

**THE EFFECTIVENESS OF THE GOVERNANCE BODY ON
EDUCATION BOARDS UNDER DECENTRALISATION IN SOME
SELECTED SECONDARY SCHOOLS IN KALULUSHI**

BY

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of the Degree of Master of Education in Educational Management

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AUTHOR'S DECLARATION

I, Moses Kabamba, do solemnly declare that this dissertation represents my own work, which has not been submitted for any Degree at this or another University, except in the case where acknowledgement has been made in the text.

Signed *miabag*

Date..... *03/08/2016*

DEDICATION

This my dissertation is dedicated to my wife, Angela Mulenga Kabamba, who is like a dove that hides in the crevice of a rock where I settle to fight academic battles; and to my daughters, Mwansa, Chileshe and Mofya, who all have been a source of joy and inspiration to me.

What's more with my mother, Mukolo Kambobe, who initiated my academic pathway from the humble beginning at Kambobe Village, Chilubi Island, to be what it is today: joyous, fruitful and blissful philosophical journey.

APPROVAL

This Dissertation by Moses Kabamba is approved as fulfilling part of the requirements for the award of the Degree of Master of Education in Educational Management by The University of Zambia in collaboration with Zimbabwe Open University.

Examiners' Signatures

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ABSTRACT

The study examined the effectiveness of the Governance body on Education Boards under decentralization in some selected secondary schools in Kalulushi. The study used the Mixed Method Design-the Embedded Design with the qualitative data being embedded in the quantitative approach. Schools covered included the following; Kalulushi, Chavuma, Chati, Kankonshi, Twalubuka and Chambishi Secondary Schools. The study had covered 242 respondents out of the targeted 280 of which 139 were male and 103 were female. From the 242 respondents, there were 6 Headteachers, 120 Teachers, 78 Governance body members, 14 Board workers and 24 Pupils. Data was collected by using the questionnaires, semi-structured interviews and focus group discussions. Data from the questionnaires was analyzed using Statistical Package for Social Science (SPSS) and presented in form of tables showing the mean and standard deviation, and bar graphs. However, data from interviews and focus group discussions was analyzed qualitatively by coding and grouping according to the emerging themes using a Comparative Analysis.

On the whole, the findings suggest that despite some sensitization programmes conducted on the functions of the Education Boards in Kalulushi District particularly to the Governance body members, the Board members did not monitor teaching and learning and were not involved in the formulation of local policies on the discipline of pupils by the school authorities on matters of either suspending or expelling pupils from schools. The study also revealed that despite the Boards employing the general workers, members of the governance body of the Secondary School Board did not consider cases of appointment of the staff of the Board and did not devise any training plans for the staff. Therefore, respondents recommended to the government for more sensitization programmes on the operations of Education Boards in secondary schools and that the government should instruct management teams in schools to implement the government programmes on Education Boards fully by involving community members in decision making.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

The study was intended to investigate the effectiveness of the Governance body on Education Boards in some selected secondary schools in Kalulushi district under decentralization vis-à-vis the core roles, responsibilities and functions of the Governance body. Apparently, the thrust of the research was directed towards the powers of the Governance body of the Secondary School Board in the core areas such as: formulation of the local policies on the discipline of pupils, devising training plans for the Board and considering cases of appointment of staff of the Board (MOE: 2005). Additionally, the study also investigated whether the Governance body of the Secondary School Boards in Kalulushi district was monitoring teaching and learning in schools within the agreed parameters with the Directorate of Standards (MOE: 2005). Obviously, the establishment of the Education Boards stems from the process of decentralization of the education system and largely, Education Boards are a major and essential component of the decentralization process. Therefore, the study focused on the effectiveness of the Governance body on Education Boards in secondary schools in tandem with the decentralization process in Zambia.

1.2 Background of the Study

Education Boards were established by the Ministry of Education in 1995 as a vehicle for the implementation of decentralized education delivery in which communities could participate in matters relating to the education of their children (MOE, 2008). Historically, at the time of independence from Britain in 1964, Zambia inherited a racially segregated and decentralized educational system which bore the brunt of meagre educational facilities and despite having such a decentralized educational system which was managed through the Local Educational Authorities (L.E.A) before independence, there was very little input from the local

communities (MOE: 2005). However, after independence, matters regarding the planning and management of educational services were superintended over by the Ministry of Education Headquarters in Lusaka in liaison with the provincial education offices (MOE, 2005). Therefore, the district, college and school authorities did not have powers to make their own independent decisions with reference to the management of their own institutions as decision making was vested in the Ministry of Education officials based in Lusaka.

However, the highly centralized system by the government posed major challenges to the educational sector in Zambia as the Ministry of Education was expanding and becoming ineffective. The Ministry of Education (2005) identifies some of these challenges faced by the United National Independence Party (UNIP) government under centralization as follows:

The communication channels and lines of authority were very long and winding, thus creating delays in decision making. The effects of that system were inefficiency, marginalized community involvement in the affairs of the institutions, thereby eroding the sense of ownership that the parents and the community should have in the delivery of education services. This has not only inhibited innovative ideas for the development of the institutions, but also created a management system which was less accountable and transparent.

(MOE, 2005: ii)

As such, the government saw the need at this stage to revisit the highly centralized educational policy and subsequently involve the parents in contributing to their children's educational costs. Therefore, the educational challenges faced by the government led to the establishment of Parent-Teacher Associations (PTAs) in 1976 which eventually introduced PTA funds for school supplies and special projects (MOE, 2005).

The government believed that the education system should respond to the needs of both the individual and society. Apparently, the new government under the Movement for Multi-Party Democracy (MMD) wanted to involve local communities in decision making vis-à-vis the educational planning through the establishment of education boards in districts, colleges of education, high schools and schools for continuing education. Ultimately, in 1995, the education boards were first established as a pilot scheme on the Copperbelt Province and by the year 2002, the programme had covered the whole nation (MOE, 2005). In fact, by November, 2002, The National Decentralisation Policy, “Towards Empowering the People” had been mooted by the MMD government to give impetus to the local citizenry to have control over its local affairs (GRZ, 2002). However, the Patriotic Front (PF) government that took over power from MMD in the year 2011 revised the National Decentralisation Policy in 2013 in order to devolve decision making authority, functions and resources from the centre to the lowest level with matching resources (GRZ, 2013). Similarly, the Education Act of 2011 attests to the importance of the existence of the education boards by giving powers to the Minister of Education to establish education board as a governance body (GRZ, 2011).

Likewise, in 1996, the government adopted the new national policy on education, Educating Our Future as the third major policy statement which stressed the importance of decentralisation, partnership, equity, efficiency, quality, democracy and effectiveness (MOE, 1996). Additionally, according to this policy, the government expected that the education boards would:

1. Relieve the Ministry of Education of much of the burden of day- to- day business,
2. Cater for a greater degree of democracy in the management and administration of the system ; and
3. Allow for greater responsiveness to local needs.

(MOE, 2005:3)

At secondary school level, the education board comprises the Governance body (appointed members by the Minister), the Management team (administration), the general staff and the clients (pupils). However, this study only focused on the governance body of the secondary school board. Apparently, the Minister has empowered the governance body to carry out the following roles, responsibilities and functions:

- i. Formulating local policies for regulating the management of the institution for which the Board was established.
 - ii. Ensuring that the Board has a mission statement and has a vision.
 - iii. Establishing the long-term goals of the Board and ensuring that strategic objectives and plans are established to achieve those goals.
 - iv. Ensuring that the management structures are in place to achieve those objectives.
 - v. Guiding the implementation of strategic decisions, actions and advising management as appropriate.
 - vi. Reviewing and adopting of annual budgets for the financial performance of the Board and monitoring Board performance and results on monthly basis.
 - vii. Ensuring preparation of annual and half-yearly financial statements, communicating and disclosing information to stakeholders.
 - viii. Overseeing implementation of adequate control systems and relevant compliance with the law, governance, accounting and auditing standards.
- (MOE, 2005:26).

Besides, some of the other functions of the standing sub-committees of the governance body include:

- a) Ensuring that the training plans are implemented accordingly.
- b) Considering cases of appointment, promotion and discipline of staff of the Board.
- c) Determining the conditions of service for the staff employed by the Board.

- d) Monitoring teaching and learning in schools within the agreed parameters with the Directorate of Standards.
 - e) Develop local policies on the discipline of pupils, including conditions of suspension and exclusion from school.
 - f) Review teacher performance in the Board.
- (MOE, 2005:27).

