

UNIVERSITY OF EDUCATION, WINNEBA

**SCHOOL-COMMUNITY COLLABORATION IN THE
ADMINISTRATION OF BASIC SCHOOLS IN DUNKWA-ON-OFFIN
MUNICIPALITY OF THE CENTRAL REGION OF GHANA**



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UNIVERSITY OF EDUCATION, WINNEBA

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CENTRAL REGION OF GHANA**



**A Thesis in the Department of Educational Administration and Management,
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Graduate Studies, in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
In the University of Education, Winneba**

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DECLARATION

Student's Declaration

I, Nicholas Amoakwa, declare that this thesis, except quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole, for another degree in this University or else elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work were supervised by the guidelines for supervision of the thesis as laid down by the University of Education, Winneba.

Name of Supervisor: Dr Edison Pajibo, (PhD)

Signature:

Date:

DEDICATION

To my parents and my classmates.



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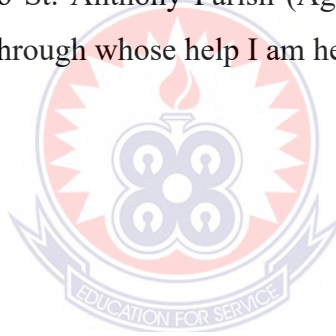


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GLOSSARY

ESP: Education Strategy Plan

USAID: United State Agency for International Development

JICA: Japan International Cooperation

NGOs: Non-Governmental Organizations

ADRA: Adventist Development Relief Agency

CRA: Catholic Relief Agency

GES: Ghana Education Service

SMC: School Management Committees

PTA: Parent–teacher association



ABSTRACT

School-community collaboration focuses on improving quality through the localization of education delivery. It refers to the global trends of enhancing the quality of instruction, strengthening and decentralizing decision-making, and mobilizing local resources for sustaining improvements. The purpose of the study was to explore school-community collaboration in the administration of basic schools in Dunkwa On-Offin. The research paradigm used was interpretivist and a qualitative approach was used. The exploratory research design was embraced and it helped answer every one of the sorts of exploration questions that were presented in this investigation. The study was conducted in Dunkwa On-Offin Municipality. schools within Dunkwa On-Offin Municipality as the target population. A purposive sampling technique was used for the selection of the teaching staff, non-teaching staff, education officers, PTA, and assembly members from the community. Thematic and content analysis were used to analyze the data collected. The following were revealed in the study: there is the establishment of the existence of school-community collaborations; The challenges to school-community collaboration comprise absenteeism, arguments or oppositions during meetings, financial constraints, low value of education, delays or refusals of call-ups and PTA meetings, free education being propagated by the government and the use of mobile phones by students despite making parents aware they are prohibited. The students and their teachers suffered from the misgivings of the community, and school collaboration was also revealed, and respondents saw the need to improve school-community collaboration. It is, therefore, important for major stakeholders (government, GES, PTA, etc.) to embrace school-community collaboration for effective and efficient school administration of basic schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education has generally been the process by which society deliberately or inadvertently, consciously or unconsciously transmits its accumulated knowledge, skills and values, habits, and attitudes from one generation to another. The primary aim of the school is to provide holistic education to people. Education increases the capacity of people to realize their vision of society into operational realities, enabling them to become self-motivating agents of social change and serve the best interests of the community. For this reason, education is considered the primary agent of transformation towards sustainable development. In this regard governance in school ought to be taken up by not only the school administration but also the community. Thus, empowering local authorities must go hand in hand with local government empowering citizens and neighbourhoods (Hargreaves, 2003).

Implicitly, it means more opportunities for individuals to have influence and choice over what, where, when and by whom a service is provided regarding all issues that revolve around them. School-community collaboration focuses on improving quality through the localization of education delivery. It refers to the global trends of enhancing the quality of instruction, strengthening and decentralizing decision-making, and mobilizing local resources for sustaining improvements (Caldwell, 2005).

Several articles have been written discussing school-community collaboration in administration of schools. Bekoe, Quartey and Teye (2013) in their article that

focused on Assessing Community in Promoting Basic Education pointed out that the contribution of a community towards the improvement of the school is generally low and recommended the sensitization of community members on the need for education, especially girl-child education, which should be done on a regular basis as well as the setting of award schemes for better-performing teachers, good students and better performing-girls in the school. Bekoe, Quartey and Teye (2013) focused on how the community could be sensitized to appreciate the importance of education and especially, Girl-Child education.

Wang, Lai and Wang (2016) examined active community-school collaborative classes using sociocultural constructivist approaches over an academic year in an early childhood institute in Taiwan. Their Findings suggested that teachers' positive teaching impacts resulted from involvement, instant feedback, and productive teaching resources with community engagement. And a community's positive impacts resulted from active engagement, community-school collaboration and contribution to community activities.

Olowo, Adebola, Fashiku and Alabi. (2019) opined that a community's role in secondary schools is very fundamental for the development of education. Mutual cooperation between schools and the community is very significant for the ultimate goals of education to be realized. They pointed to a survey done to determine the roles of community in the administration of secondary schools in Ekiti State, Nigeria with regards to provision of material, financial support, staff welfare and their relationship with the schools. This implies that a proper awareness and orientation of the community members on their roles in the administration of school is pertinent. In the

face of free basic education in Ghana where the government does almost everything what then will be the role of the community in the administration of basic school?

Ahiabor (2017), who investigated the extent to which communities in the Gomoa East District participated in improving basic education delivery, looked at the activities that communities perform and the extent to which they engage in those activities to improve access, infrastructure development and academic performance, as well as ensuring effective monitoring and supervision. The community will be able to enforce proper supervision and monitoring when they contribute financially to the administration.

Sofoluwe and Akinsolu (2015) examined community participation in quality assurance as a catalyst in enhancing quality and equity towards the attainment of Education for All (EFA) and Millennium Development Goals (MDGs) in the Nigerian Education Sector. They opined that effective good governance concerning community participation can affect basic education access and quality since having basic education does not guarantee that all children will be enrolled in school, nor does it ensure that those who are enrolled will receive quality education. Ginsburg, Haugen, Lokong and Ong'uti (2017) examined an initiative by the USAID-funded Room to Learn South Sudan project (2013 to 2016) to encourage and enable community participation in improving education access, quality and safety. Project staff engaged parents and teachers as well as women, youth, and other community members in developing and implementing school improvement plans. These plans were informed by their participation in a "good school" visioning exercise; their interpretation of data on measures of access, quality, and safety; and their appraising of community assets that could contribute to implementing school improvement plan.

Dove (2018) explored how families' sense of connectedness to the school community relates to their participation in school activities and events. A sample of 218 parents from kindergarten to fifth-grade students, completed surveys addressing their feelings of being connected to their child's school community and participation practices within the child's school. The authors, as a result of the survey, predicted a positive correlation between a sense of connectedness to a school community and family participation in school activities and events.

Donkor and Waek (2018) investigated the extent of community members' involvement in school activities to enhance teacher attendance in the East Mamprusi District of Northern Ghana. According to the study, although the level of community involvement in the activities of the schools was encouraging it had limited influence on teacher attendance. Characteristics such as age, gender, ethnicity, language, wealth, weak democracy, illiteracy, work and time served as barriers to community involvement in monitoring teacher attendance. Their study recommended the training or sensitization of SMC and PTA executives as well as community members on their rights and privileges as they get involved in school activities, especially monitoring of teachers' attendance. In addition, they should be equipped with the skills and knowledge to exercise their duties and responsibilities.

The Government of Ghana has tried in various ways to show its commitment towards the achievement of Universal Primary Education (MDG 2) by ensuring that all children of primary school age enrol in school. The government has shown this commitment through policy directives and interventions like the Education Strategy Plan (ESP) for 2003-2015, thana shared Growth and Poverty Reduction Strategy, the Free Compulsory Universal Basic Education Programme and the 1992 Constitution of

Ghana. Strategies adopted to operationalize the policies include the introduction of the Capitation Grant (School Fee Abolition), expansion of Early Childhood Development Services, promotion of measures to improve Gender Parity in primary schools, and the introduction of Nutrition and School Feeding Programmes. These measures have led to improvement in various key indicators in education in recent years, notably, Gross Enrollment Rates, Gender Parity Index, Net Enrolment Rate and Net Admission Rate.

The government of Ghana has always partnered with development partners such as the United State Agency for International Development (USAID) and Japan International Cooperation (JICA), Non-Governmental Organizations (NGOs) such as Adventist Development Relief Agency (ADRA) and Catholic Relief Agency (CRA). The District Assemblies and local community groups including parents, traditional authorities, philanthropists, Old Students and Religious Bodies also play their part in supporting education. With the taking over of the full funding of basic education by the government the role of parents and non-government organizations becomes a mirage. The Ghana Education Service (GES)) opines that the objective of the Education Act 778, is to provide the establishment of an educational system intended to produce well-balanced individuals with the requisite knowledge, skills, values, aptitudes and attitudes to become functional and productive citizens for the total development and democratic advancement of the Nation, (Shibuya, 2020)

Currently, school-community collaboration in Ghanaian basic schools is via the school PTA's platform, School Management Committees (SMC) and the entire community. It must be noted that shared responsibility is a powerful tool for improving schools and by bringing teachers, parents and families together, there will

be less blame game in children's education. The government, through the Ministry of Education, has ordered that there should not be payment of any contribution to the administration of the Junior High School. Therefore, contributions such as PTA dues, extra class fees, et cetera are prohibited, (Weak, 2017). Undoubtedly, the government being the major stakeholder in education, has difficulties providing every educational need and, therefore, stands to gain immensely when communities take part in school administration

1.2 Theoretical Framework

The theoretical framework of a study is the structure that can hold or support a theory of a particular research study (Kivunja, 2018). The theoretical framework introduces and describes the theory that explains why the research problem under study exists. This study utilized the Epstein Framework Theory, Social Network Theory, and Social Capital Theory to explain the theoretical relationships between the variables in the study. These theories are considered appropriate for this study because of their theoretical relatedness to the variables under consideration in the study.

Epstein's Framework of Six Types of Involvement is one of the most influential models in the field of education, family, and community involvement. The main tenant of the framework is to create such partnerships to help all youngsters succeed in school and later in life. Epstein outlines how parents, communities and other stakeholders play a role in the success of education and the school as a whole. There is a need for parents to become key stakeholders in the decision-making issues that bother the school. This includes improving recruitment, training, activities, and schedules to involve families as volunteers and as audiences at the school or in other locations, (Griffin & Steen, 2010).

There should be coordinated resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities. O'Callaghan (2020) reported that the most effective school-family-community collaboration is those that have the greatest positive influence on a student's social, emotional, cognitive and educational development and thriving. Involvement in this aspect makes basic education administration easier since children feel school work is not cut off from their family priorities and that studying in school is something that forms an integral part of the family. The theory does not only explain parental collaboration in schools administration but also parental involvement in their children's education. Stein (2009) intimates that family or community involvement create better outcomes like a reward for students who perform well which as result creates a sense of seriousness among students to always aim at the good. This makes basic education delivery better since students crave to study so that they might attain excellence and get the reward that accompanies it.

In conclusion, though this framework might have its criticisms its adaptation, application and relevance in this study cannot be underestimated. The theory does not only explain parental collaboration in school administration but also outlines how the community as a whole should collaborate in a community school to help bring out the best in the schools. This means that there is a need to create links and connections in the community to form social networks. Parents, teachers, and community members should come together to foster a holistic education for their children.

Social network theory is focused on the role of social relationships in transmitting information, channelling personal or media influence, and enabling attitudinal

behavioural change. In the late 1890s, both Emile Durkheim and Ferdinand Tonnies foreshadowed the idea of social networks in their theories and research of social groups. Developments in the field were seen in the 1930s by groups in psychology, anthropology, and mathematics working independently. The basic tenet of the Social Network Theory emphasizes the significance of social relationships in information transmission and facilitating attitudinal or behavioural change. In social structures, actors represent different social units (discrete individual or collective) such as students, parents, groups, organizations, communities or nations, (Liu, Sidhu, Beacom, & Valente, 2017; Claywell, 2021; Hai-Jew, 2019)

The use of the term actor(s) in social structure connotes the role that social units play in a large social system. In socio-centric networks, each node in the network is connected to all close friends in the community. For instance, an association exist among members of a church, or children in a classroom, teachers in a school. In open-system networks, the boundary lines are not clearly defined. This may be represented in the form of influencers such as opinion leaders, Parents Teacher's Associations, Headteachers and other groups that may have a say in the decisions of the school and community at large, (Tonnies, 1957; Hogan, 2009; Kilduff, Chiaburu, & Menges, 2010; Claywell 2021).

Harrington (2014) pointed out some strengths including its usefulness in the study of large groups such as schools and communities and understanding how their members relate to each other. He also pointed out that the theory was difficult to scientifically replicate and that interpreting relationships/ties could also be subjective. The emphasis is not on members of the community just knowing each other but on how members interact and how strong or weak the relationships are. Williams and

Durrance (2008) opined that if networks were just a list of close friends or the people one works with, there would be nothing to study. These connections, called relationships or ties, are at the heart of what social scientists seek to understand. The social network theory is used in this study to explain how members of the community are connected and how the entire community also relates to the schools. The theory shows how a small change in one area can hugely impact the overall network. When a change is initiated at the node level, the change moves first from the node, along its ties to the various connected relationships, before being pushed out to additional nodes and their relationships, creating a change throughout the entire social network. This implies that a change in the individuals, as well as the entire community, can affect changes affecting the school. Therefore, it is very critical that communities are involved in the development and decision-making of the schools. For the schools to develop, the effort and participation of the community cannot be overlooked or underestimated. There is a need for both tangible and intangible resources from the community. When there are tangible resources including public spaces such as land for the expansion and development of the school, structures and infrastructure as well as intangible resources including people, human capital, intellectuals and artisans, it could be said that there is social capital.

Kenton (2019) defined social capital as a positive product of human interaction. It can be used to describe the contribution to a community's success that can be attributed to personal relationships and networks, both within and outside the community. Social Capital Theory means that the community needs the school to complete it in terms of its products. The community and the school, utilizing resources like learning materials

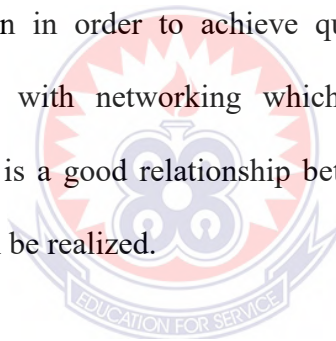
would have a positive impact and achieve great goals. Community-school collaboration could either be beneficial to stakeholders in terms of mobilizing resources and using them, or it could be to the disadvantage of both based on the good ties or bad ties that exist between them.

Social Capital Theory centres on the proposition that people's social networks are a valuable asset. In the case of school administration, an extension of the administration body to include the community is well appreciated since the community has equal rights in ensuring the good of the school. In partnership working, both the number of contacts in a network and the quality of such connections in terms of power and trustworthiness of the actors involved are vital components. Social capital has been widely criticized, mostly for its ambiguity and variability. The main criticisms of social capital theory are that it is not social, not capital, and not a theory. It renders most critiques both valid and invalid depending on theoretical perspectives, (Putnam, 2000; Baron, Field & Schuller, 2000; Tzanakis, 2013; Malecki, 2012).

A social capital theory like all other theories has its fair share of criticisms. Social capital has been widely criticized, mostly for its ambiguity and variability. Social capital seems almost immune to criticism. Its theoretical ambiguity and variability remain a problem for its rigorous application but also act as an antidote to criticism. It renders most critiques both valid and invalid depending on theoretical perspective (Fine, 2002). Unfortunately, social capital literature is marred by 'vulgar scholarship' where authors have used the concept without sufficient consideration of its theory and have failed to understand and account for its inherent complexity. In addition, it has been claimed that it is impossible to measure, that problems of circularity make it a tautology, and that the possibility for positive or negative outcomes makes it context-

dependent (Haynes, 2009). The main criticisms of the social capital theory are that it is not social, not capital, and not a theory. This doesn't leave the concept with much substance, leading some authors to describe the concept as "fundamentally flawed" (Fine, 2002). However, notwithstanding these criticisms, it is still very applicable in many instances and thus very useful in this study. This theory is important for the study of school-community collaboration where the achievement of common goals depends on the spirit of collective working in which its status is doubtful. Parents, teachers and community members ought to join hands to protect the limited resources for effective and efficient usage.

In all, the three theories denote that there should be collaboration in school-community administration in order to achieve quality education. Involvement or collaboration cannot go with networking which builds a relationship between stakeholders. Once there is a good relationship between stakeholders' social capital which is development can be realized.



1.3 Statement of the problem

Community support must become the heart of any school improvement effort. Whatever else is involved in improving teaching, developing sensible curriculum, creating new forms of governance, providing more authentic assessment, empowering teachers and parents, and increasing professionalism must rest on a foundation of community collaboration. Successful community collaboration depends, in large measure, on what each school defines for its own life and creating for itself its practice of schooling (Omolo, Simatwa, & Otara, 2019). School-community collaboration in education has existed for quite some time now and most communities have played active roles when it comes to school management. However, there has

always been the need for greater understanding of the nature and various forms school-community collaboration which has been expressed especially at the basic level and the challenges encountered making the collaboration very effective through school-community specific strategies. Bekoe, Quartey and Teye (2013) stated that until the middle of the Twentieth century, responsibility for providing educational facilities for children rested more with the community. However, in recent times individuals seem to focus on themselves, thus leaving out the aspect of involving in communal activities and contributing their quota for the development of the schools in the communities.

School-community collaboration in the provision of quality education is gaining more ground because it ensures a sense of belongingness and ownership of the educational facility. Until the government of Ghana's policy prohibiting parents from contributing financially to support the schools, the community provided infrastructure, effective monitoring and supervision. The 2003 Education Strategic Plan (ESP) introduced by the Ministry of Education was one such initiatives. Under the participatory approach to education planning initiative, stakeholders such as School Management Committees, Parent Teacher Associations (SMC/PTAs), Municipal /District Assemblies (MDA), and Unit Committees were to be active participants in the administration of basic schools, (Darvas, & Balwanz, 2013).

The researcher visited some PTA meetings in the Dunkwa On-Offin municipality and observed community members facing challenges with payment of dues for infrastructural development and some posting that the teachers do not respect community members and do not

Spencer, Nolan, Ford and Rochester (1989) highlight that schools were formed by society, within society and for society so that through its children, society will retain its identity and viability. According to Spencer, Nolan, Ford and Rochester (1989), school enhances the interaction between a society's communities and its teaching-learning institutions. Hence, effective education is a function of community and school interaction and therefore there is the need to assess the collaboration that exists between the community and the schools.

Furthermore, the free basic school policy has led to increasing in the demand for education which is a necessity for the establishment of many schools and the expansion of the existing ones. This trend has grown to an extent that government of Ghana has been unable to single-handedly provide quality education to all those who demand it due to financial implications (Opoku, 2016). According to some headmasters in Dunkwa-On-Offin Municipality, the government has to invite the community members to participate actively in running basic schools, especially in the area of providing and supporting educational services. Broadbent and Cacciattolo (2013), asserted that schools exist in the heart of each community and school-community links are beneficial. A school is a social institution responsible for promoting social interests and it is the responsibility of communities to look after the school in terms of buildings and furniture, providing direction, in recruiting volunteers to help at school functions, mentorship functions and a sense of stability. This makes School-Community collaboration in the administration of basic schools a very critical area to look into.

