trust	85	3.41	0.38	-.146	.215	.133	.195	.812 **	.475 **	.470 **	.717 **	

Note ** p<0.01
* p<0.05

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