In fact, Mvula (2007) reveals that the Ministry of Education carried out a research on the piloted Education Boards on the Copperbelt Province which led to the establishment of the section called the Education Boards Services at the Ministry Headquarters in Lusaka to superintend over the affairs of the Education Boards in Zambia. Similarly, Kapambwe (2008) has shown that the Ministry of Education had carried out another study in 2004 which concentrated on management issues under education boards. In addition, in the year 2005, Makwaya carried out a study at National In-Service Teachers College, Chalimbana and Mufulira College of Education on an assessment of the extent of community participation in teacher education through Education Boards (Makwaya, 2005). Furthermore, in 2007, Mvula carried out a study on the effects of Education Boards on the operations of Basic Schools in Zambia from the selected District Education Boards of Ndola and Masaiti in the Copperbelt Province (Mvula, 2007). Similarly, Bowasi (2007) did a study on the role of student representatives on the Education Boards from the Institute of Special Education, Copperbelt College of Education and Kitwe College of Education. Additionally, Kapambwe (2008) carried out yet another study on the impact of restructuring in the Ministry of Education on district staffing and responsibilities in four selected districts of Chililabombwe, Chingola, Kalulushi and Lufwanyama on the Copperbelt. Moreover, Sikayile (2011) carried out a study on Educational Decentralization based on the analysis of policy and practice in Chongwe and Solwezi District Education Boards. Likewise, Kambilombilo (2015) carried out a study to investigate the impact of decentralization on the performance of three public

colleges of education after the introduction of decentralization policy, namely; Kitwe College of Education (KICE), Mufulira College of Education (MUCE) and Copperbelt College of Education (CBCE), now Mukuba University.

Typically, the Ministry of Education (1996) alludes to the notion that the establishment of Education Boards will bring extensive changes in existing power and authority structures and ultimately transfer a number of responsibilities and functions to points where they do not exist. In essence, the government envisages that the establishment of Education Boards under the decentralisation policy will bring about quality, equity, access, efficiency, effectiveness, transparency and accountability in the education sector. Therefore, the study focused on the performance of the governance body of the Secondary School Boards under decentralisation in order to establish whether or not it was relevant to the goals and philosophy of the Ministry of Education.

1.3 Statement of the Problem

The overall research problem addressed in this study was that despite the establishment of Education Boards first in 1995 on a pilot basis on the Copperbelt Province before rolling them out throughout the country in 2002 as a vehicle for the implementation of decentralized education delivery and the subsequent studies carried out on decentralization process in Zambia, little has been done to evaluate the effectiveness of the Governance body on the Education Boards of the secondary schools. Apparently, according to the Ministry of Education (2008), Education Boards, through the governance body, are perceived to be a platform through which communities could participate in the planning and decision making processes for education delivery in their respective areas. Hence, community participation is the cornerstone for inclusive governance in a democratic dispensation and no wonder the Zambian government passed the National Decentralization Policy in November, 2002 so as to facilitate for more effective citizen participation in governance, transparent and accountable delivery of public services as the basis for decentralization.

In fact, the Revised Sixth National Development Plan 2013-2016 attests to this realization. Since then, there have been a number of studies that have been carried out on the decentralization and restructuring of the Ministry of Education. How about the study on Education Boards in High or Secondary Schools? What is happening to the implementation process of the secondary school boards in relation to the governance body, despite having a specific division, the Education Board Services at the Ministry Headquarters, managing the affairs of the Education Boards in Zambia? How effective is this governance body of the secondary school boards? Apparently, there could be a knowledge gap here that could be filled up by undertaking this kind of study. In fact, according to the Government of the Republic of Zambia (2006), in the Vision 2030, among other things the nation Zambia should aspire for by the year 2030, are decentralized governance systems. Therefore, this study was opportune and relevant to the dictates of the dynamics of the Zambian society regarding the decentralization process. This study will help community participation in governance, transparent and accountable delivery of education. Additionally, the knowledge gap of the effectiveness of the governance body of the High or Secondary School Boards would be wider and thus the nation Zambia would fail to improve efficient and effective decentralized governance systems in education sector particularly at lower levels as articulated in the Vision 2030 and Revised Sixth National Development Plan, 2013-2016.

1.4 Aim or Purpose of the Study

The aim of the research was to examine the effectiveness of the Governance body on the Education Boards under decentralization in some selected secondary schools in Kalulushi District.

1.5 Objectives of the Study

The objectives of the research were as follows:

- i. To establish whether the Governance body of the Secondary School Board formulates local policies on the discipline of pupils in order to involve community participation.

- ii. To ascertain whether the Governance body of the Secondary School Board devises training plans for the Board in a quest to have trained personnel.
- iii. To explore whether the Governance body of the Secondary School Board considers cases of appointment of staff of the Board in order to enhance professionalism.
- iv. To assess whether the Governance body of the Secondary School Board monitors teaching in order to achieve good academic performance.

1.6 Research Questions

The study had the following research questions:

- i. Is the Governance body of the Secondary School Board involved in the formulation of local policies on the discipline of pupils in order to involve community participation?
- ii. Does the Governance body of the Secondary School Board devise training plans for the Board in a quest to have trained personnel?
- iii. Does the Governance body of the Secondary School Board consider cases of appointment of staff of the Board in order to enhance professionalism?
- iv. Does the Governance body of the Secondary School Board monitor teaching and learning in order to achieve good academic performance?

1.7 Significance of the Study

Apparently, the study was done to add value to the knowledge gap currently obtaining on the performance of the secondary school boards particularly the governance body as there isn't much knowledge on the topic. Suffice to state here that decentralization programme in any country is an on-going learning process. As such, this study brought to the fore the 'unvisited terrain' of the decentralization process to the policy makers for perfection and improvement of the policy in order to use education as a viable tool in a quest to the realization of having effective decentralized governance systems in the education sector as articulated in the Vision 2030 and Revised Sixth National Development Plan, 2013-2016. Indeed, being a home grown and familiar topic, this study

informed the respondents about the topic at hand and eventually added spicy literature to the already existing vast body of knowledge on educational leadership and management discourse which would ultimately contribute to the effective management of secondary schools in Zambia. Finally, the study acted as a wake-up call to both the policy makers and the policy implementers to conduct national matters consciously and proficiently vis-à-vis the dynamic dictates of our contemporary society hungry and thirsty for updated knowledge and community participation.

1.8 Scope of the Study

The study covered only government secondary schools in Kalulushi district, namely; Kalulushi, Chambishi, Chavuma and Chati Secondary Schools. Additionally, the study also included the newly upgraded primary schools into secondary schools namely: Kankonshi and Twalubuka Secondary Schools. However, grant-aided and private schools were not part of the study as their modus operandi is quite different from the government run schools vis-à-vis the implementation of the decentralization policy. The study, nevertheless, faced a number of challenges among them general apathy from the respondents in supporting the research and the busy schedules by the school authorities including holidays especially for the learners. Distance between some schools was also a limiting factor. Being an election year politically, some governance members were preoccupied with campaign assignments finding it very difficult to trace them.

1.9 Theoretical and Conceptual Framework

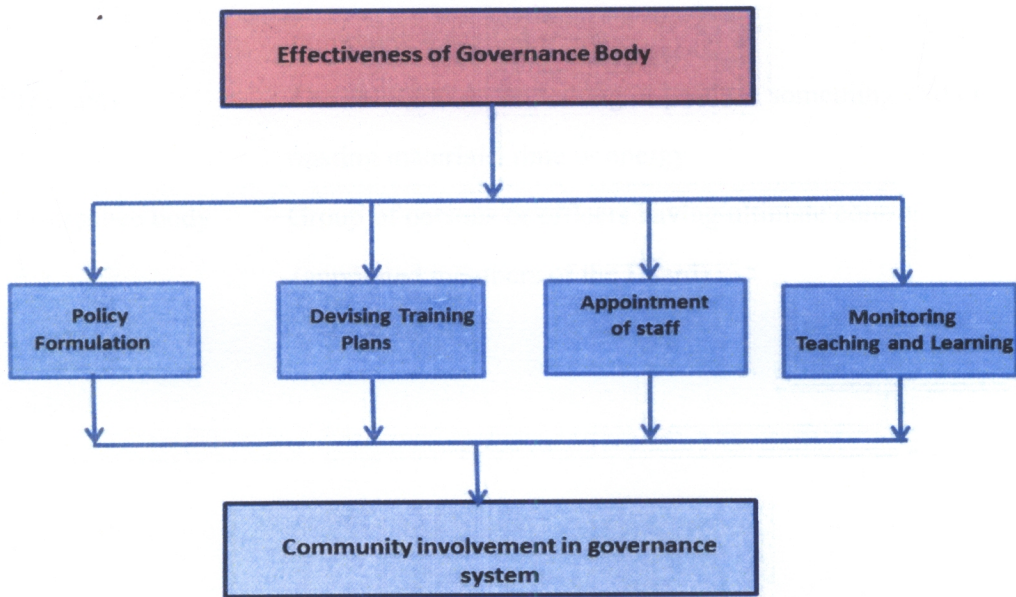
The study was grounded on the Administrative Theory by Henri Fayol (1841-1925), who was trained as an engineer in France, but sought to apply scientific principles of the management of the total organization (Montana and Charnov: 2008). Apparently, just like the ideology of the governance body of the Education Board in embracing effective community participation in education matters thereby realizing the ideals of decentralization, this theory focuses on the management of the whole organization and defines functions of management as planning, organizing, commanding, coordinating and controlling with concern on the efficiency and

effectiveness of the entire organization (Montana and Charnov: 2008). Ostensibly, the theory is concerned with activities designed to create an effective and efficient relationship among all the organization's individual tasks to accomplish a common goal (Montana and Charnov: 2008). Therefore, in this vein, the theory was applicable to the study as community participation in governance body of the secondary school board also ultimately leads to efficiency and effectiveness as articulated in the national policy (MOE: 1996).