The sudden and continuous increase in the basic school population has led to the inadequacy of facilities and equipment in many Basic Schools within Dunkwa-On-Offin Municipality. It is a fact that for the goals and objectives of the school systems

to be achieved, funds and facilities are required for executing various activities of the schools' programmes. Some community members seem not to acknowledge this concept since they think that now everything is free. The researcher visited some schools within Dunkwa-On-Offin Municipality and observed that the majority of schools lacked adequate infrastructure such as good classrooms, libraries and computer laboratories. Nonetheless, a look at many basic schools in Dunkwa-On-Offin Municipality reveals how members of communities generally fold their arms waiting for the government to provide and maintain infrastructure, supply stationeries and meet the current expenditure needed for basic education.

More so, there is little or no literature on school-community collaboration in Dunkwa-On-Offin Municipality. Much of the literature on school-community collaboration so far reviewed are from different parts of the world and few ones done in Ghana, (Bekoe, Quarrytey & Teye, 2013; Wang, Lai & Wang, 2016; Olowo, Adebola & Fashiku, 2019; Sofoluwe & Akinsolu, 2015; Omolo, Simatwa, & Otara, 2019; Darvas, & Balwanz, 2013, Spencer, Nolan, Ford and Rochester (1989); Broadbent & Cacciattolo, 2013) but not at Dunkwa-On-Offin Municipality as discussed in the background of the study. It should be noted that school-community collaboration in education has existed for quite some time now and most communities have played active roles when it comes to school management. The literature (Opoku, 2016) seems to suggest that because the school and the community are intertwined entities, non-collaboration of the two will impede any development of both especially the school. It will lead to apathy among teachers and parents alike and bring truancy among students. In view of the consequences that looms due to the non-collaboration, the inquiry is made as to whether there is semblance of non-collaboration between the school and the community in the Dunkwa On Offin and if it exist, what form has it

taken and what are the consequences encountered. This is an issue of concern because it is only through the collaboration of the school with the community that basic schools in Dunkwa-On-Offin Municipality could be improved. Consequently, this study explores school-community collaboration in the administration of basic school education in Dunkwa-On-Offin Municipality

1.4 Purpose of the study

The study sought to explore school-community collaboration in administration and to find strategies for improving school-community collaboration of Junior High schools in Dunkwa On-Offin Municipality.

1.5 Research Objectives

The study sought to:

1. To determine the nature of school-community collaboration in the administration of Junior High schools in the Dunkwa-On- Offin Municipality.
2. To explore the challenges in school-community collaboration in the administration of Junior High schools in Dunkwa-On- Offin Municipality.
3. To assess how the challenges relating to school-community collaboration influence teaching and learning in the administration of Junior High schools in the Dunkwa-On-Offin Municipality.
4. To explore strategies for improving school-community collaboration of Junior High schools in the Dunkwa-On-Offin Municipality.

1.6 Research Questions

The following research questions were formulated to guide the study:

1. What is the nature of school-community collaboration in the administration of Junior High schools in Dunkwa-On-Offin Municipality?

2. How is school-community collaboration challenged in the administration of the Junior High schools in the Dunkwa-On-Offin Municipality?
3. How do the challenges relating to school-community collaboration influence teaching and learning in Junior High schools in the Dunkwa-On-Offin Municipality?
4. What strategies are needed in improving school-community collaboration in Junior High schools in the Dunkwa-On-Offin Municipality?

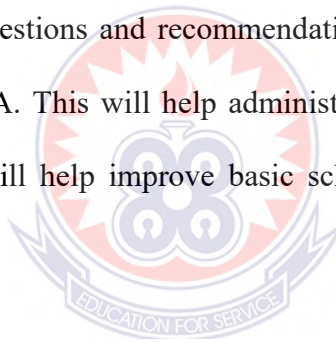
1.7 Significance of the study

The significance of this research comprises three main areas, which include: practical, theoretical and methodological significance. Practically, the research is relevant to users of research findings such as students, policymakers (government agencies such as GES), professionals, researchers/ scholars and stakeholders. School-community collaboration has the potential of generating community ownership of schools, democracy in school governance, accountability of teachers, trust and overall performance of schools in various ways especially where the level of participation is high, (Somprach, Tang, & Popoonsak, 2017). Consequently, the findings from the study highlight the current collaboration that exists between schools and communities in the Dunkwa-On-Offin Municipality.

Furthermore, an effective school-community collaboration offers several potential benefits to both the individual and the organization. It is important, therefore, that the challenges that it poses during the process need to be identified and addressed. The benefit of school-community collaboration in the administration of basic cannot be overlooked. Catapulted on the role of the community in the administration of the JHS,

the research then explored school-community collaboration in the administration of JHS in Dunkwa-On Offin Municipality.

The findings of this research contribute significantly to the body of knowledge in the field of school and community collaboration. This will strengthen the effective and efficient community's role in the administration of JHS. Again, it serves as a reference document for scholars and academicians to gather information the scholarly work. To policymakers such as the ministry of health, the findings of this research will be used to formulate policies on the best ways the school can co-exist with the community. The results of the study could be relied upon to improve the quality of support services provided to teaching and learning in basic schools. The study also came up with some suggestions and recommendations to the administrators such as the headteachers and PTA. This will help administrators to take good decisions and identify strategies that will help improve basic school administration for a holistic education of the students.



1.9 Delimitation of the study

The study was delimited geographically to schools in the Dunkwa On-Offin Municipality namely; Boa Amponsem JHS, St. James Boys JHS, St. Mary's girl's JHS and Ahomadyia JHS. Furthermore, the study was delimited to the nature of school community; challenges faced by school-community collaboration; how the challenges influence teaching and learning and ways of improving school-community collaboration in Junior High School in the Dunkwa-On-Offin Municipality.

1.10 Operational definition of terms

School-community – the totality of everything that has a direct or indirect influence on the school or holistic training of students. They include teaching staff, non-teaching staff, PTA executives, parents, chiefs, assembly members and education officers.

School-community collaboration – the process of the school and the community coming together to enhance effective and efficient education of students.

1.11 Organization of the study

The study is organized into five (5) chapters. The first chapter dealt with the introduction which gives an insight into the background of the study, theoretical framework, statement of the problem, the purpose of the study and the research questions which serves as a guide to the study. It also considered the significance of the study and the delimitation, operational definitions and organization of the study. Chapter Two focused on the definition of concepts, philosophy of basic school, concept clarifications, empirical framework, and the summary of the literature review. Chapter Three looked at the methodology. It highlighted on the research: paradigm, approach and design; population, sample size and sampling techniques, instruments and trustworthiness of the study, data collection procedure, data analysis procedure, ethical considerations and positionality of the researcher. Chapter Four considered the analysis of the data collected for the study in relation to the research questions. Chapter Five consisted of the summary, conclusions, recommendations and suggestions made on the topic for future research.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The previous chapter discussed the introduction which included the background of the study, the statement of the problem, the purpose of the study among others. The main purpose of the study was to explore school-community collaboration in the administration of basic schools in Dunkwa On-Offin. This chapter presented the conceptual clarifications, conceptual framework and empirical framework of the study. The review of related literature is structured under various headings to facilitate reading and comprehension:

2.1 Conceptual clarifications

2.1.1 Community

A community is that group of a race of people sharing beliefs that allow a single shared understanding which insensibly incorporates the racial character of the group. Hence, all communities, from tribes to nations, are founded by a particular race with a unique understanding, (Atkinson, 2019). The term community, as Mayo (1994) noted, has been in the English language since 14th century and it is used to refer to the common people who were held together by their poverty and their culture. In the 16th century, the concept expanded from common people to include the quality of having something in common and the sense of common identity with shared characteristics. From 19th century, the term community has become more complex, distinguishing communities in terms of localities, particularly in large and complex industrial societies. Community in that context denoted the people who live in a common geographical area, and share common but diverse interests such as ethnic origin, religion, politics and occupation (Mayo, 1994). This definition embraces three aspects of community: place or locality; interest; and function (Tett, 2010).

The community has been a complex concept which is both criticized for being subtle and for being used ambiguously with contradicting interests to rationalize different politics, policies and practices, (Mayo,1994). The challenging nature of this term is because it is historically positioned within a theoretically contested idea that changes with time, ideology, politics and economics and the forces behind the creation of community life are both complex and difficult to influence, (Crow and Allan, 2014).

In the African context living a communal life, as Marah (2006) argues, is as old as the formation of societies where people were working together in groups such as hunting, farming, harvesting, building and thatching houses as well as solving natural calamities. For example, Majamba (2001) found that in the pre-colonial era in Tanzania, hunting worked within the framework of a communal-based activity. In the olden days as part of community contribution, members of the community could even organize and build schools for the community. The idea of community in terms of 'locality' in this region can also be traced back to the post-colonial era in the 1960s in the struggle for the people's socio-economic well-being. A good example is a Ghanaian philosophy of where people lived in identified villages, worked together and shared the fruits of their labour in a communal manner (Hyden, 2008). The act of communal life in Ghana's villages was intended at organizing people to collectively work together and provide social services as a provision for the poor majority at the lower rural levels (Nyerere, 1968).

However, sociologists such as Ohmae (1991) and Castells (2010) have argued that 'locality' or 'spatiality' is not a feature of contemporary communities because there can be communities based on networks and shared interests, feelings and identity without spatial element, such as in a virtual community where contact is through the

internet and related networks. Yet, looking at the nature of rural communities, also known as ‘traditional communities’ (Delanty, 2003), the locality remains an important feature where social relationships, networks, cohesion, a social web or bond are established for people in a community to live and work together. Beard and Dasgupta (2006) observed that rural communities are more cohesive with a stronger collective identity than urban ones. Although one cannot ignore the effects of micro-communities due to politics, wealth, education differences and extended families within rural communities, the inbuilt cohesive nature of these communities has become an important base of collective organization and facilitates organization for community’s involvement in collective action (Delanty, 2003).

This is very evident as it could be observed in most, if not all, communities in Ghana. In Ghana, there is a popular cliché that when the child is in your stomach then it is yours, but when it comes out it is for everyone. This indicates how cohesive communities are. We live in communities where everybody knows everybody. The school cannot be left out of this cohesiveness. There is a need for a good liaison between the school, the teachers, the students and the entire community. It is from the community that the school came and they are the same teachers, student and members who make the community. Members of the community have roles to play in ensuring the success of the school.

Literature suggests that ‘social contact and relationships’ among individuals are significant aspects for community survival (James, 2003; Pittman, Pittman, Phillips & Cangelosi, 2009). The social contact and relationships that exist in a certain locality define the identity and the sense of belongingness among people in the community (James, 2003). That means there is commonality, interdependence and collective

capacity, which DeRienzo (2007) calls the 'social-web'. Individuals in such a community are entitled to share resources, cultural interests, values, qualities of social cohesion and identification. The shared geographical location involves people in learning to live in terms of an interconnected 'we' rather than an isolated 'I'. 'Learning to live', it is obvious when the shared values of mutual respect, solidarity and understanding are internalized and practiced through a dynamic, holistic and lifelong process, (Alt & Raichel, 2018).

Community therefore, is about localities, networks and identities. This means that whatever kind of networks or social relationships exist among people with certain identities, for effective collective community development, the defined locality (with a specified local social system) is imperative (Davies, 2020). The study of Welsh Rural Villages (James, 2003) revealed that the concept of 'community' has been perceived as a social system with a set of relationships taking place in a specific locality. Thus, people and the ties that bind them in a certain geographical location are crucial to their survival.

Conversely, sometimes even in compactly defined geographic areas, some people or groups may not consider residence in a particular location as making them belong to the community. As Bray (2000) has pointed out, communities are rarely homogenous because of sub-groups which do not always operate in harmony. That could be why Crow and Allan (2004) said that communities are not fixed. The increase of social mobility in modern communities determines the extent of connectedness among people, because of differences in culture, values and leadership. reinforcing this argument, Bray, further states that some communities are united while others are conflictive; some are governed and managed by leaders chosen democratically acting

relatively autonomously from other levels of government; yet, some communities are governed and administered by leaders imposed from above representing central authorities.

The heterogeneous nature of community represents features of most modern or urban communities. The rise of living standards, the economic change in the labour market, freedom and advancement of information communication and technology, growth of manufacturing activities and high population resulting from immigration, all threaten the bonds that existed in rural or tradition communities (Crow & Allan, 1994; Delanty, 2003; Beard & Dasgupta, 2006; Poorthuis, 2018). The search of individuals to make themselves economically and financially dependent has caused many to lose focus on their neighbours. That means communities of today are less bound, which is the essence of the reference of Delanty (2003) to the 'loss of community' with modernization: Contemporary community may be understood as communication community based on new kinds of belonging, which are peculiar to the circumstances of modern life expressed in unstable, fluid, open and highly individualized groups. This loss of community is one thing that is affecting schools in terms of discipline and even academic performance. In those days any adult could discipline any child who misbehaved. However, with the increase in self-centeredness and community loss, students are becoming very undisciplined.

Individuals in today's communities seek to attain belongings than the preservation of boundaries. These communities, according to Mayo (1994), are open to external social networks which in some circumstances free the concept of community from its local roots, because they are subject to political manipulations in search of power, resources and public involvement in the social, political and economic development

of a nation. Communities have now moved from “all for one, one for all” to “each one for himself, God for us all”. Community involvement and participation most especially in the schools and educational settings are therefore very crucial for the development of the schools. An example is that Africans who study their languages in school beyond Junior High School are seen as “academically weak”. Sometimes, a student’s poor performance in English and other subjects is attributed to his/her constant use of the indigenous language (Andoh-Kumi, 1997; Delanty, 2003; (Poorthuis, 2018).

2.1.2 Collaboration

The term collaboration can be interpreted in various ways depending on the context used. Shaffer, Zalewski, and Leveille (2010) noted the different degrees or levels of collaboration and provides seven possible definitions of the term, including: collaboration through the mere use of service. (This implies passive acceptance of decisions made by others); collaboration in the delivery of a service, often as a partner with other actors; collaboration as implementers of delegated powers, and collaboration in real decision-making at every stage, including identification of problems, the study of the feasibility, planning, implementation, and evaluation. Shaffer, Zalewski, and Leveille (2010) further provide some specific activities that involve a high degree of collaboration in a wider development context, which can also be applied in the education sector, including: collecting and analyzing information, defining priorities and setting goals, assessing available resources, deciding on and planning programs, designing strategies to implement these programs and dividing responsibilities among participants, managing programs, monitoring the progress of the programs, and evaluating results and impacts. These are some activities that when the school collaborate with the community would yield good result.

2.1.3 Community collaboration in the administration of basic schools

Community collaboration implies the readiness of both the government and the community to accept responsibilities and activities. It also means that the value of the contribution of each group is practicable. The honest inclusion of community representatives as “partners” in the decision-making process of the schools leads to successful community collaboration (Gross, 2015).

The theory of community collaboration should incorporate a practical implementation strategy (Coburn, Penuel & Geil, 2013). All work on community collaboration has had to address this aspect of collaboration. There has been a series of specific approaches, namely community development, then political empowerment and more recently community management although none of these approaches is self-sufficient. Consequently, the fundamental contradiction, which exists between theory and practice, cannot be dealt with.

Watt (2001) also takes a similar perspective that, to speak of community collaboration in administration of basic schools is nothing new and extraordinary. Communities in Africa have traditionally made significant contribution to basic education; and continue to make significant contributions. In Africa, communities are central to the joint endeavor of education development and education development cannot take place unless communities are at the center of education change- as educators and sources of knowledge, and as partners of governments, civil society organizations, and donors.

Coburn, Penuel, and Geil (2013) suggests that there are three main ways in which “collaboration” is used. First, it is used as a cosmetic label; to make whatever is proposed appear good. Donor agencies and governments require participatory

approaches. Consultants and managers say that they will be used, and that they have been used. The reality has often been top-down in a traditional style. Second, it describes a co-opting practice, to mobilize local labour and reduce costs. Communities contribute their time and effort to self-help projects with some outside assistance. Often this means that they (local people) participate in the project. Third, it is used to describe an empowering process, which enables local people to do their own analysis, to take command, to gain in confidence, and to make their own decisions.

It is argued that some forms of social organization and decision-making methodologies are inter-related and the extent of public collaboration is affected by such issues as the scope and scale of the project, the time constraints attached to it, the purpose (overt or covert) of the participatory programme and the capacity of the community to enter effectively into the planning process (Awotana, Japha, Huchzermeyer & Uduku, 1995). Capacity is a function of many factors not least that of the history of the community since the capabilities of a people are, in reflection of past circumstances. In South Africa, the subjugation of the Black population under the National Party's separatist ideology over a period of some four decades, precluded those citizens in any realistic form of involvement in the decision taking for and of the country.

However, In Ghana, communities have traditionally participated in the provision of basic education but their collaboration used to be limited to the provision of school infrastructure (Baku & Agyeman, 1994).

Generally speaking, the growing use of school-community relationship reflects the recognition that schools, as public institutions supported by state and local tax

revenues, are not only part of and responsible to the communities they serve, but they are also obligated to involve the broader community in important decisions related to the governance, operation, or improvement of the schools. The term school community when used by educators typically refers to the various individuals, groups, businesses, and institutions that invest in the welfare and vitality of a public school and its community, that is, the neighborhoods and municipalities served by the school, (Schafft, 2016). Even though Bray argues that, Community participation in, even control of, education pre-dates public compulsory schooling given that education was historically family- and community- based. Governmental responsibility for education started in the 19th century and became the norm in the mid-20th century – this was often done by taking control of or building on a system that was run by non-state actors (Bray, 2000).

While Bray correctly identifies this practice as an illustration of the long history of partnership in education, it also illustrates decentralized origin of education systems in many countries. Wedam, Quansah and Debrah (2015), also elaborated that in numerous occurrences where the issue of insufficient access to basic education is developed as a political and financial one, decentralization is viewed as the reaction in offering residents expanded freedoms to take an interest in neighborhood dynamic to improve admittance to instruction and makes it an advantageous venture particularly for poor people. It is subsequently evident that awkward nature and incongruities in human furthermore, asset limit in helpless nations can really make decentralization fuel imbalances in the public eye and for that matter educational infrastructure planning.

There is an ongoing debate and publications on “Community involvement”. According to the United Nations Centre for Human Settlements, there is a great deal of misunderstanding of the term “Community Collaboration”. This agency defines community collaboration as “voluntary collaboration” of people or a group from the decision-making stage of a project to its execution stage. These kinds of projects are those that directly impact the well-being of the people especially in low-income areas of society. The concept of community collaboration is not a new phenomenon. It is only given a new impetus as a result of rapid urbanization in developing countries which is now drawing the attention of the international community. It is as a result of this new level of attention that there are controversies on the concepts and their practices. This definition tries to indicate that community collaboration and relationship with schools are on voluntary basis. This implies that members of the community are not obliged to participate or get involved with the activities of the school. However, they could help and support the school when they felt like helping (Wedam, Quansah & Debrah, 2015).

Another definition that is worth noting is that of Schafft (2016), who explained the concept of community collaboration in one instance as how the local government and the community relate to each other. In another instance, it deals with the extent to which the community impacts decisions that affect their wellbeing. Community collaboration entails the involvement of the community in the planning process of the municipality to ensure its results in a meeting of their human needs. Similarly, (Wedam, Quansah, & Debrah, 2015). corroborated this assertion and indicate that community collaboration may be looked at as “the participation of citizens in a wide range of administrative policy-making activities including the determination of levels of service, budget priorities, and the acceptability of physical construction projects in

order to orient government programmes toward community needs, build public support and encourage a sense of cohesiveness within society". This definition implies that community involvement with schools try to put the schools on their toes and make them accountable for the kind of decisions and activities of the school. Oakley and Clayton (2000) opine that community involvement might be a means of empowering individuals to develop their skills and abilities in order to be equipped to make their own decisions in terms of their development, needs and reality. From this conceptualization, it can be concluded that community involvement encompasses the establishment of decision-making bodies that are represented by and accessible to the local communities.

Community collaboration is a platform, where people of every level are encouraged to participate in development activities spontaneously by building awareness on their needs, problems, roles and responsibilities. In the history of education community collaboration is not new. Most of the educationists all over the world seem to argue that school-community collaboration plays a vital role in promoting education in terms of quality and quantity; and it is assumed that community collaboration and empowerment has the potential to make major contribution in educating people and enriching their quality of life ((Usop, Askandar, Langguyuan-Kadtong & Usop, 2013). Prior to discussing the means of community collaboration in administration of basic school, it is vital to look at community is in terms of educational perspective. Communities can be defined by characteristics that members share, such as culture, language, tradition, law, geography, class and race. Community collaboration in education observed as an effective means of promoting education both qualitative and quantitative terms. Bray (1999) presents three different types of communities. The first one is geographical community, (membership is based on residence, such as

village or district). The second type is ethnic, racial and religious communities, (membership is based on ethnic, racial, or religious identification). The third one is communities based on shared family or educational concerns, (parents association and similar bodies that are based on families shared concern for the welfare of students). Education is not limited to the schools alone but also to families, communities, and society.

Several research studies have identified various means of community involvement in education, providing specific ways by which communities can be involved in children's education. Mallik (2016) illustrates various forms of community involvement in education: (a) research data collection, (b) dialogue with policy makers; (c) school management; (d) curriculum design; (e) development of learning materials; and (f) school construction. Hoppers (2006) emphasizes that parent and community support are essential for schools' effectiveness in sub-Saharan Africa. They outlined five categories of parent and community support that are relevant to the area: (1) children come to school prepared to learn; (2) community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; (5) community members and parents assist with instruction. Studies revealed the following as some forms of community involvement that is needed to ensure people's contribution in community educational management.

To get informed: At this stage the community only has a little information about the activities. For example, a basic education implementing organization has decided to open a school in each union. They communicate this decision to the community in a

public meeting. The people come to know that there would be a school in their union (Horton, 2008).

Giving opinion: In this stage the people do not stop consideration; they also give their own opinions. That is, the implementing organization at least attempts to hear the reply from the community. However, though the people have scope to give opinion they have nothing to do in decision making (Horton, (2008). A typical example is school-based management system where final decision rests in the hands of the staff of the school (Carss, 1968).

Consultation: At this point instead of giving comments after hearing the decision; the community is consulted by the implementing organization asking for their advice on the issue. The organization may change their decision based on the suggestions from the community in certain fields. For example, the organization has decided to build an ICT Laboratory, which would be far-away for many learners. During decision, the community raises the problem of communication and suggests opening the laboratory close to the learners (Carss (1968). Here the implementing organization may change their decision to establish it near a location close to the learners, or influence the community with arguments and adhere to their previous decision. That means, though the people are consulted they are not made part in the decision-making process. The implementing organization remains the ultimate authority for decision-making; they are not obliged to accept the suggestions from the community (Carss, 1968).

Participate in providing data: The organization require relevant information and peoples' opinion for planning development activities. They undertake this information collection activity through different process, viz. and filling questionnaire through home visit, interview following set guidelines, quick visit to the area to get a general

overview of the area and direct observation. The community people participate by responding to the questions, helping for visit or observation and supplying information about the situation, problems and on-going development activities to the implementing organization (Watt, 2001). In this case the communication takes place as it is required by their implementing organization. The community provides information only; they do not have any authority to decide (Watt, 2001). In recent work Reinikka and Svensson (provide evidence on the effect of a newspaper campaign initiated by the Ugandan government to boost the ability of schools and parents to monitor local officials' handling of a large school grant program. They find that publishing in the newspaper diversion of primary school funds reduced capture of school funds from 80 percent to 20 percent. However informational campaigns that involve a consistent and replicable intervention, random assignment to intervention, and rigorous evaluation of outcomes are lacking, (Penuel, Fishman, Haugan-Cheng, & Sabelli, 2011)

Periodical functional linkage: In development interventions, working by the people on payment for a limited period does not entail to any permanent relation with the employer. For example, if a few laborers work for construction of a basic education center or a teacher works for teaching; their services are used on payment for particular functional needs. A kind of periodical linkage is developed between the community and the implementing organization basing on these functional needs. The relations do not have longevity (Caldwell & Spinks, 2013).

Developing long-term functional relations: For implementing development activities longer-term practical relations with the local community is required to be established. This is required as long the school remains for the interest of proper

management and maintenance of the school. In this committee or group, local people are organized and they are given certain authority to decide a few things locally, for example, opening schools, closing its operation, selecting of learners, etc. These relations are developed for the program and for the beneficiaries (Bray, 2000).

Establishing organization with external interventions: A traditional way of involving people is organizing groups or associations of them in area; the workers of implementing government organizations work actively in this process. The Government of Ghana has shown enormous commitment to the achievement of its “Education for All” EFA policy through its involvement of community in alleviating poverty. The Growth and Poverty Reduction Strategy for example considered the provision of quality education as key to the development of nation’s human resources, (Akyeampong, 2010).

Participatory decision-making; For implementation of any development program there is a need for understanding or agreement with the people in the community. For example, to set up a school a number of decisions requires to be made, like where it will be established, on whose land and what will be the tuition fee? These decisions can be made in consultation with the people in the locality. The local community can be active in influencing decisions of the implementing organization when they have strong organizational base. Otherwise, the community people cannot do much in decision- making. As a result, their opinion or interest may be affected (Horton, 2008).

Getting organized at own initiative: The community people may bring together and organize certain activities. Here an external agency can influence. However, in a rich poor mixed community the rich people take up leadership and dominate decision

making. They use the poor people for their own interest. Since the control and decision making remains with the selected people, the poor people who are the majority cannot enhance their capacity (Horton, 2008).

In terms decisions infrastructure wise, the poor is always left out since they might contribute less or nothing at all.

Establishing the control and leadership of poor community in project planning

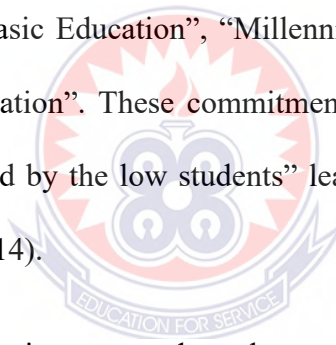
and implementation: The poor people should be made aware of their common needs and interest so that their initiative and leadership towards empowerment would be adhered to. This would facilitate self-reliance and separate organizational strength, (Horton, 2008). They can decide about their own interest, which ultimately leads to increased possibility of protecting their interest. Community involvement, as a result, implies the ensuring of their participation at all levels and showing respect to their decisions, (Horton, 2008). Education, especially basic (primary and lower-secondary) education contributes to poverty reduction by increasing the labor productivity of the poor, by reducing fertility and improving health and by equipping people to participate fully in the economy and society (World Bank, 1995). In the light of the above Nongovernmental organizations have adopted holistic or multi-sectoral approaches in their poverty reduction strategies. These multi-sectoral approaches adopted by NGOs have education as a component of their programmes.

2.2 Philosophy of Basic Education in Ghana

In the findings of Anamuah-Mensah Committee (2002) as presented to government on the Review of Education Reforms in 2002, could be deduced that the education system in Ghana should create well-balanced (intellectually, spiritually, emotionally, physically) individuals with the requisite knowledge, skills, values, aptitudes and

attitudes for self-actualization and for the socio-economic and political transformation of the nation implicitly the education system should aid the country to build a knowledge-based economy to face the wind of social change.

As enshrined in the 1992 Constitution, Ghanaians strongly believe that continuous growth of the economy can be achieved if the delivery of education is improved to produce the workforce needed for development. The government's commitment to education is evidenced in its constitutional mandate for providing universal quality basic education in order to build the human resource base for development. This commitment of government is fulfilled through its Educational Strategic Plans (ESP) and also the country's subscription to the principles of "Education for All", "Free Compulsory Universal Basic Education", "Millennium Development Goals" (MDG) and "child rights to education". These commitments notwithstanding, the education system appears challenged by the low students' learning achievement, especially, at the basic level (Olsen, 2014).



Basic Education in Ghana is structured on the premise that every Ghanaian school-going child should acquire basic literacy, numeracy, problem-solving skills, as well as skills for creativity and healthy living (Education Act 778 of 2008). It is for this reason that the Government of Ghana is committed to providing 11 years of free, compulsory, universal basic education, comprising, two years of kindergarten (four to five-year old's), six years of primary (six- to eleven-year-olds), and three years of junior high school education (12-14-year-olds). These levels of education, according to the basic school curriculum of Ghana (MOE, 2007), are to reflect the learning stages and development of Ghanaian children. According to Anamuah-Mensah (2002), basic education provides the opportunity for children to build the foundation

for lifelong learning and knowledge-based economic and social development. This means that children's education is more comprehensive than what is only learned from the books in the classrooms. The community has an important role to play in instilling community values and culture in the children. The philosophy of basic school will be achieved only when the school and the community collaborate since that will create an enabling environment for holistic education of children.

2.3 Empirical Review

This framework considers what researchers have done concerning the research area in order to discover gaps which needs to be filled. This will comprise: Forms of School Community collaboration; challenges in school-community collaboration in the administration of basic schools; influence of the challenges relating to school-community on teaching and learning and strategies for improving school-community collaboration. The literature below fulfills such demands.

2.3.1 Forms of school community collaboration

Somprach, Tang and Popoonsak (2017) conducted a study on the collaboration between school leadership and professional learning communities in Thailand basic education schools. The purpose of the study was to explore the role of essential leadership styles of school principals in encouraging teachers' participation in professional learning communities (PLCs) in basic schools in northeastern Thailand. The study utilized the quantitative survey design as the main research design. Standard questionnaires were the main instruments employed to collect data from participants. Out of 750 questionnaires distributed, 731 respondents returned. Pearson's correlation coefficient and multiple regression were the statistical tools to analyze the collected data. The findings from the data analysis imply that the nature of

school-community relationship was good as teachers had good relationship with the community. It was concluded that school administration, especially the principals, should encourage and promote teachers to participate more in community activities as this will in turn improve cordial relationship between the school and the community as well as improving students' learning and performance. In terms of lessons learnt in the case of Ghana, it could be posted that teachers should involve themselves in community meetings, durbars, and town traditional meetings to enhance school-community collaboration

Ogundele, Oparinde and Oyewale (2012) also conducted a study on Community-school relations and principals' administrative effectiveness of secondary schools in Kwara state. The main aim of the study was to investigate the relationship between community-school relations and principals' administrative effectiveness of secondary schools in Kwara State in Nigeria. The study employed a correlation survey method as the research design. Stratified random sampling technique was used to select 2000 respondents comprising of principals, vice principals, PTA executives, prefects and representatives of religions bodies. The study employed the Pearson product moment correlation statistics to test all the hypotheses generated for the study at .05 significance level. After the analysis, the findings revealed that high significant collaboration exists between community and principals' administrative effectiveness, school plant provision and maintenance and instructional development of secondary school which suggested school community relation was in a good state. Though the nature of school community collaboration was somehow good, it was recommended that school-based management committee should be set up to foster the school-community collaboration. This collaboration will be in the interest of enhancing school's effectiveness in the State. In the case of applying lessons learnt in Ghana,

school programs should be geared towards involving the community to enumerate a good cordial relationship between school leaders and leaders of the community.

Similarly, Osei-Owusu and Sam (2012) assessed the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong Municipal basic schools. The study adopted a descriptive survey research design. Applying the simple random sampling method, 30 people were selected to participate in the study. Standardized questionnaire was used to collect data from the respondents, validated by the researchers and analyzed by the use of descriptive statistics. The findings indicated that SMCs were ineffective in the monitoring and supervision of head teachers', teachers' and pupils' attendance.

However, though SMC's were not doing enough to assist teachers to improve teaching and learning, they were seen to be very effective in solving school community relations since SMCs were relatively on task on the issue of serving as a vehicle for promoting community collaboration in the provision of quality education. It was thus suggested that much effort is needed to be done by SMCs and the school administration in the Ashanti Mampong Municipal to raise the standard of school community collaboration in the administration of basic schools. The findings served as tools for change of practice of supervision of all stakeholders most especially the community in the quality of teaching and learning in basic schools. Lesson drawn from this survey is that, SMC's should be empowered to provide more methodological processes in the supervision of headteachers and teacher to promote better learning, (Osei-Owusu & Sam, 2012)

Again, Cohen-Vogel, Goldring and Smrekar (2010) conducted a study on the influence of local conditions on social service partnerships, parent involvement, and

community engagement in neighborhood schools at USA (Chicago). The study was aimed at exploring whether and how neighborhood conditions affect school-community arrangements. This study used the cross-sectional survey as the appropriate research design. Standardized instruments were adopted to collect data from participants. In all, Geographic Information System (GIS) mapping software was used to combine health and crime data with data coming from 20 schools in one Southeastern district. Findings from the research analysis showed that the nature of the collaboration and the strategies principals and teachers use to partner with social service organizations, encourage parental involvement, and engage with the community, in particular, were influenced by the conditions of the neighborhood in which schools sit. This implied that the success of the school-community collaboration depended on the type of community the school was situated, (Cohen-Vogel, Goldring & Smrekar, 2010)

Principals of schools located in high liability zones reported spending more time attempting to activate assets and build community capacity than their counterparts whose schools are located in low liability zones. The programs they developed and partnerships they forged, focused largely on providing for children's basic needs (care, clothing, food, health). Principals of schools in low liability zones, however, rarely leave the building to find resources; instead, parents and community members come to them with offers of funds and assistance. Moreover, the funds procured and programs developed in these schools often provide not for children's basic care but for enrichment activities and capital projects (technology, sports fields). Teachers in schools in high liability neighborhoods also reported spending more time communicating with parents and planning activities in the community, (Cohen-Vogel, et al., 2010)

The case of Ghana is not different, as most deprived areas have less community collaboration in schools. This drives the idea that, most community collaboration in schools in area of poverty are mostly infrastructural.

A study done by Asabea (2017) revealed that forms of community participation are related to preparing children for learning and ensuring their regularity, providing financial and material support to the school, communicating with the teachers, school authorities and stakeholders participatory decision making in school development, playing a meaningful role in school governance, providing school building (class room and office) for pupils and teachers, providing data (information) to shape decision making, maintaining long term functional relationship between the school and the community members, establishing organizations with external interventions e.g. P.T.A, S.M.C.; and assisting in school construction and assisting in school management and up keep. Most of the educationists all over the world seem to argue that the community participation plays a vital role in promoting education in terms of quality and quantity; and it is assumed that community participation and empowerment has the potential to make major contribution in educating people and enriching their quality of life, (Cohen-Vogel et al., 2010)

There are different forms of collaboration which exist between school and community. Pawlas (2005, p.27-50) identified six types of school community collaboration:

1. Parenting: Schools and communities relate as parents of a student. Families must provide for the health and safety of children, and maintain a home environment that encourages learning and good behaviour in school. Schools provide training and

information to help families understand their children development and how to support the changes they undergo,

2. Communication: School must reach out to families with information about the school programmes and student reports, as well as new information on topics such as school choice and making the transition from elementary school to higher grades. Communication must be in forms that families find it understandable and useful. For example, school can use translator to reach parents who don't speak English well and it must be two-way, with educators paying attention to the concerns and needs of families.

3. Volunteering: Parents can make significant contribution to the environment and functions of a school. Schools can get the most out of this process by creating flexible schedules, so more parents can participate, and by working to match the talents and interest of parent to the needs of students, teachers, and administrators.

4. Learning: With the guidance and support of teachers, family members can supervise and assist their children at home with homework, assignment and other school related activities.

5. Decision Making: School can give parents meaningful roles in the school decision making process, and provide parents, with training and information so they can make the most of those opportunities. This opportunity should be open to all segments of the community, not just people who have the most time and energy to spend on school affairs.

6. Collaboration with the Community: Schools can help families gain access to support services offered by other agencies such as health care, cultural events,

tutoring service, and after school child-care programmes. They also can help families and community groups provide services to the community, such as recycling programmes and food pantries.

According to Barrett and Stanley (1999) school planners have consistently grappled with the topic of how to make a school (or an educational system with structures in various areas) that will best work with the instructive interaction. Albeit certainly feasible, it is not anything but an exceptionally clear vision of the current circumstance, of the assumptions for all stakeholders, and the most ideal way to meet these assumptions. From the infrastructure point of view, it is consistently important to have some normal quantitative denominators or boundaries that will permit organizers to distinguish any abnormalities in the current school or framework and fashioners to concoct arrangements that meet both current and long-haul needs. Probably the main boundaries are school size and class size.

Even though Bray (2000) argues that, community participation in, even control of, education pre-dates public compulsory schooling given that education was historically family- and community- based. Governmental responsibility for education started in the 19th century and became the norm in the mid-20th century. This was often done by taking control of or building on a system that was run by non-state actors (Bray, 2000). While Bray correctly identifies this practice as an illustration of the long history of partnership in education, it also illustrates decentralized origin of education systems in many countries. Wedam, Quansah and Debrah (2015), also elaborate that, in numerous occurrences where the issue of insufficient access to basic education is developed as a political and financial one, decentralization is viewed as the reaction in offering residents expanded freedoms to take an interest in neighborhood dynamic to

improve admittance to instruction and makes it an advantageous venture particularly for poor people. It is subsequently evident that awkward nature and incongruities in human furthermore, exerts limit in helpless nations which can really make decentralization fuel imbalances in the public eye and for that matter educational infrastructure planning.

They further elaborated that;

“Community participation has enormous contribution towards the management of educational infrastructure. In many countries in Africa for example, where system restructuring has been going on, it has come to be regarded as a key part of restructuring management of service delivery. The new relationship that is emerging under decentralized governance between central and local government would seem to provide opportunities for how new roles and responsibilities might be conceptualized to provide equitable access to basic education and the management of the infrastructure in the communities within which they are found].

They further noted;

it has also been realized that reputable organizations allocate considerable amounts of resources towards community management of the projects provided. As such efficient use of financial and material resources promoted by organizations such as the World Bank and bi-lateral agencies, together with increased political advocacy for greater community ‘ownership’ and involvement in decision –making have led to efficient management of educational infrastructure” (Wedam et al., 2015.p4)”

This was also supported by Melaville and Blank (1998) who opined that One of the most important, cross-cutting social policy perspectives to emerge in recent years is an awareness that no single institution can create all the conditions that young people need to flourish. Watt (2001), also takes a similar perspective that, to speak of community participation in education is nothing new and extraordinary. Communities in Africa have traditionally made significant contribution to basic education; and continue to make significant contributions. In Africa, communities are central to the joint endeavor of education development and education development cannot take place unless communities are at the center of education change- as educators and

sources of knowledge, and as partners of governments, civil society organizations, and donors. However, In Ghana, communities have traditionally participated in the provision of basic education but their participation used to be limited to the provision of school infrastructure (Baku & Agyeman, 1994). All these ideas have a similar line, as community involvement in infrastructure is very important in community school implementation.