Conversely, according to Kombo and Tromp (2006), a concept is an abstract or general idea inferred or derived from specific instances. Generally, it is a mental connection of ideas in order to explain the solution of the phenomenon. To Kombo and Tromp (2006), conceptualization is inventing or contriving an idea or explanation and formulating it mentally. In fact, it is the act of creating or formulating something by thinking up particular ideas or actions intended to deal with a problem or situation and could be viewed further as an abstract, simplified view of the world that we wish to represent for some purpose (Kombo and Tromp, 2006:49).

Therefore, the study used the Conceptual Framework to deal with a problem or situation. Effectiveness of the Governance Body on the School Board was the Dependent Variable influenced by the Independent Variables such as the formulation of local policies, devising training plans for the Board, considering cases of appointment, of staff of the Board, and monitoring teaching and learning in schools. Ultimately, the outcomes were translated into the benchmarks of the effective implementation of the decentralization process through community involvement in governance system. Diagrammatically, the Conceptual Framework of the study was designed as follows in figure 1:

Figure 1 THE CONCEPTUAL FRAMEWORK OF THE STUDY



1.10 Definitions of Key Terms

Accountability	Answerability; blameworthiness; liability
Decentralization	Process of redistributing or dispersing functions, powers, people or things away from a central location or authority
Deconcentration	Reduction of power from the centre
Delegation	Assignment of responsibility or authority to another person To carry out specific activities
Democracy	Rule by the people
Devolution	Transfer of power from a central government to subnational Authorities

Effectiveness	Degree to which objectives are achieved and the extent to which targeted problems are solved. It is the capability of producing a desired result
Efficiency	The ability to do something or produce something without wasting materials, time or energy
Governance body	Group of persons or officers having ultimate control (appointed members of the Board)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the previous chapter, there was a synopsis of the research study, giving the background and developing the statement of the problem by mentioning some similar studies done on the research topic and identifying the gap. Apparently, there has been justification stated for carrying out such a study. Similarly, there has been a mention of consequences and implications if such a study was not done as the issues in the study were linked to the national goal, Vision 2030 and the Revised Sixth National Development Plan, 2013-2016. Furthermore, the previous chapter addressed objectives, research questions, hypotheses and significance of the study. The previous chapter has also addressed the scope of the study, grounding it on the Structural Functionalism Theory by Emile Durkheim and spicing it with the conceptual framework including the definitions of key terms before winding up with the ethical considerations. In this chapter, there is a review of literature on the study by looking at the overview of decentralization, the root of governance body of the Education Board before addressing the global and Zambian studies. The chapter will also address gaps in literature before condensing the issues on the topic in conclusion. However, suffice to state here that literature on governance body is scant particularly from the Zambian context.

2.2 Overview of Decentralization

Generally, decentralization is described as the transfer of power from the centre of government to a lower, often local level (Wood, 2008). To achieve this, the state transfers power through four (4) forms of decentralization, namely: deconcentration, delegation, devolution and privatization.

Uwadibie (2000) argues that deconcentration is the weakest form of decentralization in that it involves simply the shifting of 'workload' from the central authorities or from the central Headquarters to the local officials of national agencies. Apparently, these local officials do not have the power and authority to implement a policy or programme as they see fit. In fact,

according to Yang and Yang (2012), deconcentration shifts some planning power from the top central government planning body to its sub-central government organisations which are fully under central government control. This type of decentralization is criticized as not involving any real power transfer since there is no opportunity for the people at the local levels to make decisions based on local or regional conditions (Uwadibie, 2000). These local officials have no powers to implement government programmes according to wishes of the locals without consent from the central government. They are simply a 'rubber stamp' to the implementation of the government programme. To Welsh and McGinn (1999), strictly speaking, decentralization in education means the devolution of authority from a higher to a lower level of authority and that this lower level can be another administrative level within the Ministry of Education, such as a provincial department or a school and this process is usually called deconcentration.

Delegation transfers some central government administrative powers to partly government-owned and partly government-controlled organisations (Yang and Yang, 2012). Here, the government does not abdicate its powers but only surrenders some of its administrative functions to organisations or individuals partly or fully controlled by the central government. However, Uwadibie (2000) observes that delegation is the transfer of specific managerial responsibility for specifically defined functions to units that are outside the central bureaucratic structure and controlled by the central authority. This means that a sovereign authority creates or transfers to an agent specified functions and duties, which, according to Uwadibie (2000), the agent has broad discretion to carry out with the main responsibility remaining with the central sovereign authority. However, by contrast, the delegated officials should not be outside the central bureaucratic structure, as suggested by Uwadibie (2000), but within the structure for accountability and answerability purposes to the central government.

Devolution assigns some of the central government power to the local governments which are out of direct control of the central government (Yang and Yang, 2012). Here, the functions devolved

to the local level may be broader than those assigned in delegation. Uwadibie (2000) argues that devolution is political in nature and involves the creation of independent units at the sub-national levels and carries with it the transfer of authority as it is the legal establishment of locally democratically elected political authorities.

Privatization is primarily the transfer of power and functions to private individuals or enterprises (Uwadibie, 2000). It is a system outside the bureaucratic central government. It is the transfer of authority to a private firm or individual. This study, however, will not cover this type of decentralization as the subject at hand involves government-run entities which are subject to central government control.

2.3 Global studies on Governance Body

Globally, there have been a number of studies carried out on the Governance body of the School Board. Ford (2013) carried out a study on the impact of School Board Governance in Diverse States of Florida, Nevada, Utah, Michigan, Minnesota and Wisconsin in the United States covering almost 14,000 elected school boards. Apparently, the study by Ford on these six states looks in-depth at the role of school board governance vis-à-vis the school board member backgrounds, adherence to a set of best practices created by the National School Boards Association, small group dynamics, and district graduation and drop-out rates. In this study, Ford (2013) ascertains that in America, there is no general consensus about the role of governance and as such he struggles to give an insight of governance vis-à-vis mission, policy, administration and management dimensions. The study, however, shows that governance of the school boards does affect the performance of a given school board let alone the district level performance. Specifically, according to Ford (2013), school boards that engage in strategic planning and view their superintendents as their collaborators, end up mitigating conflicts and subsequently perform better on academic outcome indicators. Indeed, as observed by Ford (2013), the overall conclusion of this study is that traditional school boards can and do influence academic outcomes, meaning,

improving school board governance is a legitimate approach to improving academic achievement. Apparently, this study treasures community participation that results into collective effort and plan that ultimately translates into good academic results in schools. In fact, the rationale for the establishment of Education Boards in Zambia is in tandem with the study findings of Ford's research that emphasizes community participation in education affairs.

Conversely, the study by Corlett (2015) on 'teacher and student morale and school board governance' shows that the scandal on the school board governance can negatively affect its performance. The study was carried out at the Hamburg Central School Board, New York, to assess the impact of the scandals brought about by the Board member and the School Superintendent. Apparently, the study shows that the Board member was brought up on misconduct charges and that the School Superintendent surprisingly filed a false police report of alleged vandalism to his car by the school board member thereby attracting a negative media attention on the school board as the saga was in the local news for almost two years (Corlett, 2015). Sadly, as the study shows, the scandal led to low morale among the teachers thereby consequently affecting the performance of the students. The study concludes that the standing of both the governance members and the school management matters a lot as regards to the performance of a particular school board. In fact, according to the study, when teacher morale is high, students typically show high achievement, but when teacher morale sinks, achievement drops and other problems come to the surface (Corlett, 2015). However, interestingly, this study involves Corlett's former teachers and an old friend as the only participants leaving out students whose performance was reported to have been affected. Furthermore, the researcher had been upset by the saga at his former school; therefore, the conclusion could have been driven by emotions. Perhaps, an independent researcher could have done a better research than relying on a former student whose former teachers and old friend were still at school where the study was carried out.

Nevertheless, the standing of both the school superintendent and the governance members plays a pivotal role in the general performance of the school.

Across Canada, there was a study done between December 2010 and November 2011 by Galway, Sheppard, Wiens and Brown to assess the impact of centralization on local school district governance. The study shows that in recent times in Canada, there has been a growing constituency that believes that School Boards have become wasteful hierarchies whose role in promoting student learning is negligible (Galway, et al, 2013). The study shows that there have been numerous recent examples of incidents where the political and ideological interests of provincial governments have run counter to the mandates of school districts. In this pan-Canadian study carried out on school district superintendents and nine Canadian provinces, preliminary data suggests that the significance of the school district apparatus in Canada has diminished as provincial governments have enacted an aggressive centralization agenda (Galway, et al, 2013). However, the study reveals that in a politicized environment, the values, reward systems, and accountabilities against which school board superintendents and trustees operate are likely to differ substantively from those of politicians and bureaucrats, thereby creating a policy environment that is antagonistic to the local governance (Galway, et al, 2013). Therefore, the study focused on the attributes of effective school boards in Canada and the nature of educational governance in school boards in Canada by targeting principal actors and also governance and accountability roles. The researchers conclude the research study by stressing on the role of the governance body of the Education Board in respect of the core functions such as local representation, independent decision making, accountability and oversight, accountability for student learning, advocacy, and negotiating and mediating (Galway, et al, 2013). Unlike in Zambia, this study shows that school boards are by legislation valid and legitimate governments in their own right (Galway, et al, 2013). Similarly, studies by Camelia, et al (2014) in Romania show that decentralization of education is the route to take to ensure effective delivery of educational services. In Romania, analyses of legal

provisions and measures adopted in the reform process indicate that formal decentralization is the solution chosen (Camelia, et al, 2014). Besides, the study by Camelia, et al (2014) on the impact of decentralization on the Romanian school shows that decentralization gives the school the primary role of decision maker, providing consultation and participation of all social actors interested in sustainable development of the community in which it operates on the one hand, and on the other hand, in terms of globalization of education. It appears that the study shows that school governance should embrace community participation to ensure quality education (Camelia, et al, 2014). In fact, the study findings emanate from the training sessions of the participants whose responses may be influenced by each other questioning the validity and reliability of the research instruments used. Furthermore, governance matters that drive the decentralization process are linked to the social and cultural traditions that may be challenged by the modern scientific world we are living in.

Conversely, the results of the research by Laudams (2013) on decentralization of education in Latvia show that the teachers support the process of decentralization and the enhancement of school autonomy as local schools have their own budget. Here, according to the study, Latvia is an independent country with its own educational systems and that local schools have the right to decide how to use the allocated resources, including the right to engage the employees as its educational aims have been defined in the Educational Law which was established in 1998 (Laudams, 2013). Ostensibly, the central government institutions, according to the research by Laudams (2013) in Latvia, have an indirect, recommendatory, supportive and observational role. However, the study concludes by stating that the teachers do not fully support the autonomy of schools unless it is connected with the increase of the teachers' responsibility and influence in the decision making processes. Astoundingly, the study shows that teachers would not want to support the intensity of decentralization through the governance system in the allocation of school financial resources and teachers' salaries (Laudams, 2013). Actually, this study tends to question the autonomy and effectiveness of the school governance body of the decentralization process.

Across the continent of Asia in Malaysia, Ismail and Abdullah (2013) conducted a research study on the performance of the 60 autonomous School Boards with the bias to the School-Based Management (SBM) practices. Outwardly, this study measures the level of parents' involvement in the schools' policy formulation and other matters relating to the management of the schools (Ismail and Abdullah, 2013). Additionally, the study identifies the significant differences among the autonomous schools relating to the involvement of parents in school matters. In fact, according to Ismail and Abdullah (2013), the introduction of School Based Management (SBM) system was initiated in Malaysia by the Ministry of Education with the implementation of the Educational Development Master Plan (EDMP) 2006-2010 on 16 January 2006 to provide quality education. Therefore, the aim of this study is to investigate the level of parents' involvement in Malaysian school activities as perceived by teachers (Ismail and Abdullah, 2013). Actually, the study confirms that parents are among the stakeholders of Malaysian autonomous school governance who are involved in the process of school policy-making and apparently, their involvement is relatively high in all school activities such as providing moral and material support to the schools and showing concern towards their children's learning processes and the general school improvement (Ismail and Abdullah, 2013). Furthermore, the study unveils the school governance on the part of the parents who cooperate with schools to improve students' discipline and attend periodical parent-teacher meetings (Ismail and Abdullah, 2013). Hence, the study concludes by stating that School Based Management (SBM) in Malaysia's autonomous schools encourages parents' involvement in school related programmes and activities and gives rights and opportunities for parents to participate in school's policy constitution other than the school administration team alone (Ismail and Abdullah, 2013).

Furthermore, the study by Mehmood, et al (2012) on decentralization and educational institutional development in Pakistan focuses on local education administration in order to gain useful insights into educational achievements in the country and specifically rural areas of Punjab province.

Hypothetically, there was a belief among the nationals that educational reforms carried out in the country especially in the rural areas would bring about the desired quality delivery of educational services. However, the opposite was true. The study findings show that governance issues of the school boards were not realized due to political, economic and social constraints. Generally, there was a feeling in schools that there was too much political interference from the central administration and politicians regarding transfers of teachers, support staff and school administrators (Mehmood, et al, 2012).

Likewise, the results of the study by Albaker (2011) about the reform of secondary school system in Bahrain that took place in 2005 show that perceptions of teachers about the creation, preparation and implementation of reform initiative in school boards have confirmed that teachers in Bahrain have little control over the decision making process and emphasized their perception that current reform was affected by its relation with their academic life. In fact, the study findings attest to reality on the ground where teachers are averse to the educational reforms being introduced as they feel marginalized and therefore disengaged from the implementation process. Hence, Albaker (2011) advises that having a decentralized governance system is the effective way to go as this can offer greater autonomy to school levels which in turn might increase staff involvement, commitment and creativity since it is going to be their decisions and somewhat tailored to fit their situation.

Conversely, in Macedonia, since 2001, a great number of strategic documents have treated the issue of decentralization of all governing functions in general and of the educational system in particular (Zendeli, 2011). Generally, there has been a feeling from the central government of Macedonia that decentralization of the education through school governance should continue as a necessity to bring education closer to the community. Actually, the study shows that there has been a belief that school managers should have the authority and the responsibility to assess their teaching and administration staff in accordance with best professional and academic standards and

that the school management ought to be trained in managing human resources (Zendeli, 2011: 4075). Further, the study shows that primary and secondary schools are established with the initiative of municipal councils though their work is approved by the Ministry of Education and Science (Zendeli, 2011). Interestingly, procedure for election of school boards is according to the legal provisions where members such as teachers, parents, and representatives from the municipal councils and the Ministry of Education and Science are elected into office (Zendeli, 2011). Truly, the governance system is inclusive and participative in nature.

Similarly, Florestal and Cooper (1997) have noted that the study on the decentralization of education in Papua New Guinea shows that administration decentralization of the education sector was introduced in 1970 with the creation of District Education Boards (DEBs) which were later in 1977 transformed into provincial education boards with extended powers. Apparently, it is clear from the experience of Papua New Guinea that by extending the powers of the district education boards, decentralization of education was achieving the intended goals. Likewise, Wood (2008) reveals that decentralization was noted in India in the state of Kerala from 1997 to 2002 when administrative responsibility for the Kerala's approximately 11, 000 government sponsored schools was transferred from the state government to local self-government institutions. Here, primary education became the responsibility of the village elected councils (Panchayats).

Likewise, Sen and Bandyopadhyay (2010) show that efforts to restructure public administration in Turkey particularly in education sector accelerated beginning 2003. Proponents of decentralization in Turkey believed that the process would among other things:

Improve educational quality, enhance stakeholder participation in the administration of the schools, encourage a democratic environment and create a more responsive and accountable system.

(Sen and Bandyopadhyay, 2010)

Similarly, across South American countries, for instance, Colombia instituted a financial decentralization policy in which the centre continued to transfer funds to the regions and municipalities just as in Chile in 1980, the military government initiated dramatic reforms in the educational sector which led to a simultaneous process of municipalisation and privatization (Sen and Bandyopadhyay, 2010). In fact, Wood (2008) argues that decentralization of education does not bring about effective decentralized governance systems. To her, decentralization policies and reforms have been difficult to implement and have yielded mixed results in terms of improving the quality of, and participation in education. For instance, Wood (2008) argues that studies show that decentralization undertaken by Colombia, Argentina in 1978 and 1991, Chile in 1980 and Mexico in 1991 for financial reasons, may have achieved the intended financial goals of cost sharing between the central government and the local level, but tended to increase inequality in educational performance between the poorer states and the richer ones. Ideally, well-funded regions tend to perform better than those communities that are inadequately funded; since they are able to mobilize the much needed resources. Sen and Bandyopadhyay (2010) also show that Argentina decentralized primary and secondary education to the provincial governments at a time when the country was undergoing extreme financial crisis and thus financial responsibility for primary education was shifted to the provinces in 1978 followed by co-financing strategy for secondary education in the 1990s. In Brazil, the study shows that the country also introduced a form of decentralization where officials comprising teachers, parents and students above the age of 16 were appointed to set up a school board, which was entrusted greater financial, administrative, and pedagogical autonomy (Sen and Bandyopadhyay, 2010). Here, according to this study by Sen and Bandyopadhyay (2010), the school board had the liberty to decide spending and generate further revenues locally after receiving a grant based on enrolment.