In view of the idea of discipline, Thomdile and Barnhart (1979) define the term discipline as a "trained condition of order and obedience, order kept among school learners, bring to a condition of order and obedience or bring under control". According to Treffry, Summers, O'Neil-Hasset and Todd (1997) the term is defined as a "practice of imposing strict rules of behavior on other people" and as "the ability to behave and work in a controlled manner. Also, in the view of Van-Niekerk (1996) they expressed the view that educators observed that their own self-discipline is the key to effective discipline in the school. Amongst others, this is because the educators are role models for the children.

Various researchers hold the opinion that educators are responsible to maintain discipline within the school. According to Joubert and Prinsloo (1999), educators are responsible to maintain discipline at all times. Varma (1993) states that beyond their responsibility for teaching, educators are also responsible for the moral development of learners and to ensure that they become law-abiding citizens. This implies that, within the school community, educators are expected to respond in a controlling fashion to violations of the institutional rules of the school and forms of behavior such as theft, bullying and vandalism that has a direct bearing on the moral domain. Several studies suggest that school organizational characteristics may influence

student behavior. Perry and Weinstein (1998) found that the ways students are grouped, graded, and interact with teachers affect student behavior, beginning in children's first years of formal schooling. Noguera (1995) noted that most approaches to student discipline in schools emphasize social control. He suggested that a school environment that reduces the amount of disconnect between students 'lives within and outside of school would reduce the potential for violence.

Although many have suggested that school, family, and community resources could help reduce problem behavior and improve learning school (Adelman & Taylor, 1998; Epstein, 1995; Noguera, 1995; Adelman & Taylor, 2000).

Most interventions to improve student behavior have focused on what educators need to do in school to ensure a safe environment. Parents have been given modest roles in helping to improve student behavior, such as being asked to reinforce programs at the schools (Gottfredson, & Hybl, 1993).

Research further suggests that school-community collaborations may help improve student behavior and school safety (Learning First Alliance, 2001). In a study of three urban schools, Sanders (1996) found that school safety was increased when community members were involved with after-school programs and community patrols to make sure students arrived to school safely, and mentoring at-risk students. Despite some promising approaches, few studies have focused on the effects of organized intervention programs of family and community involvement on student behavior and school discipline. In this study, they examine the use of family and community involvement activities specifically designed to improve student behavior and to reduce the number of disciplinary actions taken by school officials. The activities implemented by schools are categorized according to Epstein's (1995) six

types of involvement to ascertain whether certain activities are more likely than others to improve student behavior.

In sum, it could be deduced from the literature reviewed on school community collaboration that the nature of school-community collaboration in the administration of basic schools is dependent on the particular community the school is situated. Though these studies were conducted in different settings with different designs and instruments, there seems to be some form of collaboration that existed between the school and the community. However, the empirical studies recommended and concluded that there was the need for improvement, most especially from administration and principals to strengthen school-community collaboration.

2.3.2 Challenges in school community collaboration in the administration of basic schools

Bakwai and Aliyu (2014), investigated the administrative challenges and strategies of managing school community relationship in secondary schools in Zamfara State in Nigeria. Among the findings of the study was that the major challenges of school community relationship faced by Zamfara State Senior Secondary Schools included: Lack of initiative among school administrators; poor value on education; and attitude of depending on government. School community relationship which affects the administration of basic schools and regarding improving school community relationship in the administration of basic Schools.

There are many parents, according to Mallik (2016) who are ignorant of the benefits of parents' involvement with the school, that any attempt to invite them to school activities would be dismissed with a wave of the hand. Many of them have notion that

every invitation to school activities involves raising fund or intimidating them on a particular fee to be paid by their children. Thus, they stay away indefinitely. There are numerous challenges before the general education and before the agencies of school administration. According to Sidhu (2007) these challenges are: Lack of credibility; poor facilities; political unrest; lack of cooperation; non-performance; lack of devotion; outdated expertise; wastage; and poor planning.

Bray and Lillis (1988) noted that a visit to some schools would reveal how members of some communities fold their arms waiting for government to maintain the tradition of construction and maintenance of physical structure, the supply of stationeries and meeting the current expenditure needed for the administration of basic schools. They believe that it is the government's sole responsibility to provide all that which education demands. Some of the parents do not even care about the education as a whole. So, anything that affects the school system is not their problem. This type of parent can hardly be convinced to contribute to the school system in their community.

Agbo (2007) asserted that more often than not, parents do not attend PTA meetings punctually and regularly, and even when they do, their minds are made up to quarrel with teachers and raise non-academic issues such as illegal collection of fees. Parents of students are community members whose lives are directly connected with their children's schools; thus, they should be more concerned with what happens in the schools. Other community members will not want to do more than what the parents are doing to their children's school. In a situation where parents are failing to attend PTA meetings, they may not become aware of the school existing problems and prospects; therefore, they may not know what is expected of them.

Asabea (2017) opined that lack of skills or training and appropriateness of time on part of community representatives; teachers not accommodating and inviting parents (community members) to become more involved in their children's education; reluctance of the school board and PTA members; parents and families in the community feeling alienated from the school; parents lack of knowledge about school protocol and feeling of inadequate or unwelcome due to differences of income; education or ethnicity compared to school; Attitude of head teachers and teachers; teachers refusal to encourage the school board and association members to actively participate; head teachers and teachers' perception that the school board and association members have often few decision-making skills; and the existence of anti-participatory structures like modern technology, bureaucracies serve as challenges to community collaboration.

Guillaume and Yee (2011), also posited that in Africa teachers appears not to accommodate and entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or none home visits. In most cases the family-community relationships are not given chance in doing the business of schooling, create site-based decision-making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget- driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes.

Muthoni (2015) indicated that teachers tend to view students, parents and community, through their own cultural prism and may not be ready to understand or address the learning needs and issues of the students and families of the communities in which

they teach. Such experiences cannot allow pre-servicing teachers the opportunity and challenge of examining their own cultural views and beliefs and developing openness to new ways of understanding and thinking. All the aforesaid obstruct effective school-community relationship in the administration of basic schools.

2.3.3 Influence of the challenges relating to school-community collaboration on teaching and learning

Smith (2015) and Ocansey (2021) opine that the verb “influence” can be utilized in qualitative research within the proper context. The researcher utilized the word “influence” to find out how the challenges enumerated by the respondents act on teaching and learning.

Johnson, Bottiani, Waasdorp and Bradshaw (2018) examined the association between observed security measures in secondary schools and students' perceptions of safety, equity, and support. They completed School climate surveys by using a population 54,350 students from 98 middle and high schools across the state of Maryland. Their findings suggest that outside cameras and security may be perceived by students as safekeeping, whereas inside cameras may evoke feelings of being regarded as potential perpetrators. School administrators and district leaders should carefully weigh the research evidence supporting the use of various security measures, including consideration of the location and extent of their use, and how those decisions may vary as a function of student and school contextual factors. Thus, from above elucidations the school and the community need to come together to hire school security person for the school since it has both psychological, social and physical consequences.

Grempe and Easterbrooks (2018) did a descriptive analysis of noise in classrooms for children who are deaf and hard of hearing across the United States and Canada. Noise levels, they claimed, were a problem in all of the classrooms. The study's findings suggested that parents, teachers, speech language pathologists, and administrators should be informed about the sources of noise that affect a classroom's acoustical environment, as well as trained and equipped to conduct a classroom sound assessment. Furthermore, the findings of this study imply that classroom acoustics differ depending on the setting. As a result, employees should take into account the variety of listening contexts that children are exposed to during the day in order to provide ideal listening environments in each setting.

The authors strongly urge policymakers to include suitable acoustic environment criteria in laws, as well as an assessment of the classroom acoustic environment and preparations for any noise abatement changes that may be required. All youngsters benefit from a conducive listening environment. This information on classroom noise levels, together with knowledge of standards, acoustic properties, and sound abatement measures, is critical for parents, teachers, and administrators to ensure the safety of their children in the classroom. Noise in the classroom can affect a variety of elements of teaching and learning, including speech intelligibility, conduct, attention, memory, and motivation, as well as reading, math, and spelling abilities and test results. It could be deduced from the view Grempe and Easterbrooks (2018) that noise in the classroom has adverse effect on students and it affect teaching and learning and therefore school and community need to join hand to arrest it.

Usakli (2018) examined the Behavioral Tendencies of Single Parent Students and opined that Children are affected by divorce in many different ways, varying by the

circumstances and age of the child. Children whose ages are seven to twelve are much better at expressing emotions and accepting parentage breakage, but often distrust their parents, rely on outside help and support for encouragement, and may manifest social and academic problems. This study adopted qualitative research approach by using 30 teachers' opinions on single parent students' problems. The study underlines the importance of healthy family relation on child wellbeing. Every child may have potential for single parent in nowadays society. Experienced elementary teachers claim that single parent students are more submissive and aggressive. In addition of this, they are less assertive when comparing to their two parents' counterparts. Usakli (2018) concluded that not only school psychologists and guidance practitioners but also teachers and school principals should be aware of the potential single parent students' needs. Being more assertive or aggressive creates fewer opportunity for single parent students. Productive society will be raised with only equal sublimation of all children's developments. Thus, for proper and holistic training of a child the community should work hand in hand with school.

A study conducted by Osei-Frimpong, Otoo-Arthur and Asare (2016) examined the Effects of Mobile Phone Usage on the Academic Performance of Ghanaian Students. A sample size of three hundred and six was chosen for this study. On the students' use of mobile phone in the classroom, 93.5% have ever used a mobile phone during classes' hours with 91.8% using mobile phones in class to enhance their understanding of topics understudy. Also, 80.5% being distracted by the phone during classes and this was in the form of visiting social media site (31.1%), text messages (27.6%) and receiving calls (25.6%). The study determined how often students use their phones in the classroom, examine mobile phone technologies available for learning, and find the effects of mobile phone usage on the students' academic

performance. The researchers recommend that school representative council should give massive education to students on the advantages and disadvantages of using mobile phones as well as how best to use it.

To sum up the discussion on how the challenges relating to school-community collaboration affect teaching and learning, it could be posited that the usage of mobile phone for its proper content in school is not out of place since it will enhance effective and efficient academic performance while it can be cancerous also therefore, the school should collaborate with the community to create a good environment for its usage.

2.3.4 Strategies for improving school community collaboration

Asabea, (2017), asserts that effective measures to improve school-community relationship includes: the readiness of both the government and the community to accept responsibilities; the value of the contribution of each group should be seen and used; the avoidance of mere tokenism or propaganda and the honest inclusion of community representative as “partners” in decision-making; local people’s participation in both agenda setting, resource allocating and controlling processes; effective communication between the school and the community; the institution of proper structures for conflict resolution for community members and teachers; annual recognition of distinguished members of the school and community; periodic change of leadership, and management of the intervention organizations like PTA, SMC. Deducing from the aforesaid, it can be established that improving school community collaboration for proper basic school administration is a must.

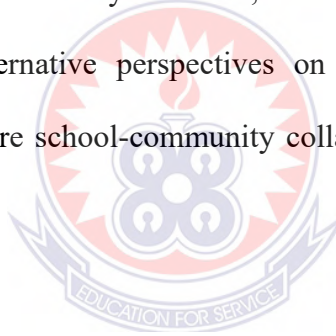
According to Oestreicher-Singer and Zalmanson (2013) community participation implies the readiness of both the government and the community to accept

responsibilities and activities. It also means that the value of the contribution of each group is seen and used. They further argue that there should be employment of adaptive planning which implies that local people participate in both agenda setting and resource allocation and controlling processes, (Oestreicher-Singer and Zalmanson, 2013).

Hoadley, Christie and Ward (2009) examined the School-Based Management Committee's (SBMC) involvement and effectiveness in school governance, curriculum implementation and students' learning outcomes in Nigerian secondary schools; the major challenges facing the effective operation of SBMCs were identified as the low capacity of key members of the SBMCs; poor attendance of members at meetings due to lack of incentives and financial support from the government; lack of cooperation from the schools; and PTA's resistance to the SBMC initiatives; these resulted in ineffective school management and low level of students' academic achievement. It was concluded that a conceptual model of inter-relatedness is adopted to strengthen the operational capacity of SBMCs for efficient service delivery and quality learning outcomes in secondary schools.

The study concluded that an effective school-based management committee is the engine room for school and community partnership and is vital for school effectiveness and students' success, while the challenges that teachers and principals faced in the tasks of instructional performance and supervision require strong political will to stimulate desired commitment and goal-oriented partnership between the school and other stakeholders for optimal resource inputs, organization, utilization and management of learning facilities to maximize the quality of teaching and improve the standard of students' learning outcome in Nigerian secondary schools.

Ayeni and Ibukun (2013) examined school-community relations' changing politics and administration. Among the array of recent educational improvement and school-reform initiatives nationwide, there is new interest in strengthening connections between public schools and the parent/community clientele. Part 1 of the book examines changing school-community interactions from a historical and theoretical perspective, with a focus on evolving questions of effective school administration, changes in the local politics of school administration, the effects of increased parental interaction on the schools, and the law as it relates to school-community relations. Part 2 addresses specific questions of administrative practice in improving community relations, including school-site planning, strategies for parental involvement, the direct management of community relations, and school-community outreach. The book also examines alternative perspectives on school and community yet the researcher seeks to explore school-community collaboration in the administration of JHS.



2.4 Summary of the Review of Related Literature and Gaps

This chapter consists of the review of literature relating to school community collaboration in the administration of basic schools. The chapter focused on the theoretical framework, the definition of concepts, conceptual framework and the empirical review for the study. The definition of concepts dealt with the concept of community, collaboration, school-community collaboration and the philosophy of basic education in Ghana. The theoretical framework focused on the Epstein Framework Theory, Social Network Theory and Social Capital Theory. These three theories when used together, provide a suitable framework for assessing school community collaboration in the administration of basic schools

The study of social networks in modern societies can be traced back to the 1930s in the theories developed by a German sociologist, George Simmel (1908 -1971). Simmel sees society as a web of relations, and that society exists because of interactions. Simmel's ideas have influenced many researchers interested in the nature of social structures. The term 'social capital' was first used to refer to the public infrastructure of a nation in the 1950s, i.e., the industrial component of capital (Wu, Moore, & Dube, 2018). However, formal conceptualization of social capital in terms of social behaviours, collective actions and social systems was developed between the late 1970s and 1990s (Morrow, 1999). The significant observation at this time was the realization of non-economic resources and the ability of social systems to facilitate social actions.

The conceptual framework of the study described how the forms/nature of school community collaboration in the administration of basic school can be hindered by various challenges. It also talked about the influence of school-community collaboration on the administration of basic schools and outlines different ways school community collaboration might be improved in the administration of basic schools. The empirical framework was related to the research questions formulated to guide the study. The review was done under the following subheadings; the form of school-community collaboration in the administration of basic schools; the challenges facing school community collaboration in the administration of basic schools; school community collaboration affects the administration of basic schools, how the challenges affect teaching and learning and measures that could improve school community relationship in the administration of basic schools. The awareness and spontaneity make them show the challenges influencing teaching and learning. As a result, they themselves take the initiative to solve their own problems (Mission, 2001)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter dealt with the review of literature relating to school community collaboration in the administration of basic schools. This chapter comprises a systematic approach adopted in executing the study. It treats the methodologies that the researcher used in conducting the study such as research paradigm, research approach, research design, population, sample and sampling techniques, instrumentation, reliability of instruments, data collection, data analysis procedures and ethical issues.

3.1 Research paradigm

Researchers have different beliefs and feelings about the world, how it should be studied and understood. These beliefs influence the way researchers do research but there are certain rules that guide researchers' beliefs. These rules can be referred to as paradigms, which are a set of beliefs and practices that standardize inquiry within a discipline. For this study an interpretive research paradigm has been adopted, following a qualitative approach. An understanding of the context in which research is conducted is crucial to both the researcher and readers, (Vaismoradi, Turunen, & Bondas, 2013). For this study, using an interpretivist's paradigm helps the researcher understand school-community collaboration in the administration of basic schools. This is compatible with Bryman (2016) who presumes that exploratory case study research design will be beneficial in gaining data on school-community collaboration in the administration of basic schools.

3.2 Research approach

Qualitative approach is one of the fundamental methodologies in research, (Bryman, 2016). Qualitative research comprehends a marvel through perception and association with individuals associated with the investigation (Maaitah, 2016). The justification for using qualitative approach is that, it offers the chance to encounter the greatness of feelings with which an individual communicates for themselves.

3.3 Research design

Exploratory case study research design was embraced and it helped answer every one of the sorts of questions that were presented in this investigation. Its, additionally, assists the inquiry with painting a clearer picture and put more data about a point that has been investigated the least. In any case, it as well allowed the researcher the capacity to guess what may occur in the future if the circumstance on the ground stays as before. The design goes with a small sample size. The exploratory case study is supported by the interpretivist. The interpretivist position allows the interviewees to express their thoughts as they understand. The design is appropriate for the research since the research questions are qualitative in nature.

Akhtar (2016) characterizes exploratory case study research design as the construction of exploration that fills in as a paste that ties together every one of the components in an examination project. Bryman (2016), additionally, characterizes research design as the general technique that is utilized by the analyst to organize the various components of an investigation in a reasonable and consistent way that guarantees that an examination issue is appropriately tended to. An exploratory case study research or design is led when there is mostly secret about the marvels and in some cases a difficulty that has not been characterized plainly (Saunders, Lewis, &

Thornhill, 2007; Bryman, 2016). An exploratory case study research design does not stringently give decisive answers (Boru, 2018) yet, it shapes the reason for more convincing investigations, (Bryman, 2016). Thus, exploratory case study design is to: help acquire foundation data on a specific subject, address a wide range of investigation inquiries because of its adaptability, provide a chance to characterize new terms and explain existing ideas, help to create general theory, and on account of strategy making, exploratory investigations help build up research needs and the portion of assets. Therefore, the researcher tries to explore school-community collaboration in the administration of JHS in Dunkwa On-Offin Municipality.

3.4 The Site and Subject Characteristics (setting of the study)

A site can be referred to as an immersive environment, each of which contains numerous settings for the researcher to manipulate (Taylor & Lindlof, 2011). Sites and settings are essential in this study because the researcher would like to study the school and the community collaborate in the administration of basic schools in Dunkwa-On Offin. According to Bryman (2012) research takes place in a setting to seek understanding, make sense or interpret data based on meanings participants attach to them. Therefore, it is important to know the settings of the study before proceeding. The study will be conducted in Dunkwa On-Offin Municipality. It is the capital of the Upper Denkyira East Municipal District of the Central Region of Ghana. It has a population of 33,379 (World Population Review, 2020). The land area of Dunkwa-On-Offin is 1,020 square kilometers which constitute 10% of the land area of Central Region (Ghana Districts, 2020). It shares land boundaries with Adansi South in the north, Assin Central Municipal in the east and Twifo Atti-Morkwa District, and Upper Denkyera West District in the North-West.

The people of Dunkwa are mainly Akans by ethnicity. The major works of Dunkwa are farming, galamsey, trading and office works. The land is endowed with gold, a precious mineral. In Dunkwa is found a number of schools ranging from Primary level to tertiary level. As a researcher, it is very important to find information about the community in which the selected schools are found and its collaboration with basic school administration in an area where they have farming and galamsey that requires no certificate as their occupation. The people normally collaborate when it comes to funeral celebrations, weddings and during their festival celebrations. The four schools were purposively chosen because they share some similar characteristics such as: closeness to noisy areas, all in the same municipality, children normally engage in small scale mining and even “galamsey”.