Across the continent of Africa, apparently, the study by Hammad (2010) on Boards of Trustees (BOTs) as avenues for Shared Decision Making (SDM) in Egyptian schools of Damietta County

concerning teachers' perceptions shows that in the year 2000, Egypt's government started a comprehensive educational reform programme with educational decentralization being a key theme on the reform agenda which culminated in the creation of the Boards of Trustees (BOTs) in the year 2005 (Hammad, 2010). Apparently, the study wanted to establish an in-depth understanding of the factors inhibiting both secondary school teachers and headteachers from engaging in Shared Decision Making (SDM) processes (Hammad, 2010). Ideally, the study shows that the teachers were averse to the ideals of these Boards of Trustees (BOTs) which were perceived by many participants as usurping responsibilities of the school board, undermining Headteacher's power, intervening in school matters and lacking in the power to make significant decisions that were likely to be implemented. In fact, the study shows that nine general secondary schools of Damietta County and 85 research participants who included Headteachers, Deputy Heads, Heads of Department, BOT members and newly appointed teachers were covered in the research (Hammad, 2010). Therefore, the study findings show that some participants thought that BOT had a positive influence; others claimed it had a negative influence and still others insisted that BOT had no influence on decision making, presenting an evidence of the role of the decentralized governance system in the education sector.

In Nigeria, Ayeni and Ibukun (2013) wrote a paper that 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 paper identified some major challenges facing effective operation of SBMCs such as 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 (Ayeni and Ibukun, 2013). Moreover, the paper shows that the challenges faced by these School-Based Management Committees resulted in ineffective school management and low level of students' academic achievement and concludes that a conceptual model of

interrelatedness be adopted to strengthen the operational capacity of SBMCs for efficient service delivery and quality learning outcomes in secondary schools in Nigeria (Ayeni and Ibukun, 2013). The paper further concludes that effective School-Based Management Committee (SBMC) is the engine room for school and community partnership and vital for school effectiveness and students' success, while the challenges that teachers and principals face 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).

In Kenya, a research study on the examination of effectiveness of Board of Management in management of school personnel and community relations was carried out in 2014 (Bernard, et al, 2014). The study wanted to examine effectiveness of the Board of Management in management of staff and student personnel, and also to explore the effectiveness of Boards of Management in management of school community relationships in Kenya (Bernard, et al, 2014). The study findings show that the Boards of Management were effective in student admission, discipline and security, and somewhat increased student enrolment (Bernard, et al, 2014). Additionally, the study shows that the Boards of Management increased student enrolment and casual jobs to the immediate community members (Bernard, et al, 2014). However, the study findings show that Board of Management members with political appointments use politics to divide community by offering admission to some students and denying others and that the Board of Management did not participate in teacher promotion thus, causing low teaching morale (Bernard, et al, 2014).

Likewise, in Tanzania, the paper by Godda (2014) discusses the strengths and prospects of decentralization of secondary school management with the focus on Dodoma Municipality. The paper presents findings on how decentralization has improved the working and living conditions of

teachers through local community participation (Godda, 2014). Apparently, the study findings from Dodoma Municipality demonstrate the effectiveness of the governance bodies of the various secondary schools. According to Godda (2014), the study findings from Dodoma Municipality show that decentralized governance system has increased the number of classrooms, student desks, text books, laboratory apparatus and chemicals in secondary schools. Additionally, decentralization has accelerated the promotions of teachers and increased the number of seminars and workshops for science teachers (Godda, 2014). However, the findings show that decentralization has failed to improve accommodation and health facilities for teachers (Godda, 2014).

Across the Zambezi River in Zimbabwe, Mupindu (2012) carried out a study underpinned by a conceptual framework of participatory governance under decentralization on the capacity of the school development committees/associations towards providing school instructional resources in the four secondary schools of Kadoma district in order to promote quality ordinary level results. The findings show that the establishment of School Development Committees/Associations (governance) in Zimbabwe under decentralization has brought about successes and challenges. Apparently, the study shows that the formation of School Development Committees in secondary schools in Kadoma district in Zimbabwe has led to the marshalling of support from the parents in the community in such areas as fundraising and provision of educational materials (Mupindu, 2012). Parental involvement in the education system has led to the promotion of participation and collaboration thereby improving efficacy of public services through the provision of reasonable classrooms for the students and continuous training of School Development Committee/Association members in order to understand their roles as well as government policy (Mupindu, 2012). However, the governance body has faced some challenges such as having inferior instructional resources, recording poor learning outcomes at ordinary level in secondary

schools in Kadoma district and failure by the school development committees to have sufficient power and initiative to make decisions at the schools (Mupindu, 2012).

Likewise, in South Africa, Naidoo (2005) carried out a case study of six schools in Gauteng and KwaZulu-Natal provinces between 2002 and 2004 on educational decentralization and school governance in South Africa with emphasis from policy to practice. The study was undertaken to establish the effectiveness of the School Governing Bodies (SGBs) in view of the democratization of the education process after the national elections of April 1994 (Naidoo, 2005). In fact, the South African Government passed South African Schools Act (SASA) of 1996 that paved way for the creation of a new school governance landscape based on citizen participation and significant decision making in pursuit of national goals of economic growth, democratization and equity (Naidoo, 2005). Therefore, the terrain of this research is to investigate the change or lack thereof in governance structures, processes and relationships brought about by the South African Schools Act (SASA) of 1996 (Naidoo, 2005). Apparently, unlike in Zambia where governance members are appointed by the Minister of Education, the story is different in South Africa. The study shows that the 1996 Act provides for the election of School Governing Bodies (SGBs) by the learners, parents and staff thereby legitimating the constituent membership of these bodies with sizeable autonomy and decision making in managing learning institutions as the central administration devolves power to the major stakeholders at the local level (Naidoo, 2005). The study findings show that effectiveness of the School Governing Bodies varies from school to school depending on the leadership of the school administration and the elected officials in opening up some space for democratic participation and interpreting their roles in a predictable way (Naidoo, 2005). In some Institutions, the policy of community participation is being actualized while in others, there is a thin line between policy formulation and policy implementation as the policy is not fully realized in practice (Naidoo, 2005). By and large, the study shows that School Governing Bodies (SGBs) have helped learning institutions in determination of admissions policy, setting language policy

and making recommendations on teaching and non-teaching appointments, financial management of the school, determination of the school fees and fundraising (Naidoo, 2005).

2.4 Zambian Studies on Governance Body

Historically, according to Florestal and Cooper (1997), in Zambia, the Ministry of Education recognized that the existing system was too centralized and therefore, in August 1995, the government proposed a reform of the Education Act that would establish Education Boards, starting first with the Copperbelt Province on pilot basis before covering the whole country in 2002 when the Republic of Zambia (2002) passed the National Decentralization Policy. In fact, these Education Boards were established as part of the decentralization programme to enable communities to participate in matters relating to the education of their children (MOE, 2008: 7). In order to increase access to education, the government of Zambia had to encourage and strengthen community involvement and other partnerships with various stakeholders (Shizha and Abdi, in Abdi and Cleghorn 2005:251). Apparently, there have been a number of studies since the establishment of Education Boards.

Makwaya (2005) carried out a study on an assessment of the extent of community participation in teacher education through Education Boards at National In-Service Teachers College, Chalimbana and Mufulira College of Education. The study targeted 40 participants who included among them the following: 22 Board members, 8 Student teachers, 2 Bursars and 8 Lecturers in order to establish the extent to which the objectives of community participation were being implemented in colleges of education (Makwaya, 2005). Apparently, as stated by Makwaya (2005), the research study findings show that there was no community participation in the Boards at both colleges and thus expected outcomes such as transparency, accountability and sense of ownership had not taken off at both colleges thereby leading to a scenario where there was no consensus or consultation at all among the stakeholders regarding decision making in the colleges. Worse, the findings show that there was erratic funding of the Education Boards and that the Ministry of Education had not

been effective in supervision of colleges in the areas of implementing the objectives of the Education Boards (Makwaya, 2005). Ideally, Education Boards were expected to be self-sustaining in sourcing for finances, hence, no need to rely much on the central government for funding. Makwaya (2005) also shows that some stakeholders particularly governance members were ignorant of the rationale by the central government for establishing Education Boards and as such community participation was not as effective as expected. The study, however, does not represent the picture at secondary school level regarding the performance of the members of the governance body.