3.5 Population of the study

According to Teye (2012) population is a collection of elements that are suitable for researchers' investigation. The target group for the study were teachers (including headteachers), School Management Committees (SMCs), Parent-Teacher-Associations (PTAs) Executive members, parents, assembly member in which the schools under study were located. They constituted the population for the research. The researcher used schools within Dunkwa On-Offin Municipality as target population. The schools were chosen for research as a result of great concern showed during Parent Teacher Association meetings coupled with seminars organized by the municipality to foster all-inclusive school administration and effective collaboration with the community. The researcher purposively chose the schools since they represent different backgrounds in the community: Islamic, Christian school and pure government school.

3.6 Sample size

Sample is any group from which information is obtained (Fraenkel & Wallen, 2003). A sample is, also, the specific group of people that data can be gotten from. According to Seidu (2012), sampling is the process of deduction where a sample is selected from the population. In the case of this study, the sample is the people or group out of all the Teaching Staff, Non-Teaching Staff, Education Officers, PTA, and assembly members from the community. In sampling, the researcher needs to determine the sample size. In qualitative approach, according to Dworkin (2012), a sample size from numbers 5 to 50 may be used to conduct research. The researcher purposively chose Twenty (22) people as the sample size.

3.7 Sampling technique

Purposive sampling technique was used for the selection of the Teaching Staff, Non-Teaching Staff, Education Officers, PTA, and assembly members from the community. The study utilized a variation of a purposive sampling technique known as criterion sampling. Criterion sampling involves searching for cases or individuals who meet a certain criterion such as head teachers, (Denscombe, 2007). Criterion sampling was used because it helped the researcher select the respondent who have the necessary information, adequate knowledge and experience on school-community collaboration in the administration of basic education, (Bekoe, Quartey & Teye, 2013).

3.8 Instrumentation

In qualitative research, there are instruments that help in the collection of information that vary in character to one another but can be consolidated to give a more legitimate data attained through interviews. The researcher utilized semi-structured interviews as

the instrument in collecting information. Interviews in research are accounts that come from different people because of inquiries presented by the interviewee that can be investigated and contrasted with assistance which foster a comprehension of notable designs of conviction (Smith, Iversen, & Hjorth, 2015).

There exist different types of interviews yet the researcher picked semi-structured interview that aided in the collecting of information for the study. A semi-structured interview is a "qualitative data technique in which the researcher asks interviewees a progression of foreordained however open-finished inquiries" (Woods, 2011). Be that as it may, the instrument would not be finished without a semi-structured interview guide. The guide is the control board accessible to the analyst for their utilization just all together that outcomes might be accomplished. The researcher used semi-structured interview for all the interviewees.

The researcher went to the field to gather the data. Head teachers, non-teaching staff, education officers, assemblyman were interviewed individually while teachers and PTA were organized for focused group discussion. The researcher sought for the consent of the participant and recorded the interview and copied some salient point in his field note. The researcher visited the selected schools within a period of one week, thus each school was given a week. Each interview period lasted for forty minutes (40mins.) this was to allow the researcher enough quality time to transcribe and compare the interview recorded with the field note.

3.9 Positionality

Positionality is about how people view the world from different embodied locations. Whether we are researchers or participants, we are differently situated by our social, intellectual, and spatial locations, by our intellectual history, and by our lived

experience. Positionality refers to how we are positioned (by ourselves, by others, by particular discourses) in relation to multiple, relational social processes of difference [gender, class, race, ethnicity, age, sexuality], (Torres-Olave & Lee, 2020). Our positionality shapes our research and may inhibit or enable research insights. The researcher conducted a research project to explore the ways in which the community may collaborate with the school for effective school administration. The researcher's positionality seeks to clarify the personal experiences that have shaped this research inquiry and to make transparent the reflexivity that informs the analysis and theorizing process, (Hennink, Hutter, & Bailey, 2020).

Prior to conducting the research study upon which this reflective work is based, I worked as the Parochial Vicar of St. Stephen Parish in Dunkwa-On-Offin. My experiences working with the community in their living environments ultimately led to my interest in conducting qualitative research to learn more about the experiences of the school and the community. Through conversations with some headteachers and some parents, I heard stories in which the community struggles to play a role in the school's administration. I entered into this research project to explore the ways in which the community may collaborate with the school for effective school administration. There were assumptions I made as a researcher regarding access and my positionality that related to the concept of insider/outsider. As the research was conducted in the auspices of my Thesis, I was an insider with some of the participants (the catholic schools). Although I am the local manager while they were teaching staff and non-teaching staff, we shared a common bond: one of building effective and efficient school-community collaboration.

3.10 Data collection procedure

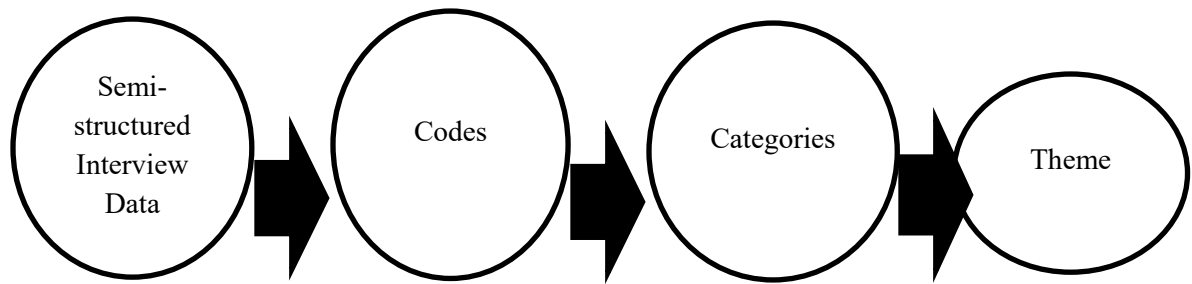
The research discussed the value of the research topic and the possibility of the research with academics such as the Supervisor, lecturer friends and some opinion leaders in the Dunkwa-On-Offin municipality (personal communication). The researcher visited the schools, read some minutes records of SMCs and P.T.A meetings and observed some community programmes to establish rapport and to familiarize himself with the area and the various partners of the research. Once the necessary permissions were granted, the researcher on the appointed days visited the sampled schools to conduct the interview. The researcher briefed respondents on the purpose of the research. The researcher started the data collection in the second week of field work and continued for two more weeks. semi-structured interview guides were used within a period of forty minutes for ten (10) items.

The participants were interviewed one after the other due to the covid 19 pandemic schedule that could not permit an instrument like a focus group but the one duly chosen by the researcher. The data was obtained from the contributions, which were lively and actively made by the engaged participants. The collection of data was done over a period of three months. Although appointments were scheduled already to meet the original plan, unforeseen happenings made participants excuse themselves and give another day for their availability. The duration of each interview varied from person to person since each participant had their style of answering the questions. However, on average, each interview took forty-five (40) minutes. Those that took the least time had a style of giving short and precise answers. The interviews were recorded with a recording application on a phone with the permission of the participants.

3.11 Data analysis

Qualitative data analysis includes the systematic approach of coding, categorizing and interpreting data to provide explanations of single phenomenon (McMillan & Schumacher, 2006). An important aspect of data analysis in qualitative research is the search for meaning through direct interpretation of what is being observed by the researchers, as well as what is experienced and reported by the subjects. In order to keep a clear mind and not become overwhelmed by the sheer amount of data and writings, the analyst needs to be organized. This study used a qualitative content analysis to analyze data from the semi-structured interviews.

This study adopted a qualitative thematic analysis to analyze data from the semi-structured interviews. Thematic analysis is one of the procedures for analyzing textual (verbal or behavioral) data. It involves a process designed to condense raw data into categories or themes based on inference and interpretation. Interview data was recorded and manually transcribed for direct quoting. The codes from interviews were grouped into different categories and subsequently developed into themes by making use of an inductive data analysis. Themes and categories were then used to present the research findings. The stages (process) of data analysis used in this study are shown in Figure 3.1



Source: author (2021)

Figure 3.1: Stages in qualitative data analysis

Figure 3.1 illustrates the process of qualitative thematic analysis used in this study. The process begins with organization of the raw data collected (For example, data from the interviews was transcribed), the coding process of the interview. According to Hennink, Hutter and Bailey (2011) codes are essential topics discussed by participants and are identified through reading data, Coding makes it easier to search for the data, to make comparisons and identify patterns that requires further investigation. After coding, the researcher grouped the data into categories. Categorization refers to the analytical process of sorting units of data with respect to the features that they have in common (Taylor & Lindolf, 2011). Categories were then used to construct the themes implemented to present the data. After coding, some categories emerged, such as:

- I. Nature of the collaboration
- II. Challenges faced
- III. How the challenges influence teaching and learning
- IV. Strategies for improving school-community collaboration

For example from the categories, theme such as “Call Ups, Discipline,” were developed and used to present the data.

The participants were also coded into respondent 1,2,3,4, 5...22. Thus, the teaching staff was coded as respondent 1,2,3,5,6,8,10,16; parents also as respondent 4, 7,9,11,15,17,19,20; assembly member as respondent 12 and 21 ... and education officers as respondent 18 and 22 while the non-teaching staff were respondent 13 and 14.

3.12 Trustworthiness of the Study

Trustworthiness is the persuasion that is offered for confidence in the study conducted and particularly the data and how it was analyzed to make the results useful. Trustworthiness comes with credibility, transferability dependability confirmability. The instrument was pilot tested to identify potential deficiencies before using it for the actual study. Two head teachers, a circuit supervisor, a member of Parent Teacher Association, and an assembly member from the Dunkwa Mfuom Township were sampled and interviewed for the pilot test purposively. This was because they exhibit similar characteristics with the actual population of the study. The total number of persons involved in the pilot study were five (5). Bryman (2016) affirms that, when assessing the scope of the interview guide, it is important to review whether it allows participants to give a full and coherent account of the central issues and incorporates issues they think are important. Speziale, Streubert, & Carpenter (2011) describes trustworthiness as “establishing the reliability of qualitative research”. Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Four criteria were used to measure the trustworthiness of data: credibility, dependability, transferability and confirmability. (Lincoln & Guba, 1988) for establishing trustworthiness of qualitative research was used because it is well developed conceptually and has been extensively used by qualitative researchers.

Credibility is demonstrated when participants recognize the reported research findings as their own experiences (Speziale, Streubert, & Carpenter, 2011). The following strategies were applied by the researcher to ensure credibility: Prolonged engagement which required that the investigator be involved with a site long enough to detect and take into account distortions that might otherwise creep into the data (Lincoln & Guba 1985). Enough time was spent with the participants to develop a trusting relationship with them during the interviews and member checks (Holloway, 2005). The purpose of persistent observation was to identify those characteristics and elements in the situation that were most relevant to the problem or issue being pursued and to focus on them in details (Lincoln & Guba, 1985). The researcher tentatively identified the participants' behaviour during his visit to the various schools, educational directorates and members of the community.

Peer debriefing exposes a researcher to the searching questions of others who are experienced in the methods of enquiry, the phenomenon or both (Bryman, 2016). In this study, the researcher gave the research work to colleagues for constructive criticism. Members' check included data, analytical categories, interpretations and conclusions which were verified by members of those stakes-holding groups from whom the data were originally collected (Bryman, 2016). The researcher did member checks with the participants' feedback. The participants checked categories that emerged from the data, and after the themes were finalized, the researcher discussed the interpretation and conclusions with them.

Guba and Lincoln (1985) suggest that by implementing an audit trail, an auditor or second party who becomes familiar with the qualitative study, its methodology, findings and conclusions can audit the research decisions and the methodological and

analytical processes of the researcher on completion of the field work, and thus confirm its findings. The researcher gave the field work to a lecturer friend to familiarize with the work, its methodology and findings.

Transferability refers to the probability that the study findings have meaning to others in similar situations (Speziale & Carpenter, 2011). In this study, the researcher ensured the trustworthiness of the findings by making the work available for constructive criticisms from colleagues by sharing the initial findings with other persons who did not participate in the study. Finally, the supervisor was responsible for examining the findings, interpretations, and recommendations and attesting that they are supported by the data.

Dependability: According to Holloway (2005), *dependability* relates to the consistency of findings. The supervisor of this study was responsible for examining the data, findings, interpretations and recommendations in order to attest that they were supported by data. In this study, this activity was a means of establishing confirmability of the research.

Confirmability is a neutral criterion for measuring the trustworthiness of qualitative research. If a study demonstrates credibility and fittingness, the study is also said to possess confirmability (Guba & Lincoln, 1985; Bryman, 2016). The researcher established rigour with the decision trial and proved confirmability through credibility, transferability and dependability.

3.12 Ethical considerations

Ethical considerations are critical for any research. According to Chesser, Porter, and Tuckett, (2020), ethics in research would better be maintained if respect for society,

professionalism and research participants were taken into consideration when planning the research. Leedys and Ormrod (2005) affirm that most ethical issues in research fall into four categories: protection from harm, informed consent, right to privacy and honesty with professional colleagues. In this study, ethical guidelines for conducting the research were undertaken to ensure that ethical values were not violated. After receiving an introductory letter from the Secretariat of the Department of Educational Administration and Management (Faculty of Educational Studies) to go to the field to collect data, the researcher sought permission from the Municipal Education Director, Head Teachers, teachers and parents of students and community members involved in the study.

The researcher assured them of anonymity and confidentiality. The research was conducted on condition of anonymity as the study did not insist on the identities of the respondents as a pre-condition to take part in research in accordance with the view of Fraenkel and Wallen (2003). Indeed, the researcher ensured that the purpose of the study and its potential benefits were clearly explained to all the participants and the participation of the respondents was voluntary. Further, the participants were assured that the study was for purely academic purposes. Finally, the researcher sought the consent of participants.

3.13 Limitation

The researcher used only interviews because of the Covid 19 pandemic which was on the increased. It was just impossible to bring the respondent together for fear of contracting the virus.



CHAPTER FOUR

DISCUSSION OF FINDINGS AND ANALYSIS

4.0 Introduction

In our previous chapter we talked about the methodology for the research. And in this chapter, the researcher prioritizes the responses from participants of the study. This was done through putting the responses of the respective participants into themes and representing their contributions that reflect under these themes in order to paint the true picture of the happenings on the ground. Such representations are analyzed through thorough discussions that are geared towards the goal of the study. In view of this the chapter, chapter gives a prelude by making the demography of participants clear in the first place, then the themes with responses and discussions that suits them.

4.1 Demography of the respondents

Demography is the study of a population's statistics, which is frequently the focus of research (Vogt & Johnson, 2011). As a result, a study's demography is concerned with the number of participants, their ages, gender, level of education, rank or position, cultural or ethnic origin, and marital status, all of which are influential elements that affect or have the potential to greatly affect the study. The study's demographics was a total of 20 people who have responded. The ages range from 25 through to 55 which means they can make well informed and objective contributions and in fact they did. There are both males and females among the respondents. Females account for 7 of the responders while males account for 13 and this clearly indicate that the community comprises both male and female. They include eight (8) teaching staff, two (2) non-teaching staff, eight (8) parents, one (1) education officer and one (1) assembly member.

4.2 The forms of school-community collaboration

The purpose of this theme was to find out if there was any collaboration between School and the Community and if there was any form or mode of collaboration that existed between them. This was because school-community collaboration has upheld in the progress of teaching and learning in school for the best outcome of the school. However, it was also to know whether some schools do not collaborate with the community and vice-versa and whether they were progressing.

4.2.1 School and Community collaborate

According to the findings, there is collaboration between the School and the Community. This means that a school in the Dunkwa-On-Offin Municipality did not stand alone in administration but moved with the community for the attainment of a holistic education of the students. To the question of, do the schools and the community collaborate, respondent 4 replied: “I think we are in good School-Community relationship. We engage the school and vice versa. They do not hesitate to come to us on issues concerning our children which they think it’s beyond them. We also do...”

Respondent 2 also recounted:

“We collaborate with the community as a school. Without collaborating with the community, the school will be nothing. We involve them since their wards are the ones in the school. There are issues that call for their contribution and so they are a key part of us...”

A teacher respondent explained it this way:

When mention is made of community, I must say that it does not mean the school is made up of children from one community. The students we have come from different communities. Some are not from this town itself but the nearby villages. That which we refer to as community are the parents of the students we have. (Respondent 1, Field data)

From the above response, it is clear without any dispute, that administration by school authorities was symmetrical with the full contribution of the community. Mallik (2016) believes that, the answer to real educational / school transformation is strong and authentic with community connections and actions and that is what the responses simply asserts. However, the community that has been conceived assumed a certain meaning that throughout the collection of data, respondents were eager to clarify. Although they made mention of community, they cleared any ambiguity in the use of the word “community.” School-community collaboration takes certain forms or there is a particular nature of collaboration. Therefore, the establishment that there is cooperation between the school and the community support Epstein’s framework where partnership is upheld. That means the administration of schools in the Dunkwa-On-Offin Municipality confirms the position of Epstein, (1995)

4.2.2 Parent-teacher association

On the question of the nature of school-community collaboration, respondents were quick to mentioned one particular way which seems to be the best known and obvious. This way was the Parent-Teacher Association which is known and referred to by its abbreviation, P.T.A. The popular P.T.A was mentioned by every respondent who answered to the question pertaining to nature of collaboration.

A respondent said:

“The main platform for getting parents involved in school administration is through the P.T.A. I am saying this because it I through the P.T.A meeting that the school gets most of the parents to discuss and contribute to the welfare of the school.”

(Respondent 3, field data)

Another said:

P.T.A is instituted in the school administration system so that we get an all-inclusive governance of the school. Basically, P.T.A meeting is where and when collaboration takes place. This is a mode of operation where teachers, board members of the school listen to parents, parents listen to teachers and the board members of the school and the teachers, parents listen to board members. (Respondent 7, Field data)

From the responses given by respondent 5, the P.T.A forms a key platform for the parent-teacher inclusion on the side of administration. The responses confirm the first type of Epstein's (1995) involvement model in school administration which is Parenting. It does not end there but also mention is made of the presence of board members. The board members look to be new on the discussion. Therefore, embodiment of the board members, their source and mission in the parent-teacher association become a point of interest. The board members constitute some teachers and parents of the students who are willing to help build the school in all aspects, convene meetings, serves as a point of authority in terms of administration in the school. Therefore, the board is not a strange body that is infiltrating the P.T.A but forms an integral part of it, (Agbo, 2007).

It has been established that it is at the P.T.A. meeting those deliberations about school well-being goes on with the contributions of parents and teachers. This confirms Epstein's (1992) framework which is the creation of partnerships to help all youngsters succeed in school and in later life. In such a case, partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students (Epstein, 1995).