Similarly, Mvula (2007) carried out a study in 2007 on the effects of Education Boards on the operations of Basic schools in Ndola and Masaiti districts on the Copperbelt Province. Actually, the study findings show that the district education boards have improved the operations of the basic schools in areas such as; supply of teaching and learning materials, frequent monitoring by the Standard Officers, support of Continuous Professional Development (CPD) activities, formulation of local policies and regulation of pupil enrolment levels (Mvula, 2007). Additionally, the study findings reveal that the establishment of Boards has led to the rehabilitation or construction of school infrastructure and funding of schools through the timely disbursement of grants from the central administration (Mvula, 2007). However, the study reveals that the Boards have not succeeded in mobilization of local resources, recruitment of additional staff in schools and involvement of the governance bodies by the management teams in planning and decision making (Mvula, 2007). Indeed, this study is typical of the scenario obtaining in basic schools as opposed to what is happening in the secondary schools in Zambia.

Likewise, Bowasi (2007) carried out a study in 2007 on the role of student representatives on Education Boards at Zambia Institute of Special Education, Copperbelt College of Education and Kitwe College of Education. Apparently, the research study findings were not pleasant about the student representation on the College Board. The findings of this study show that the student board

members were marginalized by the other Board members when it came to decision making involving utilization of financial resources and disciplinary proceedings involving lecturers (Bowasi, 2007). Furthermore, the study shows that there was ignorance from the student representatives on the financial and audit reports of the institutions rendering them inadequate to present reliable information to the fellow students (Bowasi, 2007). This is yet another study on the operations of Boards in colleges of education, leaving some gaps in secondary schools.

Similarly, Kapambwe (2008) carried out a study on the impact of restructuring in the Ministry of Education on district staffing and responsibilities in Chililabombwe, Chingola, Kalulushi and Lufwanyama districts on the Copperbelt. The study revealed that there was an upsurge in the roles and responsibilities at district level such as planning, budgeting, monitoring and evaluation resulting in bloated staffing and that more staff was required in the areas of accounting, human resources and standards offices (Kapambwe, 2008). However, the study findings show that the central government did not decentralize decision making, resource allocation and distribution as well as recruitment and promotion of staff, and that bureaucracy and political interference hindered the ability of the district staff to work (Kapambwe, 2008). Here, Kapambwe has studied the performance of the restructuring process in the Ministry of Education in line with the Decentralization process, culminating into the establishment of the Education Boards.

Sikayile (2011) carried out a research study on educational decentralization in Zambia based on analysis of policy and practice in Chongwe and Solwezi District Education Boards. The study findings reveal that decentralization of education has encouraged community participation in education matters and that there has been a remarkable improvement in transparency and accountability (Sikayile, 2011). However, the report shows that coordination between the District Education Board Secretary (DEBS) and the Board Chairperson is generally weak leading to weak institutional capacities (Sikayile, 2011). Furthermore, the study findings reveal that Education Boards lack legal framework and as such the central administration has not relaxed tight controls

from the top (Sikayile, 2011). For instance, according to the study finding, in the case of teacher recruitment and financial matters, the Ministry of Education has delegated authority to the District Education Boards, but in practice, this authority is largely reclaimed by the central government (Sikayile, 2011). Apparently, this study emphasizes the role of leadership on the Education Boards at district level just like the study by Kapambwe on the restructuring of the Ministry of Education.

Likewise, Kambilombilo (2015) carried out a research study to investigate the impact of decentralization on the performance of public colleges of education after the introduction of decentralization policy. The study was conducted at Kitwe College of Education (KICE), Mufulira College of Education (MUCE) and Copperbelt College of Education (CBCE), now Mukuba University. The study shows that the formulation of the decentralization policy is aimed at attaining improved service delivery, transparency and accountability, efficiency and effectiveness leading to responsiveness and high performance of institutions (Kambilombilo, 2015). However, the study shows that colleges have failed to take advantage of decentralization policy as they have continued to depend for instructions and other important things from the government (Kambilombilo, 2015). Generally, the performance of these colleges vis-à-vis the decentralization policy is either average or below the average (Kambilombilo, 2015). Apparently, this study is similar to the ones carried out by Makwaya (2005) and Bowasi (2007) on the performance of Colleges of Education Boards.

2.5 Gaps in Literature

Apparently, studies in Zambia show that they have been targeted at the operations of the District Education Boards and Colleges of Education Boards with not much on Secondary School Boards particularly the Governance Body. Surprisingly, most of the studies on Education Boards in Zambia emanate from the two most influential provinces, namely: Lusaka and Copperbelt Provinces leaving the other provinces yearning for literature on the operations of the Education Boards in those provinces. Furthermore, there is no literature to stress the importance of

monitoring teaching and learning in secondary schools by the parents who are members of the school community. Similarly, literature is yawning on the authority of the governance body regarding disciplining of the learners and staff of the Board in secondary schools in Zambia. Likewise, there isn't much literature on the appointment and promotion of staff of the Secondary School Board.

2.6 Conclusion

Apparently, this chapter has addressed literature review related to the Governance Body of the Secondary School Board. In fact, the idea of Education Board stems from the decentralization process in education which is premised on the exercise of substantial power at the local level on many aspects of secondary school education subject to some limited control by the central government. Generally, in Zambia, as enshrined in The National Decentralization Policy of 2002, the objective of Education Boards through decentralization stems from the need for the citizenry to exercise control over its local affairs and foster meaningful development which requires that some degree of authority is decentralized to provincial, district and sub-district levels such as schools. Apparently, the ultimate aim of decentralization of education through the establishment of Education Boards is to improve the operation of the education sector in the delivery of services. This chapter, therefore, has contextualized Governance Body by reviewing global and Zambian studies on Education Boards that have been carried out by different researchers.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

The previous chapter looked at the literature review related to the governance body of the secondary school board, starting with an overview of the decentralization process, which is, apparently, the rationale for the establishment of the Education Boards in Zambia in 1995. Obviously, community participation can be realized by decentralizing education delivery through the establishing of Education Boards. Therefore, governance body plays a crucial role in realizing the philosophy of decentralization. Furthermore, the chapter reviewed literature on global and Zambian contexts, and thereafter gaps in literature. This Chapter introduces the research design that was used for the collection of data, study area or site, population and sample. The chapter will also address the sampling techniques, data collection instruments and procedure for the study. Data analysis instruments and procedures are also addressed.

3.1 Research Design

The study used the Mixed Method Design- the Embedded Design. Apparently, Mixed Methods research is the type of research in which a researcher combines elements of qualitative and quantitative approaches for the purposes of breadth and depth of understanding and corroboration (Creswell and Clark, 2011). The method involves the use of both approaches in tandem so that overall strength of the study is greater than either qualitative or quantitative research (Martella, et al, 2013). Similarly, according to Creswell and Clark (2011), mixed method designs include at least one quantitative method designed to collect numbers and one qualitative method designed to collect words either concurrently or sequentially. Therefore, this type of research is meant to address more questions, with more depth and breadth than either approach alone (Martella, et al, 2013). Typically, under the Embedded mixed methods research design, the researcher uses data that is collected simultaneously or concurrently using both quantitative and qualitative approaches

(Matthews, 2011). In other words, Embedded Design allows for quantitative and qualitative data collection to happen at the same time or concurrently (Matthews, 2011). However, the Embedded Design allows for one method to be the primary one to take precedence over the other one which is an embedded or secondary method or they may claim equal priority (Matthews, 2011). Apparently, in this study, qualitative data was embedded within a quantitative design in order to enhance the numerical interpretation of the study itself. In fact, according to Camerino, et al (2012), in the embedded correlational model, qualitative data is embedded within a quantitative design. After all, the purpose of the Embedded Design under the Mixed Methods Design is to address different questions that call for different methods or to enhance an experiment (Watkins and Gioia, 2015). Nevertheless, the study also involved collecting of views from people about the performance of the governance body of the secondary school boards. Therefore, Mixed Method Design using the Embedded Design was indeed positioned to fit in this research so that reliability of the data could be sustained.

3.2 Study Area or Site

The study was done in Kalulushi district of the Copperbelt Province covering six (6) government secondary schools, namely: Kalulushi, Chavuma, Chambishi, Chati, Kankonshi and Twalubuka Secondary Schools. Ideally, Copperbelt Province holds the 'birth place' for the Education Boards in Zambia in 1995, hence, the choice of the study area or site in this part of Zambia, which was one of the districts that piloted the management of secondary schools as Boards.

3.3 Study Population

Apparently, in statistics, a population is an entire group about which some information is required to be ascertained (Banerjee and Chaudhury, 2010). Lim and Ting (2012) quote Hajek (1981) as stating that a population is any complete group that shares a common set of characteristics. Indeed, the study population is the totality of items or objects under consideration (Neelankavil, 2007). It covers the entire group of people under study, Therefore, in this research; the study

population included all Head teachers, teachers, pupils, board employees and members of the governance body of all the six (6) government secondary schools in Kalulushi district.

3.4 Study Sample

According to Neelankavil (2007), a sample may be defined as the portion of the population that has been selected for analysis. In simple terms, a sample is a subset or some part of the fully defined population (Neelankavil, 2007). In fact, Neelankavil (2007) shows that sampling makes it possible to draw conclusions about a large population based on observations of only a selected portion of the population. Therefore, the study sample included 6 Head teachers, 158 teachers, 24 pupils, 14 board employees and 78 members of the governance body of all the six (6) government secondary schools in Kalulushi district all totaling 280 respondents.

3.5 Sampling Techniques

Sampling is the procedure a researcher uses to gather people, places or things to study (Kombo and Tromp, 2006:77). It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Apparently, sampling is widely used in academic researches as a means of gathering useful information about a population (Lim and Ting, 2012). Therefore, this study used the Purposeful Sampling and Stratified Random Sampling for picking respondents under qualitative and quantitative data respectively.

Apparently, according to Kombo and Tromp (2006), in this sample method, the researcher purposely targets a group of people believed to be reliable for the study and this technique can be used particularly with qualitative studies. Respondents such as Board workers and pupils under qualitative data were subjected to the non-probability Purposeful Sampling.

However, under quantitative data, respondents were picked by using a probability Stratified Random Sampling. Essentially, this technique is used when the researcher divides the population

into subgroups such that each unit belongs to a single stratum (Teddlie and Yu, 2007). It involves dividing population into homogeneous subgroups and then taking a simple random sample in each subgroup (Kombo and Tromp, 2006). In other words, this technique calls for separating the population into mutually exclusive sets, or strata, and then drawing simple random samples from each stratum (Neelankavil, 2007).

3.6 Data Collection Instruments

The study used questionnaires, focus group discussions and semi-structured interviews. Apparently, questionnaires are used to gather data over a large sample and generally save on time while focus group is usually composed of 6-8 individuals who share certain characteristics which are relevant to the study (Kombo and Tromp, 2006). In fact, Punch (2016) observes that quantitative data collection instruments are questionnaires as the data is obtained from either counting or scaling or both. Questionnaires are fitted to address questions of facts, opinions, beliefs, judgments and questions about behaviour (Gillman, 2007).

Similarly, Wilkinson and Birmingham (2003) show that Focus group research is a form of qualitative method used to gather rich, descriptive data in a small group format from participants who have agreed to focus on a topic of mutual interest. Here, the emphasis is on understanding participants' experiences, interests, attitudes, perspectives and assumptions (Wilkinson and Birmingham, 2003). The researcher introduces topics for discussion or asks questions of the group being researched on (Gillham, 2007). Furthermore, Abdi and Cleghorn (2005) quote Goss and Leinbarch (1996) as stating that focus group interviews are even more effective research tools in situations where we need to draw upon the respondents' beliefs, feelings, attitudes, and lived experiences. Indeed, such a research instrument was fitted too for this kind of a study.

Likewise, in a semi-structured interview, the researcher introduces the same kind of topics as with the focus group but the researcher probes and clarifies more easily because the researcher has only

to attend to the one person (Gillham, 2007). Additionally, in a semi-structured interview, the interviews are based on the use of an interview guide on which there is a written list of questions or topics that need to be covered by the interview (Kombo and Tromp, 2006). Therefore, there was a one-to-one interview between the Board workers and the researcher.

3.7 Data Collection Procedure

Permission was sought from The University of Zambia (UNZA) before embarking on data collection. Thereafter, the researcher got permission from the District Education Board Secretary in Kitwe, being the supervising officer at the work place. Permission was also sought from the District Education Board Secretary in Kalulushi where the study was conducted from. As a matter of courtesy, the researcher called on each school administration to seek permission to conduct the study at the school. Ideally, the researcher explained the purpose of the study to the respondents and assured them that the information obtained would be treated in the strictest confidentiality.

Essentially, Board employees were interviewed individually while the headteachers, teachers and members of the governance body all attended to the questionnaires that were distributed to them. Furthermore, there were focus group discussion sessions for the few selected pupils in order to give clarity where concerns were raised by the respondents. Indeed, all these research instruments were in tandem with the research design that was used, namely, the mixed method research design- the embedded design. Hence, enough time was given to the participants to fill in the questionnaires before collecting them for compilation. Few trusted and reliable research assistants were used to collect questionnaires from the respondents as a way of enhancing security of information.

3.8 Data Analysis Instruments and Procedures

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). Outwardly, the study subjected some variables such as policy formulation, devising training plans, appointment of staff and monitoring

teaching and learning for analysis. Therefore, Quantitative data collected was analyzed using descriptive statistics such as percentages, mean and standard deviation of the Software Package for Social Science (SPSS). Apparently, descriptive statistics are used to describe, summarize or explain data (Singh, 2007). Similarly, as noted by Singh (2007), Statistical Package for Social Science (SPSS) is the most popular quantitative analysis software used today in social research. Likewise, it is a comprehensive and flexible statistical analysis and data management system (Singh, 2007). In fact, SPSS can utilize data from almost every type of data set format to generate tabulated reports, distribution charts and trends to descriptive statistics and complex statistical analyses (Singh, 2007). Indeed, quantitative data was analyzed using SPSS version 16.0 software programmes designed for statistical analysis in the social sciences. Bar graphs were used to show the frequencies of the responses of the respondents in a diagrammatic form. Nevertheless, qualitative data from respondents was coded according to the emerging themes using a Comparative Analysis (Kombo and Tromp, 2006). Here, the researcher perused the collected data and identified information relevant to the research questions and objectives by developing emerging themes based on samples of collected data (Kombo and Tromp, 2006). Major issues from respondents were classified and summarized, drawing general patterns in responses. However, qualitative data was treated subsidiary to the quantitative one as the latter ultimately took an upper hand in results analysis.

3.9 Ethical Considerations

Ethical considerations for the respondents were the prime mover of the study. Therefore, the researcher instituted ethical processes that underpinned the study in order to come up with reliable data. Thus, permission to conduct research was sought from The University of Zambia (UNZA) in order to allow the researcher have access to Kalulushi district. Additionally, the researcher got permission from the Kitwe District Education Board Secretary (DEBS), as a supervisor to the researcher at the place of work, to seek leave of absence from work in order to conduct a study in a

different district. Thereafter, the researcher sought permission from Kalulushi District Education Board Secretary (DEBS) to conduct research in six selected government secondary schools in the district. Furthermore, the researcher had to pay a courtesy call on each school administration for the schools visited so that permission to conduct a study in those schools could be granted.

Generally, there was apprehension especially on the part of the Board workers and teachers as to why they were tasked to participate in the study which could bear adverse repercussions to them by their respective supervisors for their involvement. Therefore, there was assurance to all respondents that their information would be jealously guarded and treated in the strictest confidentialities and that the exercise was purely out of academic discourse for the better of the Zambian nation and not out of malice or slander. Apparently, the researcher had a one-to-one approach with the Board workers who were assured of confidentiality and security of their information shared with the researcher vis-à-vis the functions of the governance body of the Education Board. Similarly, pupils discussed freely on their own way without fear and interruption of the teaching staff and were also assured of confidentiality of their information. Likewise, research assistants were used to collect filled questionnaires from the respondents so that there was no collusion of information by the unauthorized people who might have used the information for their ulterior motives.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

The previous chapter addressed the research methodology that was used in the study. Essentially, the mixed research design- the Embedded Design was used. Besides, the previous chapter also looked at the study area, population and sample before tackling the sampling techniques used in the study. Furthermore, the chapter showed that collection of data was done by questionnaires, interview guide and focus group discussion. Additionally, the chapter also addressed data analysis techniques such as SPSS software for quantitative data with quantitative data being analysed by coding and grouping similar themes together using comparative techniques. In this chapter, presentation and analysis of research findings are done both quantitatively and qualitatively.

4.2 DEMOGRAPHICS OF RESPONDENTS AND INTERVIEWEES

The data collection for this study was done largely through the usage of questionnaires as the qualitative data was embedded within the quantitative design. Apparently, the study targeted a study sample of 280 respondents which included 158 teachers, 6 headteachers, 78 governance body members, 14 board workers and 24 pupils. Apparently, out of the 242 questionnaires circulated, 204 were returned, broken down as follows: 120 teachers, 6 headteachers and 78 governance body members, representing about 84% of response rate from the quantitative data, which was deemed impressive considering the short time given to these respondents. However, 14 Board workers and 24 pupils were all targeted under qualitative data. Ultimately, after a very determined move to convince respondents to support the study, a total of 242 respondents out of 280 participated in the study, representing a response rate of 86%. Though a higher response rate would have been attained, there were three reasons that led to this scenario regarding the position of some teachers who did not return all the questionnaires:

1. Some of the teachers interviewed were reluctant in answering the questions because they thought the information they could provide would be used to discipline them for reporting the performance of the school board in a manner that could have been deemed inappropriate. This was despite the assurance given to them both orally and in writing that all information given would be used for academic purposes only.
2. Apparently, other teachers complained about the time given to them to provide answers to the questions. According to them, it was too short as they were also attending to school programmes such as entering marks on report forms and preparing schemes of work for the term, hence, the result for their inability to complete answering the questions.
3. Likewise, still other teachers simply disappeared with questionnaires for their professional development programmes at various higher learning institutions without returning them to the researcher. Yet others more could just be due to apathy.