There was a question of whether parents or all parents understand or know that they go for P.T.A meetings for them to contribute their quota to the well-being of the

school either through their views or money. In Ghana, some parents think of P.T.A. meeting as a time to go and listen to that which the school authorities have to say concerning their children but forget that their contributions are needed on issues. It might not be a totally wrong notion on the side of most parents because they may not often be updated on the progress of the school and they find their invitation to such a meeting as time to listen

4.2.3 Call ups

Call-ups are calls made by parties on need bases. In the situation of school–community collaboration, ‘call ups’ is one important way school and community come together in order to jointly offer school administration. In responding to the question on the nature of collaboration one of the participants said:

We sometimes do call the parents of particular students when there arises the need. Some of the student may be facing problems or teachers may be facing problems because of the student or students may be facing problems because of conditions at home. This is something that needs the teachers to call or invite parents to come over for a chat and the way forward. (Respondent 10, Field data)

“The school sometimes invites us individually when our children either do something good or bad...I remember I have been called many times to by the child’s class teacher for discussion concerning my child...” (Respondent 20, Field data)

An assembly member, also, attested to this: “I am a preview to this call ups as an assembly member where parents of truant children are called to either sign a bond or to be made aware of the true nature of their children especially when they reach final year” (Respondent 12, Field work)

The response being churned out by Teacher 10 simply tells those call-ups involved parents and teachers yet, they have a different purpose from the P.T.A. which has already been discussed as a mode. The use of the word “particular” gives the disparity

in the sense that call-ups may pertain to individual situations that need to be tackled privately other than the P.T.A. that holds general discussions concerning all students and the school as a whole. However, calls are made by school authorities be it teachers or the headmaster. Communication is established between the parents and the teachers (Griffin & Steen, 2010: pp218-226). The communication with families about school programmes and student progress is initiated. The call-ups show social network theory is affirmed as assemblymembers, parents and teachers acknowledge they have to work together for effective and efficient training of the students.

4.2.4 Casual meetings

Casual visits came up as one mode of collaboration between school and community.

Most of the respondents said something to these effects when asked about the nature of their collaboration. One of the participants said:

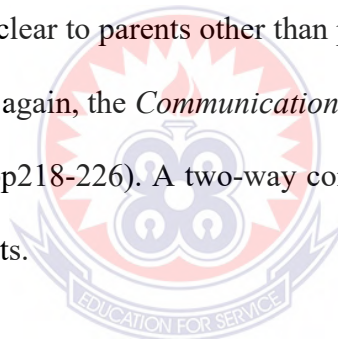
When there is a problem or something is noticed by us, we can take initiative to visit the student's home if need be. That is when we find out that there is something lacking in the student's studies and none of that is the fault of the teaching and learning in the school but something beyond that. In such a case the home or the parents are considered as one of the factors beyond the school teachers and headmaster. Sometimes, it takes a visit to the home to find out that some of the problems in a student's studies come from outside the home and the school. (Respondent 3, Field data)

On this a participant affirmed:

We sometimes go to meet the teachers in the school when we hear of certain new implementations which require our effort in the financial sense or when our ward is not performing well academically. When students are not performing well, we have the right to visit the school on our own volition to find out. This practice is the best because often you go without informing them and no one has a prepared answer waiting for you and the likelihood for you to

know the truth or sense that which is wrong is high. (Respondent 11, Field data)

From the two responses given, it is clear that casual visits were done by both parents and teachers. None of the parties did give prior information before these visits. “A *family-like school* which Epstein teaches is upheld (Epstein, 1992). This kind of school “recognizes each child’s individuality and makes each child feel special and included. Family-like schools welcome all families, not just those that are easy to reach” (Epstein, 1992; p.9). These are also for the good of particular or individual students who may need special attention. The responses however highlighted the fact that casual visits on the part of parents to the school may also result from financial issues which might be clear to parents other than problems the student or their ward faces in academics. Once again, the *Communication* Epstein talked about is confirmed (Griffin & Steen, 2010: pp218-226). A two-way communication channels are created for the good of the students.



4.2.5 Areas in which the school and the community collaborate.

Nature of collaboration is not only limited to modes but cover the areas of team work which shows the specifics of their collaboration to tell of the meaningful joint venture which is of great importance to the school.

4.2.5.1 Discipline

Discipline constituted one of the major areas which brought the school and the community together to work on. On the whole, discipline has been at the heart of school and community because to be disciplined is something neither limited to the home or the school and so wherever the student finds himself or herself, they ought to be disciplined. One teacher participant said:

Some of the parents come to us to narrate certain misconducts of their children who happen to be our students. You will just be here and the mother or the father or sometimes both parents of a particular student will make an unannounced visit. They come with the story of a student of ours who is either not studying at home but always watching television or even just not interested in studying at a time they should devote their time to studies. (Respondent 8, Field data)

Another teacher participant said:

Sometimes parents come and based on their narration and their evaluation of the behaviour put up by their children or child at home they prescribe the type of punishment they expect us, teachers of the school, to give to their children. Most of them would want us to whip their child for the wrong done but that is not acceptable in our new system of education so sometimes we as teachers have to decide the best fit punishment or counselling that will instill discipline in the student(s). (Respondent 2, Field data)

However, this is what a participant had to offer:

Discipline is very important for our children. Sometimes we will scold them and it will put the child on the right track. In certain circumstances you would not understand that which has come over the child but the good thing is that we know that no matter how adamant they remain, they are afraid of their teachers or headmasters at school. Going to their school to report the unwholesome behaviours they put up becomes the only option we are left with. Imagine your daughter going out in the evening and coming back late in the night to sleep. We will simply go and report them to the headmaster of the school they attend. (Respondent 4, Field data)

Another also said:

When the school authorities see that things are getting out of hand, they involve us by convoking a meeting with us so that together we can find solutions. Recently there was an issue of promiscuity among the students and they needed our help to combat the situation. (Respondent 18, Field data)

The revelation by the respondents shows how both the school and the community collaborate in terms of discipline. However, it seems that, to some extent, teachers were seen as people feared and respected by students and so when all attempts fail at home to change a student's attitude, the parents' resort to the teachers or headmaster of the school. The findings confirm Joubert and Prinsloo's (1999) view that educators

are responsible to maintain discipline at all times. Again, Varma's (1993) position that beyond the responsibility for teaching, educators are responsible for the moral development of learners and to ensure that they become law-abiding citizens is confirmed. Those positions are affirmed because the parents see teachers as the ones who can inculcate discipline. Notice has to be taken of the fact that parents try at home and those who succeed do not come to teachers. It then becomes a collaboration. Therefore, Noguera's (1995) effort to draw attention to most approaches to student discipline in schools which emphasize social control should be upheld. However, other higher authorities and managers of the school are brought in when situations are beyond parents and school authorities such as headmaster and teachers. Such situations fall within the frame of social networking which confirms the social network theory. The social network theory is focused on the role of social relationships in transmitting information, channeling personal or media influence, and enabling attitudinal or behavioral change (Liu, Sidhu, Beacom, & Valente, 2017) and in this case change in the students at the center of the network.

4.2.5.2 Infrastructure

Schools cannot do without infrastructure because it is one bigger whole that makes teaching and learning possible. Therefore, collaboration also affected infrastructure as a participant said:

We do collaborate in terms of infrastructure building. When we need to construct or renovate a structure we often fall on the parents. We discuss such ideas and when the parents come to an understanding of its usefulness for their children they help financially. (Respondent 5, Field data)

Another participant had this to offer:

For instance, there was no urinal for the students and we needed to build one. The boys would have been ok with the situation but that is not the case with girls. They will definitely feel shy. They would like to go far into the bush

where no one would see them and they risk being bitten by a snake or even being kidnapped by a stranger. So, this was tabled at P.T.A. and as parents, we helped financially to put up urinal. (Respondent 17, Field data)

A participant said: “When they needed a foodshed they invited us to contribute to build one for the children. I know that if the need arises for another thing, they (referring to the teachers and headmaster) will call on us. We have no choice because in the end our children will benefit.” (Respondent 15, Field data)

It could be deduced from the afore mentioned interview community willing come to support the school infrastructure building as both headteacher and parents agree to the fact. This confirms Asabea’s (2017) notion that honest inclusion of community representative as “partners” in the school’s administration leads to infrastructural development. It is firmly established that both actors (school and the community) appreciate the necessity of infrastructural buildings to foster a conducive environment for holistic teaching and learning. This nonetheless affirms the position of Epstein (1995) that the community partners the school so that both can effectively put-up structures for proper learning. It is, therefore, expedient that the community collaborate with the school in an effective and efficient way for administration of basic schools.

4.2.5.3 Decision making

Collaboration involves decision making on issues. These decisions could be made by all stake holders who make the school a success and that is another area school and community collaborate. Bothering on decision making, there were responses such as this which a participant said: “We are often invited to contribute to the matters they bring to the table mostly in the P.T.A and when we take any problem to either the

headmaster or teachers, they engage us to bring out possible solution to add to theirs for a discussion” (Respondent 17, Field data)

A participant also said:

There are some dynamics to decision making. One should be careful not to table things as if it is already decided. I avoid that so I put things in a suggestion form and call for views on them and a decision is sometimes made by voting. This is by raising hands. Other times too there will be unanimous decision and there is no need for voting. (Respondent 6, Field data)

Education officer participant opined: “I have the mandate to be in school to visit and look at how the school are doing so I go when I am invited for meetings which are usually for the wellbeing of the schools especially in academics...” (Respondent 18, Field data)

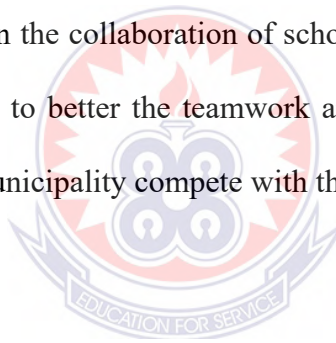
In decision making the school includes most of the stakeholders. If not all as the respondents noted their involvement. This means that the school teachers and head-teachers do depend on the other stakeholders from the community to make salient decision that ought to help steer school affairs to success. This confirms Okubanjo, (2006) notion that honest inclusion of community representative as “partners” in decision making process of the schools leads to successful community collaboration.

The whole collaboration between the school and community made, endorses Asabea’s (2017) study which revealed that forms of community participation are related to preparing children for learning and ensuring their regularity, providing financial and material support to the school, communicating with the teachers, school authorities and stakeholders’ participatory decision making in school development, playing a meaningful role in school governance, providing school building (classrooms and offices) for pupils and teachers, providing data (information) to shape decision making, maintaining long-term functional relationship between the school

and the community members and establishing organizations with external interventions e.g. P.T.A, S.M.C. etcetera, assisting in school construction and assisting in school management and up keep. All the enumerated activities of parents in collaboration with teachers or school authorities confirm the theory of social capital which Kenton (2019) defines as positive product of human interaction.

4.3 Challenges in school-community collaboration

In everything that we do, there are challenges that are faced. School-community collaboration is not left out. In all the beautiful joint ventures that had gone on between school and the community to help schools rise in the Dunkwa-On-Offin Municipality, there abound challenges to this teamwork. This particular theme is to help identify challenges in the collaboration of school and community so that it leads to finding good solutions to better the teamwork and eventually make the school in the Dunkwa-On-Offin Municipality compete with the best schools in Ghana.



4.3.1 Absenteeism

One of the most mentioned challenges faced by school-community collaboration is Absenteeism. Most of the respondents, be it from the teachers, head-teachers or parents mentioned absenteeism. To the question of challenges faced, a participant said: “We normally have good deliberations alright but the problem is that people absent themselves. Some of the parents do not appear at P.T.A. meetings. Although a good number of them attend the meeting yet thirty percent of them do not come at all.” (Respondent 8, Field data)

A participant also said:

Our problem is with the date and time the meetings are supposed to be held. You know we have businesses we do and that is what makes us survive. We also have a schedule and times set for all other things. If the meeting times in the school does not favour us, then it means we have to forgo that one because in the end we have to eat and earn money to take care of the children. (Respondent 19, Field data)

Another participant said:

Our type of work is not our own business. Like myself and my wife we are government workers and we do not own those companies. Therefore, our availability depends on the bosses' permission. Sometimes we are able to attend but other times too, we can't. (Respondent 17, Field data)

The responses of all the respondents under absenteeism seem to refer to P.T.A. That is where all seem to think they collaborate well and failure to attend such a meeting means missing out on collaboration. The excuse given by respondent 17 is reasonable and demonstrates the willingness of a parent to attend such a meeting yet a circumstance beyond control prevents their presence. A respondent (19) gives the impression that it is possible to participate in P.T.A meetings yet, that time would not be made. It is a flimsy excuse. It could be that many parents are ignorant of the benefits of parents' involvement with the school, that any attempt to invite them to school activities would be dismissed because they perceive every invitation to school activities involves raising fund or intimidating them on a particular fee to be paid (Lareau cited in Okubanjo, 2007). There are different ways of collaboration yet, not all parents may explore any other means like casual visits because their child may not do anything that calls for that or they may never be called by teachers or headmasters. Whichever reason that may be considered, this is a challenge against Epstein's (1995) collaboration in school administration model. Absenteeism on the

side of parents confirms part of Bakwai and Aliyu's (2014) view that there is lack of devotion among teachers and community members when it comes to collaboration

4.3.2 Arguments or Oppositions

Another challenge that came to light was arguments or opposition of views or that which is on the table. The gravity of such a challenge was made known by participants of the study who were kind enough to avail themselves to answer questions. Owing to this challenge came this response from a head-teacher respondent:

I appreciate the fact that we collaborate to make things happen for the welfare of the school but sometimes, it is not easy to agree on simple issues which we all know would help students. A typical example is when I tabled the change of uniform to make our students unique. The understanding of the parents is that the government has taken every cost but that is not the case. I had to take time to explain and make them know the security implications of us wearing identical uniforms with other school before they accepted (Respondent 16, Field data)

Another also said:

I proposed the compulsory use of the English Language in school. This met a fierce opposition from a parent who was for the view that the children should know their mother tongue well and so they should be allowed to speak it and not a foreign language. I had to make him understand that English is our official Language...before he could accept that the proposed should be implemented. (Respondent 10, Field data)

A participant retorted:

“The school authorities don't want us to know what they are doing in the school and even oppose our involvement in the administration sometimes...” (Respondent 9, Field data)

Though the expression of the argument or opposition came from one side which is the teachers, it still made a lot of sense since that which they proposed was for the good

of the students and yet they would not implement it without the consent of the parents. It is appropriate to also note that there is no discussion that does not involve different views. People believe in their views and they would do their best to defend it. It is out of such discussions that a healthy and good decision will arise. However, certain arguments may be out of line that cause delays and yield no fruit. The notions of Agbo (2007, p.21) that more often than not, parents do not attend PTA meetings punctually and regularly, and even when they do, their minds are made up to quarrel with teachers and raise non-academic issues such as illegal collection of fees, is asserted.

4.3.3 Financial constraint

Finances are very crucial in every situation because money is needed in almost every venture and financial constraints becomes a real challenge. It is obvious that financial constraints were mentioned by respondents as a challenge to School-community collaboration. Participants who saw this as a challenge gave their accounts. A headteacher participant recounted:

We want to build a wall around the school but it is unfortunate that we are under financial stress. People keep using the school premises as their path. Sometimes they walk on the veranda of classroom blocks. We do not know where to turn to because the financial pressure on parents is high. They may try to give something but it will not suffice. (Respondent 3, Field data)

A teacher participant also said:

Some students go home during break time to have lunch and return to school to continue class. When they are asked the reason is simple that because of financial constraint, the parents would rather leave food for them rather than give them money for lunch at school. (Respondent 6, Field data)

Again, a teacher respondent said:

It is sometimes sad to see a student who will leave the school compound not to go and eat but to go after someone who bought something from her on credit the previous day so that he or she may get the money and use it for food. At

times I ask myself what if he or she doesn't get paid. (Respondent 2, Field data)

Financial constraint, according to the respondents affects a lot of areas. For example, if a child is supposed to be in school at designated times, it cannot be because they need to do go home or go for money from those who bought from them before they eat. That means discipline which is an area school and community collaborate, has been compromised. On another note, infrastructure and buildings are also affected since they may be the will and understanding of constructing structures yet lack of income becomes a stumbling block. Such a situation rather debunks Barrett and Stanley's (1999) view that school planners have consistently grappled with the topic of how to make a school. The situation portrays P.T.A as full of clear visionaries yet, finances do not allow their plans to materialize. From the *Access to Basic Education in Ghana: Country Analytic Report*, it is clear how poor certain communities in Ghana are, and that the government's intervention becomes their saviour. Therefore, the report on the finances and effects on enrolment level as shown below tell of the income of parents and financial strength of parents in certain districts:

Demand-Side Financing of Basic Education - The Capitation Grant Scheme
In 2004, the Government of Ghana introduced a capitation grant scheme for school operating budgets for primary schools as part of the strategy to decentralize education provision. Originally it was introduced in 40 districts and later extended to 53 districts designated as deprived. In 2005, the scheme was extended nationwide. Currently the capitation per child is on average ₵30,000 (approximately \$3) per enrolled child. Initial evidence indicated that its introduction had led to massive increases in enrolment (overall about an additional 17 percent rise at the basic education level).

The report further posited:

As a percentage of unit cost per primary school child, however, this amount is insignificant. In 2005, the actual unit cost for a child in a public primary school was ₵644,283 (approximately \$72) (MOESS, 2006). Thus, although the total capitation budget may be high, it has done little to raise the unit cost for a primary child and by implication the quality of education that child receives.

The expansion due to capitation was linked to the ‘abolition’ of fees which was a requirement. In one particular district, additional enrolments included about 33 percent of children who had dropped out (MOESS, 2006). But, as expected the surge in enrolments have brought new challenges and pressures on manpower and resources.

The report then concluded

Two key ones that have been identified by the Ministry of Education include: (i) the need to improve the infrastructure of public basic schools, and (ii) training of head teachers to manage the funds appropriately to deliver quality learning outcomes (MOESS, 2006). Currently, the provision of capitation is based on a single allocative formula determined at national level - districts with acute poverty and socio-economically disadvantaged receive the same amount per child as more affluent districts. Clearly, more detailed study is needed to provide insights into how the capitation grant scheme can achieve better pro-poor outcomes. CREATE will research school management responses and parental attitudes to the introduction of the capitation grant. (Akyeampong, Djangmah, Oduro, Seidu & Hunt, 2007,)

The social capital theory at this juncture is affirmed that the school and the community need to collaborate to finance school projects. Yet, this is not without challenges due to the financial constraints of the community members

4.3.4 Value of education

The value placed on education is also a challenge in School-community collaboration. Often the value that is placed on education matters because it can be a determinant factor in school-community collaboration. This came up from teacher and head-teacher respondents as one of them said:

It is really unfortunate that some of the parents do not see the usefulness of their kids education. They just go about it anyhow. There was an incident right in the class I was teaching. A parent sent for the child to come and take care of her shop and failure to do so she (ward) will not eat. The child was not willing to go so I had to talk to her to go... (Respondent 16, Field data)

Another teacher participant also had this to offer:

Some of the students also do not come from this town. They come from nearby villages and stay with families to aid them in schooling here.

Therefore, the guardians they stay with do not take their education serious as they are not their biological children. They do not care if the child appears at school or not. (Respondent 8, field data)

A parent respondent said:

In these hard times if my child is to help me attain our daily bread, it is worth it. It is not all days that I will detain her at home to help but sometimes there is the need so the teachers ought to understand. Sometimes the teachers talk against it but it has to be like after all what at all do, they lose. People complete school and come and stay home. (Respondent 20, Field data)

The responses indicates that there is a different view being held by parents of some students in the area. It is disheartening to hear that they value that which they would eat today more than the education of their children. It is not something strange since lots of children have come out of school and they had to struggle to fend for themselves by looking for menial jobs or do illegal mining known as “galamsey” in order they may survive. The reality might be that few are able to further their education and climb the academic ladder to become renowned persons. However, such people may not stay in the area but live in the capital of Ghana or any other big city in Ghana or even abroad and leave no one present in the community from among them to serve as a role model.

4.3.5 Delays or refusals to adhere to the call from the school

The very challenges that came out of the responses which covered collaboration in terms of call-ups were delays or refusals. To the question of the challenges faced, the respondents expressed their views with some emotions attached. One of the teacher participants said:

If you call some of these parents to have a chat with them about their wards, some either delay for some days and appear at their own convenience or some

even refuse to come. When such happens, I ask myself whether such parents know their responsibilities towards their children. (Respondent 1, Field data)

Another participant said:

It is sometimes annoying when you wait for a parent or parents on a certain day at a particular time because that is the time scheduled for the meeting between the two parties and they refuse to show up yet they show up when you are in class or another day when you have a tight schedule... (Respondent 16, Field data)

A participant also said: “Eii, we can’t respond to their calls all the time. You know we have things to do and some of these calls may not come with any serious information or discussion. This is the reason why sometimes I even refuse going there...” (Respondent 7, Field data)

According to respondents, busy schedules, intentional or circumstantial delays and appearance at will are challenges in the collaboration between the school and the community. Once it has been established that some parents do not value formal education of their children, it is obvious that the above mentioned happens. This does not move in harmony with Epstein’s (1992) involvement model. The situation disrupts the social networks theory developed by a German sociologist, Georg Simmel (1908-1971) who sees society as a web of relations, and that society exists because of interactions. On one hand some parents are to blame for the delays or refusals since they could put their activities on hold without any qualms and attended meetings or call-ups. Sidhu’s (2007) position that there is lack of cooperation is confirmed. On the other hand, some parents may find themselves in tight corners which is reasonable for their delay or absence. As the Twi adage goes: “nsa teaa nyinaa ny3 p3” which translates: “not all situations are the same for every individual.”

4.3.6 Free education

It seems that the notion of free education that the the government is propagating has had a lot of impact on the mindset of parents of the students. They are bent on the fact that once the government has pledge to take over expenses the government should fund everything. Based on that one of the respondents said: “We were appealing to them to get the students who are their own children, new uniforms. Some of the parents retorted: “But the government said it will give everything to them...” (Respondent 3, Field data)

A participant said:

The assembly is supposed help construct certain structures and see to it that the needs of the schools are met yet that depends on the availability of funds. In fact, it is not all that can be done immediately. Therefore, if parents or generous individuals want to help, they are welcomed. (Respondent 12, Field data)

Another parent participant said:

We heard from the manifesto of the president that we are not to pay anything for our children’s education and that is why we voted for him. Nana said from food to extra classes and I mean everything through to SHS, the government will absorb it and we will not allow teachers to extort us... (Respondent 19, Field data)

The respondents portrayed the heavy reliance on the promise and agenda of the government who is championing free education from Kindergarten to Senior High School in Ghana. It is true that the government is on course with the funding of Basic education yet, it cannot fund everything including uniforms as one respondent indicated, (Akyeampong, 2010). There are inadequate infrastructure and proper involvement of the community in the administration of basic schools in Dunkwa-On Offin which denies the involvement model of Epstein (1995). The government has some limitation and cannot entirely fund the Free Education for basic schools yet the parents who are to support are not willing despite that they are aware that certain

things like uniforms are not forthcoming which impedes administration of basic schools.

4.3.7 Free education

The school premise is for studies, and that is teaching and learning. It is a place where a student is supposed to learn that which is taught by the teacher and the atmosphere ought to facilitate such activities, but according to some respondents, that is not the case. Sometimes students come with certain foreign materials. One teacher participant said:

You will find out that a student is using a mobile phone under his or her desk. When I discover that I collect it and tell the student to go and call the parent or parents to come. I do not tell them my next line of action. In the first place the call on parents is to establish how the phone came into the student's possession... (Respondent 5, Field data)

A participant said: "We have been cautioning parents on the use of mobile phones especially the smart ones in school yet you fund students with them. I tell the students that I have seized it when a case is brought to me..." (Respondent 16, Field data)

Another participant said:

"These students do not study. All that they know is to take phones and chat with their friends and lovers and do unnecessary things..." (Respondent 8, Field data)

From the respondents, the use of mobile phones is prohibited in the school. They seem to be concerned with the fact that it will interrupt studies. Rightfully said by one of the teacher-respondent, the students do not concentrate and that defeats the goal of the school and community collaborating. Sidhu's (2007) views are confirmed since teachers together with the parents and other stakeholders cannot find better ways and means to deal with the menace. At this point, Joubert and Prinsloo (1999: p. 55) and Varma's (1993) views that educators are responsible to maintain discipline are

defeated. Frimpong, Asare and Otoo-Athur (2016) names some of challenges impeding school community collaboration as lack of credibility; poor facilities; political unrest; lack of cooperation; non-performance; lack of devotion; outdated expertise; wastage; and poor planning. Teachers inviting parents when phones of students are seized supports Epstein's school-family-community partnership (1995). On the other hand, the deafness to the prohibition of the use of mobile phones hamper on parenting as presented by Epstein where parents are to understand children and their developmental stages in order to help them set achieve a holistic training of the students and effective basic school administration.

4.4 How the Challenges relating to School-Community Collaboration influence

Teaching and Learning

The purpose of this theme is to ascertain how the gravity with which students and teachers are affected in teaching and learning by the challenges encountered in School-community collaboration. The challenges will be worth addressing if they have a negative effect on teaching and learning in the schools. The students and teachers are at the center of every discussion concerning school and because of that, it is very important to know whether their activities are affected due to the challenges in the teamwork with the community. Failure to probe and know is failure to address issues. Therefore, this theme will look at the influence of the challenges in in School-community collaboration in the Dunkwa-On-Offin Municipality.

4.4.1 Noise

Noise is a sound pollution and it is one of the effects of the challenges face by the collaboration between the school and the community. Noise in a school could be very challenging but according to the participants, it is the non-yielding appeal for funds

from the P.T.A. to build walls around the school which is making them face the noise.

A participant said:

We have in our plans to build walls around the school but money is not forthcoming because there is lack of resources. Because of this, we can sometimes hear some unusual noise which catches the attention of students during lessons. They are tempted to look through the window to find out and this makes them lose concentration. If there were walls, sounds coming in would be checked and students cannot see anything behind the walls...(Respondent 16, Field data)

Other participants also said:

It is sometimes appalling for students to hear some funny things from the public or people passing by and start reacting to them. In most cases the best thing I do is to pause teaching for a while for them to enjoy the moment with laughter and some short noisy reactions before I calm them and move on which affect proper classroom management... (Respondent 8, Field data)

A participant said:

For me I sell here and my children are also schooling here ... hmmm I sometimes even fight some of the passers-by especially when they use the classroom block veranda as their walkway across the school during lessons. In fact, they really make noise and I could sometimes hear the children making fun with the words of the passer-by sometime very wild... (Respondent 11, Field data)

The responses indicating noise or some disturbance of peace of mind came from the teacher participants. Noise disrupts teaching as teachers were the ones who indicated their unpleasant experience. Despite that, noise affects learning, speech intelligibility, behavior, attention, memory, and motivation, as well as reading, mathematics, and spelling ability and test scores (American Speech Language-Hearing Association; DiSarno, Schowalter, & Grassa, 2002; Iglehart, 2016; Bekoe, Quartey & Teye, 2013). The noise situation disrupts teaching and learning for a time frame in the day. Noise, although not pleasant, has causes. It could be the behaviour of the students or children in question, relaxed regulations about noise, the careless state of a teacher in the class or a joke being cracked by a teacher. All the noise factors mentioned could be internal

factors. External noise factors such as the shouts and conversations of passers-by catch the attention of students as well as make students react with noise contributes to the challenges impeding teaching and learning. There is the presence of will to build walls to reduce noise but inability because of financial constraint is the cause of noise experienced in schools. Most of these schools are government schools and in Ghana, government schools especially at the Junior high school level are regarded as low standard schools with wards of low-income earners attending.

Despite all the qualms about quality education, an appropriate listening environment is necessary in order for people of all ages to comprehend spoken language. It is especially important for children who are developing mature language, a phenomenon that continues until about age 15 (Nelson, Soli & Seltz, 2002; Wróblewski, Lewis, Valente & Stelmachowicz, 2012; Mills, 1975) and these students fall within that age range. Therefore, funds could be gathered over a period of time but for how long could they endure the noise. It means they could be waiting forever. There is the urgent need for something to be done about it. The desire for something to be done about the noise means the need to mobilize capital especially towards the building of walls around the school to curtail the external disturbances. This support the social capital theory as consensus has to be built between the school, the community and other major stakeholders like the Government for effective and holistic administration.

4.4.2 Pregnancy

Pregnancy is one of the vital effects of the challenges faced by School-community collaboration. This remains one of the issues of concern to teachers, parents, traditional leaders, the education service and the country as a whole. Pregnancy is the

situation that could put a girl out of school or heavily hinder a girl's education. A participant said:

Issues like indiscipline would always yield pregnancy for the girl students. We do our best to call parents attention to certain behaviours but the situation whereby parents are absent from P.T.A. meetings and also refuse call-ups brings the problem. They would never know what transpired. Just last year three students of ours got pregnant. Only one mastered the courage to write the final exams...(Respondent 1, Field data)

A participant said:

You see some of the teachers, we tell them that what happens at home, it is as if they do nothing about it. You tell them to whip them for them to stop going out in the evenings but it is as if they don't. I tried poking my nose into one case and I was told the teachers said now they can't lash the student...(Respondent 7, Field data)

A participant said:

Some of the guardians are irresponsible. Once the children are not theirs biologically, they tend to ignore them and their activities whether good or bad. As I have already told you, some of the kids come from nearby villages and stay with people here so that they can come to school. We have had students writing Basic Education Certificate Examination while pregnant...(Respondent 2, Field data)

According to the respondents both the teachers and parents are to be blamed for situations that lead to pregnancy. In most cases it is teenage pregnancy but in such an area there could be people who may be advanced in age who may get themselves entangled in such situations. When such happens, most girls drop out of school. According to Imoro (2009), high school dropout in Ghana have been attributed to a number of factors among which pregnancy is featured.

Pregnancy occurs when there are lapses in both the school and the home. The blame is often put on the parents at home because it is believed to be the place the child spends most of his or her time. In school, it is believed that the curriculum keeps the students busy such that none could escape and go to attend to other businesses. This causes a lot of girl-students to be pregnant and it brings high school dropout and also affect

performance of school (Felter, 1989) Things should not be taken for granted that some of the students leave school to go after debtors in order that they might use it to buy food. Permission is often granted to such people because of the poverty-stricken families in that municipality. However, one cannot rule out the fact that some students may take advantage of such situations to visit their boyfriends. In this case, the understanding of teachers is being taken advantage of.

Divorce or same-sex single parenting could also cause pregnancy as the girl-child lacks the love of a father and takes any little kindness of a guy or a man as crucial and falls victim. Family is important for the benefit of socializing well the child to fit well into society (Yavuzer, 2001; Feldman & Wentzel, 1990). According to Hetherington, Cox, and Cox (1985) on the issue of divorce, they opine that, girl may respond to parental divorce by becoming sexually precocious. It could be deduced that responsible parenting is sacrificed on the altar of negligence and this definitely denies Epstein's involvement model which seeks to attain effective and efficient school-community collaboration for a holistic education of students.

4.4.3 Sleep in class

Sleeping in class is one of the matters that came to light. This, according to the respondents arises out of the challenge of the value put on education by parents. In showing that students falling asleep in class is an effect from a certain challenge, one of the participants said:

“Some of the students literally sleep in class while I am teaching. I try to find out why. The answer that come often reflects the reality. They sell after school and get so tired and they cannot control themselves but to sleep in class.” (Respondent 1, Field data)

Another participant said:

I am the observant type so I do see that some students are very exhausted. You can see it from their faces. There are times I have to ignore them when they fall asleep because I do know their story and their struggles as I have met them selling. It impedes on their learning in class because they miss a lot of explanations... (Respondent 2, Field data)

A participant retorted:

Why won't they sleep in class? They will definitely sleep. My ward can sometimes watch the television deep into the night and sometimes only God knows when he goes to sleep. I have reported him to his teachers. The parents of some of his friends complain that their children do worse by going out and coming home late and that my situation is better... (Respondent 4, field data)

According to the respondents, sleeping in class by students was an influence of the challenges they have in school-community collaboration. They gave reasons why such things happen. Some attributed it to over-burdening of children by making them sell after school when already tired while others attributed it to adamant and stubborn character of students. In the case of the sellers, the parents of students will give the excuse that the activity complements the income of the home to make ends meet. The second reason being the adamant nature of children comes with a lot of unanswered questions. How are the kids brought up at home? What are the conditions in the home that has made them develop adamant and stubborn behaviours? Such could rise from irresponsible parenting. According to Piaget (1964), by the age of six many children display significant concept-forming abilities. The child has picked that which is to form the basis of his or her character. Therefore, those who think the child should be corrected when the child grows encounter such problems. Such a child would not listen to teachers because they have formed their character already. It becomes difficult dealing with him or her.

Another is the condition in which the child finds himself or herself. Many conditions account for human growth character-wise. It may be that children who are stubborn and would go out come back at midnight, watch television till midnight may be guided by single parents. “Deficiency of mother or father can cause lack of behavioral performance for any children” (Usakli, 2018, p. 22).

“Adolescents (ages 13 to 18) demonstrate frequent feelings of anger, sadness, shame, helplessness, and a sense of betrayal by the parents when there is divorce between their parents. They tend to cope with distancing themselves from their parents, remaining aloof even a year or more later” (Usakli, 2018: p. 23). Adolescents who fall within the category of students in question compensate the distance created with a good dose of Television (TV) games, movies, online surfing among others, Conditions like peers doing same could also be a better sponsor for such behaviours and they result in sleeping in class. Parenting in Epstein’s involvement model is rejected as parents either job their children at home so that the children sleep late or the parents allow the children to sleep at an hour they desire. Which in effect results in sleeping in class

4.4.4 Unsupportive learning materials

Unsupportive learning materials was made known as an influence on teaching and learning from the challenges faced by School-community collaboration. The respondents who seem to know the situation expressed their views as one said:

“The text books we use are outdated. When we teach, we are supported to teach them the current prescribed material in the curriculum yet the text books they have is of the old curriculum. It becomes difficult for the students to cope with studies.”

(Respondent 5, Field data)

Another also said:

The problem is that the text books we have are older than myself so you can think of how it will serve the children. You say A and it is B in the text book. Students need some material they will refer to in order that they might understand that which the teacher is teaching because parents do not have money to get their children new ones. (Respondent 1, Field data)

One participant said:

“Hmm, the problem is big but the parent we meet and talk to so that they can help refer to free education in Ghana and that they expect the government to be providing all to their wards. It is really unfortunate but that is the reality...” (Respondent 8, field data)

According to the respondents, unsupportive textbooks are an issue the schools deal with. This issue comes from the financial constraint which is a challenge of school-community collaboration. The respondents went on to describe how old the textbooks are, and yet, they are still in use. This situation is like using a new syllabus with old textbooks. In cases where part of the new syllabus corresponds with the old, it becomes easier turning pages of existing or old textbooks to suit the situation. In other situations where new syllabus is different or has a lot of new materials, it becomes difficult for students to do effective learning. A teacher may have knowledge about and access to new textbook or material for teaching yet, children may not have textbooks to refer to. A typical example is the pleading of the Ghana Education Service with teachers to manage with old textbooks while they go by new curriculum as the National Council for Curriculum and Assessment work to come out with the appropriate textbooks to suit the new (Ghana Education.Org, 2021).

Another side of the story is the fact that the government of Ghana is sounding a gong about free education. In the State of the Nations address as reported by Ghana News Agency (2019) the Government said:

We have all accepted that these economic fundamentals are the foundation upon which our people will become prosperous, but if they are uneducated or poorly educated, then prosperity will continue to elude them. We have no choice but to provide our young people with quality education and lifelong learning opportunities for every Ghanaian. It is the only way to ensure prosperity and to protect our democracy. We are not sparing any efforts to make education in Ghana of the best quality, and fit for the needs of the 21st century. It, therefore, warms my heart that we are now able to say that education in the public sector is free from kindergarten to senior high school (SHS).

Free Compulsory Universal Basic Education initiated in 1995 is that which parents are taking a good look at to supplement their financial responsibility or totally take away their financial burden from them. However, if government could provide all that is required the respondents would not give the answers represented now. The responses show that the social capital theory is being trampled upon. Parents are not willing to spend on the education of their children since they have put all their hope on the government to solely finance the education of their children and this will affect effective and efficient basic school administration.

4.4.5 Diverted attention from studies

Diversion of attention from studies means the collapse of the main purpose with which a child is sent to school. Yet this kind of life has found its way to the school. The respondents noted the following but spill out that which is a concern to them. A participant said:

“The use of mobile phones has become a problem for us. They (students) come to school with phones. Many a time we have to cease them because their attention will be on the phones because of whatsapp...” (Respondent 16, Field data)

Another respondent also said:

“These phones have increased promiscuity levels among our students. We have an issue at hand where students have focused more on their so-called boyfriends such that they would send them nude photos and do dirty chats with them while in class.” (Respondent 10, Field data)

A respondent said

“We cannot rule out the use of mobile phones in this age but if that is bought by parents to reach children, they are not supposed to bring it to the school to disrupt teaching and learning because teaching and learning requires the student’s full attention...” (Respondent 3, Field data)

Attention in class is very important for learning as the teacher respondents have revealed. They are the ones who can notice the attention a student gives to their teaching. Therefore, attention is so important to studies. In the responses the teacher-respondents are not concerned about the use of mobile phones by the students in general but their concern is about the use of mobile phones in school during class hours. According to Frimpong, Asare and Otoo-Arthur (2016: p.33), “a major concern for many instructors is the potential distraction caused by students using their mobile devices to text, play games, check Facebook, tweet, or engage in other activities available to them in a rapidly evolving digital terrain.” Lenhart, Ling, Campbell, and Purcell (2010) raise a concern of more teens texting in class, even in schools where the use of cell phones by students are prohibited. Pew Foundation research findings backs such with the daily texts for older teens being more as it represents it in figures from 60 in 2009 to 100 in 2011 (Lenhart, 2012).

The question is: should teachers be concerned with the use of mobile phones by their students only in the school or class? Learning or studying is not limited to the school premise alone. Learning or studying takes place in the home too which means teachers are to be concern because it has an impact on the academic performance of the students. Once students can focus or give much attention to mobile phones in school, they are likely to do more or spend more time on the phone once they are home. Apart from academics, the biggest problem faced by the use of mobile phones whether at home or in the school is, the sending of nude photos to boyfriends whom they do not know but have met on social media. In view of this, a commentator dismisses the goodness of phones since its use goes beyond communication to other unwholesome extent (Skenazy, 2009). As young as the students are, they do not consider future implications of such adventures. They just send the nude pictures to them and such unscrupulous guys who receive such pictures sometimes put them online for viewing of the public in order that they may get money in return. These pictures can remain on the website for years and it is detrimental for the children.

Parenting for the well-being of students, as opined by the involvement model of Epstein (1995), at this point is lost since parents do not even care about their children bringing phones to school and this defeats the idea of school-community collaboration for basic school administration.

4.4.6 Absence from some lessons

Some of the influence of the challenges of the collaboration between school and community sometimes are not farfetched and something that cannot be easily digested, yet, in the case of the area in perspective, it is common. Absence from some

lessons in school seems to be a well-known happening in the school. One responded by saying:

Some parent sometimes sends for their children while they are in class. An incident happened when a parent sent for her ward in the class I was teaching. I asked the reason and the messenger told me her mother says when she (the student) falls sick she (the mother) stopped everything she was doing to take care of her and now it's the turn of my student to stop whatever she is doing and go and take care of their shop because she the mother is now sick... (Respondent 5, Field data)

Another participant said: "Sometimes these students go home to eat their lunch or ask permission to go and take money from their parents for lunch and never return to school for the day. They miss important lessons when it happens this way..." (Respondent 2, Field data)

Absence from lessons according to the respondents means the student comes to school but he or she is not able to complete the lessons for the day because parents interfere along the line or they go home for lunch or go for money to buy lunch and for whichever reason, they do not come back to school. This is the influence of poverty or financial constraint clearly demonstrated as a challenge for School-community collaboration. These happenings seem to be normal according to the way the respondents expressed themselves and that they had to cooperate with them by granting permission. The concern of the teacher respondents does not go beyond the fact that the students lose lessons and that it has a great influence on academics. This influence goes beyond academics but affect the security of the children. Cars could crash these children or they could be kidnapped by anybody. The study of Sulley (2019) affirms that:

A total of 504 cases of kidnapping have been reported from 2011-2019, according to the Minister of Interior of Ghana, Mr. Ambrose Dery, in a recent address to Regional, Divisional and District Crime Officers at a two-day conference. This means that on the average, about 56 kidnapping cases are reported annually. In the Interior Minister's report, 47 cases had already been recorded for the year 2019. However, only 55% of these cases were confirmed following further investigations. The

remaining cases (45%) were identified as false. Seventeen victims have been rescued from police operations, with 10 suspects currently standing trial.

Deducing from the study of Sulley (2019: p.1), it can be concluded that there is danger in absenteeism as children are exposed all forms attacks from predators who may be rapists and kidnapers.

4.5 Strategies for Improving School-Community Collaboration

School-community collaboration is very important as it comes with advantages as well. A typical example is the good relationship and peaceful co-existence it brings to the teachers, parents and all other stakeholders who are involved in the school issue. Without the parents, there will be no children at school and without the teachers and education officers, there will not be any formal education for children. Although some influence of the challenges in School-Community collaboration have been seen as negative, they have another side which is purely positive. An example is teachers permitting students to miss lessons because their parents need them at home. Such a situation could be seen on the academic side as negative but positive on the side of teacher-parent relations. According Olowo, Adebola, Fashiku and AlabiIn (2019), the ultimate good in school – community collaboration is sought after so it will be good to look at the ways of reducing the negative side (which is academics) while maintaining a good relationship as well to arrive at a win-win affair and that is the purpose of this theme. The following were the sincere opinions of the participants on improving School-community collaboration.

4.5.1 Employment of a professional school counsellor

Respondents were keen on making conditions better for themselves as they gave suggestions that would help improve situations and bring out the best in School-community teamwork. One that comes first to most of the teacher respondents was the

employment of a professional school counsellor. One of the respondents spoke in these words:

As part of our studies, we take counselling as a course in our program during our studies or training in school in order that we may be able to handle certain situations. Time and experience have thought us that it is difficult to add that to our responsibilities and there is the need to get a full-time counsellor to deal with the many problems with students and the school... (Respondent 6, Field data)

Another also said:

Sometimes certain issues require professional handling. Leaving things like that to you will be dangerous. We have people who have solely concentrated on school counselling in their studies and are looking for employment in Ghana. I think the government can make good use of them by putting them in schools... (Respondent 3, Field data)

One participant had this to offer: “We need certain people who can deal with problems we are facing in schools professionally and officially as a classified job. It will help all of us...” (Respondent 8, Field data)

The respondents see the need to employ a professional counselor who would take over the problems the school face by counselling children on the importance of school, how to keep themselves from early pregnancy to be able to move on with their education especially the girls. Such counsellors could also deal with the problems parents face with their wards in order that they may get the school children back on track. Nkechi, Ewomaoghene & Egenti, (2006: pp. 36-48) stated:

Guidance and counselling is an important educational tool in shaping the orientation in a child from negative ideas that is planted in the child by his/her peers. Hence the need school for the counsellor to assist the child in moulding their future through counselling therapy. The school counsellor is seen as a role model and highly respected by students. The counsellors by their training are expected to be friends with the school child, listen to the child’s complains, short comings and proffer

guidance to the child in a quest of moulding the child in the right part to take in their life pursuit.

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Dealing with student's problems would be just a fraction of the counsellor's job. Being an educator for the parents of the school children during P.T.A meetings could also be part. It will be good for such a person to take up the importance of education for the students to counsel the parents especially the ones who were unfortunate and could not get formal education.

These counsellors can also deal with follow-ups after counselling or educating teacher, students or parents. Their professionalism comes with the knowledge of how to track progress of their input. Therefore, they are more than likely to achieve positive results which they are geared towards. This will cement Epstein's involvement theory (1995) as the community will understand their role in the collaborating with the school for a holistic basic school administration.

The respondents were of the view that there should be a wall built around the school. This will improve School-community collaboration. The collaboration is done to improve teaching and learning in the school and building walls is solving some of the problems. One respondent said:

“Building walls could help reduce the noise experienced during lessons in class. It will prevent those who use the school compound and verandas as their passage route to other places...” (Respondent 5, field data)

A participant also said: “There is the need to fence the school. It will prevent scrap dealers from stealing our utensils and coal-pot used in cooking for the children. It will stop people from coming into the school to steal books and chalk from the classrooms and staff rooms.” (Respondent 14, field data)

The responses churned out really call for walling of the schools since it will help relief them of some noise and thievery. Despite their views of that which the walls will provide, there is more than these walls when built around the schools could do to improve situations. The walls could prevent students from randomly stepping out of the school premises without permission. Though there is the opinion of the employment of a school counsellor, he or she may not be policing students around. Children in the Junior High School level are in their teens and they are curious and sometimes adamant about certain things. Built walls will provide some sort of boundaries and they may not be able to escape through every corner or side of the school. It will help control the movement of the students. They can be secured by the walls from predators who would like to assault them. An account of an incident that compromised the security of school children in America read:

On a sunny day in April, Eric Harris and Dylan Klebold walked into Columbine High School in Jefferson County, Colo., and began shooting. They killed 13 people and wounded 21 others before turning the guns on themselves. The events of that spring day mark one of the most devastating school shootings in U.S. history... (Denver Post, 2000)

Walls, in cases like the described incident, would help curb or check perpetrators because they cannot easily have access to the school unless they go through entrance. In most cases there is a person who keeps watch such that they would normally raise alarms before. The provision of walls would require the coming together of all the necessary actors to financially support the project which would in effect upholding social capital theory.

4.5.3 Employment of a security officer

The safety of the people in the school and all the property in the school made the respondents call for the building of a wall around the school and went on to crown it with the demand for a security personnel which will improve the school-community collaboration because it will help improve conditions in the schools. A participant said:

“There is the need to employ watchman to be able to check the movement of the students as other things in the school. Sometimes the mere presence of such a person in the school premise scares people...” (Respondent 1, Field data)

A participant posited:

“I come here to work on holidays or even in the night. Most of the time it is scary especially at night when no one is around and it is dark and quiet. So there is the need to get a security personnel...” (Respondent 3, Field data)

Another participant said:

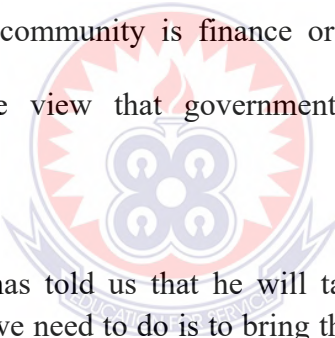
“We would be happy if you get a watchman in the school. The other time my coal-pot was stolen. It is a problem but we don’t have much authority to get somebody...” (Respondent 13, Field data)

The respondents would be happy and satisfied with the presence of a security officer in the school because they know the benefits it will be for all involved in the school. Security is one of the basic needs according to Maslow (1954) of the human person. However, the security officer’s employment depends on school authorities. Hargeaves (2003) opines that society came into existence because of security, therefore, the security of children or students at the Junior High School Level is more important since they are the seeds of community and the most vulnerable. “Security officer

presence is associated with higher perceptions of safety” (Johnson, et, al., 2018: p.1). this assertion calls for as security officers in the schools. The problem is that, one of the major stakeholders in the PTA (the parents) is faced with financial constraint and also feels that it is the responsibility of the government to provide such necessities. For the well-being of the students the school and the community must collaborate to provide some basic necessities such as employing security officers to see to the security of the school and this affirms both Social Capital Theory and Epstein’s Involvement model, (1995).

4.5.4 Government intervention in infrastructure building

A lot of the stumbling blocks to development which is aimed at by the collaboration between the school and community is finance or money. Therefore, most of the respondents were of the view that government should intervene. One parent respondent said:



The government has told us that he will take care of the schooling of our children. All that we need to do is to bring the children to school. Therefore, I think there are some things the school needs that he should help. If he doesn’t then it means he has just deceived us. (Respondent 11, Field data)

A respondent had this to offer:

It is true that we are convincing the parents to help us construct and do other things for the school but there is other infrastructure that the financial strength of the parents cannot cover, an example is the vision of building a wall around the school. (Respondent 6, Field data)

A participant said:

“If government could help us in the building of infrastructure, we could persuade the parents to help with the little needs that does not require heavy funding...”

(Respondent 10, Field data)

According to the respondents, the government’s help would be so much appreciated. The injection of money by government to build infrastructure would help solve a lot of the problems the collaboration between the community and the school seeks yet, they are not able. The government’s intervention could solve a lot of the problems the schools are facing. It will do away with the huge financial responsibility that sits unattended to, it would also solve the problem of security. If walls are built around the schools, the problem of noise could be minimized since no one will be using the classroom block verandas as paths and the noise made by those passing behind the wall will be reduced. Students will not be able to escape from school without permission by using unapproved routes. It will also help reduce thievery in the school. However, finances of the school and community are down. It is evident in the human rights commission report that talks of capitation grant and continue to reveal that funds from government are somehow supplemented by PTA, (Wedam, Quansah, & Debrah, 2015). Government’s intervention in infrastructure building support and bring to fruition Social Capital since it would finance projects to raise infrastructure all other things being equal.

4.6 Chapter Summary

In Ghana, communities have traditionally participated in the provision of basic education but their collaboration used to be limited to the provision of school infrastructure (Baku & Agyeman, 1994).

Today, there is collaboration on a different level as it includes collaboration on discipline, decision making with different platforms that make these collaborations possible as the respondents have made known. However, it is just a build-on and nothing new because on the part of Watt (2001), to speak of community collaboration in administration of basic schools is nothing new and extraordinary. Communities in Africa have traditionally made significant contribution to basic education; and continue to make significant contributions. However, in this chapter the respondents have brought to light the nature, challenges, effect of the challenges and how to improve school-community collaboration.

Although school-community collaboration may not be new but forms and challenges may differ from one place to another. For instance, the school-community nature of highly elite stakeholders (especially parents) may have digital platforms and highly digitalized modes of making meetings and reaching all members possible. In such a case, challenges faced by the all-elite school-community teamwork will be different from the situation of this study where most parents are not formally educated and place little or no value on formal education.

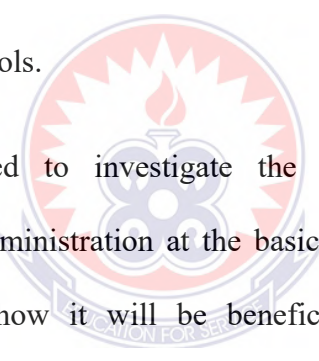
In the responses, parents seem to pose more of the challenges faced. All hope is not lost since parents are making school-community collaboration work (Epstein, 1992) for the good of the children just that they do not know how to go about. Some of the findings made clear that once things are explained well, they are able to understand and make them move ahead. Their cooperation shows that the social network theory (Kilduff, Chiaburu & Menges, 2010) is at work as well as the social capital theory (Kenton, 2019) since the collaboration (Epstein, 1992) is for the good of students as these are main theories that guide the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The former chapter dealt with the discussion and analyses of findings. This chapter deals with last part of the research. Therefore, the researcher boycotts any discussion but focus on giving a summary to the study, highlight the main findings of the study to give relevance to the study, give a conclusion to the study based on the findings, recommend solutions to the problems that were discovered to help improve situations on the ground for conducive education. Suggestions for future researches is made available to help new researchers to conduct a build-on study that will be productive for education in basic schools.



This study was designed to investigate the state of the school-community collaboration in school administration at the basic school level in the Dunkwa-On-Offin Municipality and how it will be beneficial to both the school and the community. The study was to unearth situations that are detrimental to the progression of basic school education through the instrumentality of school-community collaboration in administration and help inform policy makers to make relevant policies to effect positive change a better basic education.

The study focused on four basic schools and concentrated on their Junior High Schools and they are the following: Boa Amponsem Basic school, St. James Boys basic school, St. Mary's girls' basic school and Ahmadiyya basic school. The study was built on four research question and four research objectives that covered the nature of school-community collaboration, the challenges that school-community

collaboration faces, the influence of the challenges on teaching and learning and the ways to improve school-community collaboration. Qualitative approach was adopted to guide the study to attain its goal and so a semi-structured interview guide was used to obtain information from the respective participants of the study.

Epstein's framework theory or School-Family-Community Partnership Model, Social network theory and Social Capital Theory were adopted to guide the study or serve as theoretical framework for the study.

5.1 Discussion of key Findings

The nature of school-community collaboration - First of all, there is the establishment of the existence of school-community collaborations. The school and community collaborate in through Parent-Teacher Association (PTA), call-ups and casual meetings. Since nature does not border on only the way, the areas of collaboration were made known as the areas of discipline, infrastructure, decision making were mentioned.

Challenges in school-community collaboration – The challenges in school community collaboration comprised absenteeism, arguments or oppositions during meetings, financial constraint, value of education (low), delays or refusals of call-ups and PTA meetings, free education being propagated by the government, the use of mobile phones by students despite making parents aware they are prohibited.

The influence of the challenges relating of school-community collaboration have on teaching and learning – The students and their teachers suffered from the misgivings of the community and school collaboration. Noise, pregnancy, sleeping in class, unsupportive learning materials or archaic learning materials, diverted attention

because of use of mobile phones during lessons, and absence from lessons because parents need students formed the influence of the challenges of school-community collaboration.

Improving school-community collaboration - Respondents saw the need to improve school-community collaboration. To them dealing with issues or solving the various issues discussed during their collaboration was tantamount to an improved collaboration. Therefore, employment of a professional school counsellor, building of walls around the schools, employment of a security officer and the call for government intervention in terms of funding were put forward.

5.2 Conclusion

The study endeavoured to make the nature of school-community collaboration its aim from the onset. However, preconception and prejudice of any kind was avoided in order that the study might be credible in all aspects. The objectives were the focus and questions were put forth accordingly and the rightful information was gained.

The study was geared towards knowing a lot about nature of the collaboration between the school and the community in the Dunkwa-On-Offin Municipality since community involvement has been of old. This is because school itself has been established by the community itself to prepare the children to take up responsibilities in the society. The society or community established these school or want these schools in their community because they know the benefits which has been preconceived before accepting such in their midst. These then bring to the fore Epstein's theory of involvement, which upholds the social network theory and social capital theory.

The findings demonstrated the fact that the collaboration exist. Although it was established for the good of the students or children of the community yet, the challenges faced suggest that a party to the collaboration have not come to the full understanding of the functions and so that party which seems to pose challenges that defeats the purpose of the joint venture established. Therefore, there is the need for measures that will curb challenges which will in turn correct negative influence on teaching and learning in order to bring back on track the real purpose of the collaboration.

5.3 Recommendations

Revelations from the study seems to suggest that although school-community collaboration exist because there is the knowledge that it is good, there are challenges that breeds bad effects. Problems call for solutions and the issues will be resolved if the following recommendations together with the contributions respondents gave for the improvement of school-community collaborations are considered.

1. The findings revealed that there is collaboration among the school and the community therefore, Policy-makers such as the government, GES should make a policy that will make school-community collaboration compulsory in Ghana. This will compel all parents to be present at meetings whether they value formal education or not and it will ensure that busy parents make time for meetings (like the PTA and call-ups). It will also compel bosses of work places to give permission for such activities.
2. The findings indicated that there are challenges facing in school community collaboration and hence the major stakeholders (Parents, government, GES) should come up with a constitution that will guide their activities such that

they can progress without excuses from individuals and that certain arguments and oppositions would be rare at their meeting. Working in this way will also prevent delays. It will stop parents from demanding that their children go home during lessons. Thus, continuous education of the community and the school on the need for collaboration in administration of basic school

3. the findings suggest that the challenges have influence on teaching and learning and so, Strict school laws should be made and implemented so that students will not be able to bring mobile phones to school. If laws are made to punish students and confiscate gadgets like phones, it will deter students from bringing them to school and class. The community should also be educated to refrain from making noise around the school premises.
4. As the findings enumerated strategies for improving school-community collaboration the Government should make it clear the level of its financial strength and encourage PTA to help where needed. This may officially help rub off the notion and the argument that government will finance of everything. It will help PTA to provide up to date textbooks, build infrastructure and in any capacity they can offer.

5.4 Suggestions for future research

The nature of school-community comprises that which has been found in this study and can be more depending on the diversity of the particular school and community involved. Since a study cannot simply cover everywhere, it was narrowed to the Dunkwa-On-Offin Municipality taking into account, four Junior High Schools.

In future, interested researchers who wish to conduct a study on school-community collaboration can focus on more including the ones considered in this study since time can effect change in the nature of school-community collaboration. Future researchers could also focus on other school in the municipality to know if there are disparities in school-community collaboration in the municipality.

This study focused on teachers, parents, assemblyman, education officer, non-teaching staff because it was about collaboration in administration. However, future researchers could also involve students who are at the center of the situation to make the study insightful.

This study employed the qualitative approach with a small number of respondents or participants in order to arrive at the findings. In view of this, future researchers may employ other approaches like quantitative approach which allows a large sample size or mixed method approach which allows a balanced approach in order that it may help improve knowledge in the area of school-community collaborations.

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APPENDIX

Interview Guide

Semi-structured interview guide for the teaching staff, PTA, Assembly member, education officers, non-teaching staff

This interview is aimed at collecting information from teachers concerning school-community collaboration in the administration of basic schools in the Dunkwa On Offin Municipality.

Section A

Background information

Section B: teaching staff and education officers

1. Does the school collaborate with the community?
2. How does the school and the community collaborate?
3. What are some of the areas in which the school and community collaborate?
4. In trying to collaborate with the community, do you face challenges?
5. What are some of the challenges?
6. Do the challenges relating to school-community collaboration have influence on teaching and learning?
7. In your view how does the challenges influence teaching and learning?
8. In your opinion may you suggest some strategies for improving school-community collaboration

Section C: PTA, Assembly member, non-teaching staff

1. Does the community collaborate school in the administration of the school?
2. How does the school and the community collaborate?
3. What are some of the areas in which the community and school collaborate?

4. In trying to collaborate with the school do you face challenges?
5. What are some of the challenges?
6. Do the challenges relating to school-community collaboration have influence on teaching and learning?
7. In your view how does the challenges influence teaching and learning?
8. In your opinion may you suggest some strategies for improving school-community collaboration