In spite of all these limitations, the response rate of 86% for the purpose of this study was good enough to allow the researcher to continue with the analysis.

Essentially, pupils had been included in the study in order to assist in establishing the effectiveness of the Governance body in the areas of formulation of local policies on the discipline of pupils and monitoring teaching and learning by the Governance body of the secondary school board. Obviously, pupils were able to attest, through interview, whether or not members of the Governance body had been involved in the formulation of local policies and monitoring teaching and learning since these roles affected them all as pupils.

Similarly, board workers were considered in order to give informed data on the effectiveness of the Governance body vis-à-vis the roles of considering cases of appointment of staff and devising training plans for the Board. Moreover, these two roles hinged on the welfare of the Board

workers, hence the need for them to be included in the study. Therefore, the Board workers had been positioned to give reliable and valid data as they were factored by the two roles.

Furthermore, the study covered teachers so that they could assist in the assessment of the performance of the governance body in the areas of policy formulation, devising training plans, appointment of staff, and monitoring teaching and learning. Ideally, teachers were positioned to give reliable and valid information as they were part of school administration. Apparently, teachers were seen as key players and implementers of government policies on a day- to- day basis.

Additionally, members of the governance body of the Secondary School Board were the key implementers of the roles of the education boards and could, therefore, provide reliable data on the performance of the Boards at their respective learning institutions. Generally, these members were at a vantage position to share their experiences on the implementation of the roles such as policy formulation, devising training plans, appointment of staff, and monitoring teaching and learning in their respective learning institutions.

Likewise, school headteachers had been positioned as the principal implementers of government programmes and policies, hence the inclusion of them in the study. Generally, headteachers were strategically aligned to facilitate the implementation of the roles of the Governance body such as policy formulation, devising training plans, appointment of staff, and monitoring teaching and learning. Indeed, their data was valuable to the research in a quest to establish the effectiveness of the Governance body in the stated key areas.

4.3 GENDER OF THE RESPONDENTS

The study covered 242 respondents of which 139 were male and 103 were female. By implication, 57% of the respondents were male while 43% were female. The study considered both male and female respondents in order to avoid biasness in regard to the responses from the participants.

Table 1 below shows the presentations of the details of the responses obtained from the study

regarding the gender statuses of the respondents that participated. As can be shown from the table below, the study covered 120 teachers with 64 male and 56 female while 6 headteachers were targeted of which 5 were male and only one (1) was female. Furthermore, out of 78 Board members, 47 were male and 31 female, while the 14 Board general workers covered had only 3 female and 11 male workers respectively. Apparently, the pupils had an equal number of male and female participants

TABLE 1: GENDER OF THE RESPONDENTS

GENDER	TEACHERS	HEAD TEACHERS	GOVERNANCE BODY MEMBERS	BOARD WORKERS	PUPILS	TOTAL RESPONDENTS
Male	64	5	47	11	12	242
Female	56	1	31	3	12	
TOTAL	120	6	78	14	24	

Table 1 above shows the total number of the respondents in each category of the respondents (Teachers, Headteachers, Governance body members, Board workers and Pupils). According to the table, a total of 242 respondents participated in the study.

TABLE 2: LENGTH OF SERVICE

LENGTH OF SERVICE	TEACHERS	HEADTEACHERS	GOVERNANCE BODY	BODY WORKERS
0-5 Years	36	2	56	8
5-10 Years	70	1	22	3
10-15 Years	2	1	-	2
15-20 Years	1	1	-	-
Above 20 Years	11	1	-	1
Total	120	6	78	14

The study sought to understand the length of time each of the respondents had been in the service as shown above in Table 2. This was in order to obtain accurate information anchored on vast experience of the respondents in relation to the effectiveness of the governance body particularly from teachers. Apparently, the pupils were purposely sampled to cover only those who were in

grade 12 and had been at that sampled school for not less than 2 years for the purpose of having reliable information from them. Generally, the length of service played a role on the evaluation of performance of the governance body regarding such roles as policy formulation, devising training plans, appointment of staff, and monitoring teaching and learning by the respondents.

TABLE 3: KNOWLEDGE ON THE APPOINTMENT OF MEMBERS OF THE GOVERNANCE BODY AT YOUR SCHOOL.

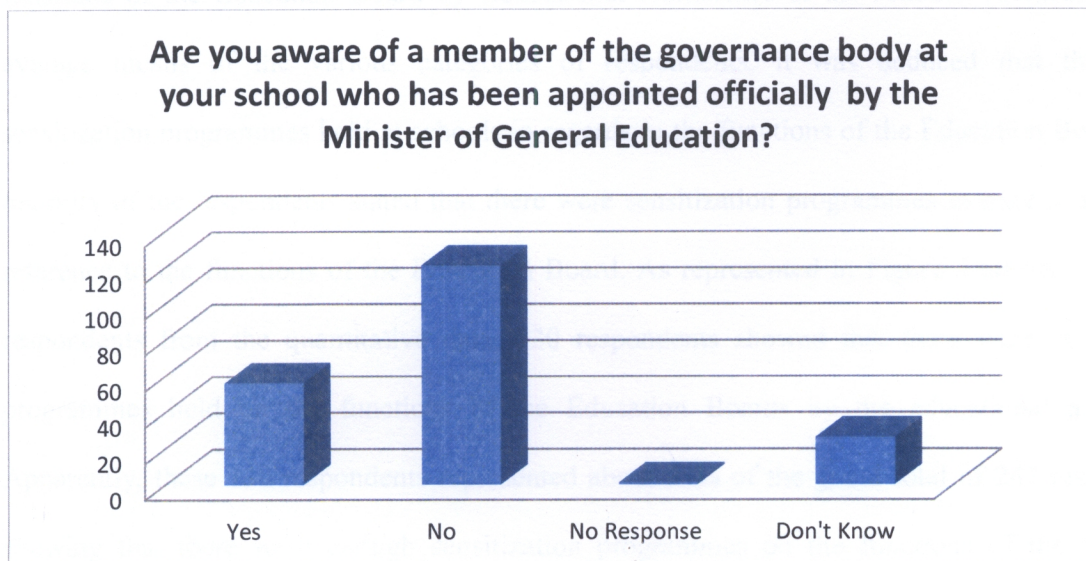
Category	N	Minimum	Maximum	Mean	Std. Deviation
Teachers	120	0	3	1.98	.686
Headteachers	6	1	2	1.33	.516
Governance Body	78	1	2	1.67	.474

Key: 1=yes 2- no 3-no response 4- don't know.

Apparently, Table 3 above shows the descriptive statistics of the mean (μ) and standard deviation (s) from the quantitative data on the appointment of the governance body members by the Minister of General Education as members of governance body. The mean value of $\mu = 1.98$ for the teachers is close to 2 representing 'no' on the scale, showing that teachers had no knowledge on the appointment of members of the governance body at school. Likewise, the mean value of governance body members of $\mu = 1.67$ is almost equal to 2 indicating the same view expressed by the teachers. However, for the Headteachers, the mean value of 1.33 is nearer to 1 than 2 showing a contrary view from the teachers and governance body members. However, this implies that most of the members serving on the governance body have not been officially appointed by the Minister of General Education. Generally, lack of official appointment of most members of the governance body by the Minister of General Education has impacted negatively on the performance of the Governance body as these members expressed displeasure for not being officially recognized by the government. The graph below illustrates the response pattern that the mean values above represent. Apparently, this was evidenced by the confirmation of Board members on the

appointment as only 26 members out of 78 confirmed official appointments from the Minister of General Education in writing, representing about 33% of the total number of governance body members in the 6 secondary schools covered. Furthermore, the study found that 4 of the 6 headteachers had also been appointed officially by the Minister of General Education, bringing the total number of appointed Board members to 30. By and large, with the inclusion of Headteachers, there were 30 Board members out of 84 representing about 36% who had official letters from the Minister of General Education. However, knowledge on their appointments had not trickled down to the other stakeholders such as teachers, board workers and pupils with only 56 respondents out of 242, representing 23% of the total respondents, expressing knowledge about those appointments. Figure 2 shows the response pattern from the respondents on the quantitative data only. Qualitatively, all the pupils and board workers had no knowledge about the appointments.

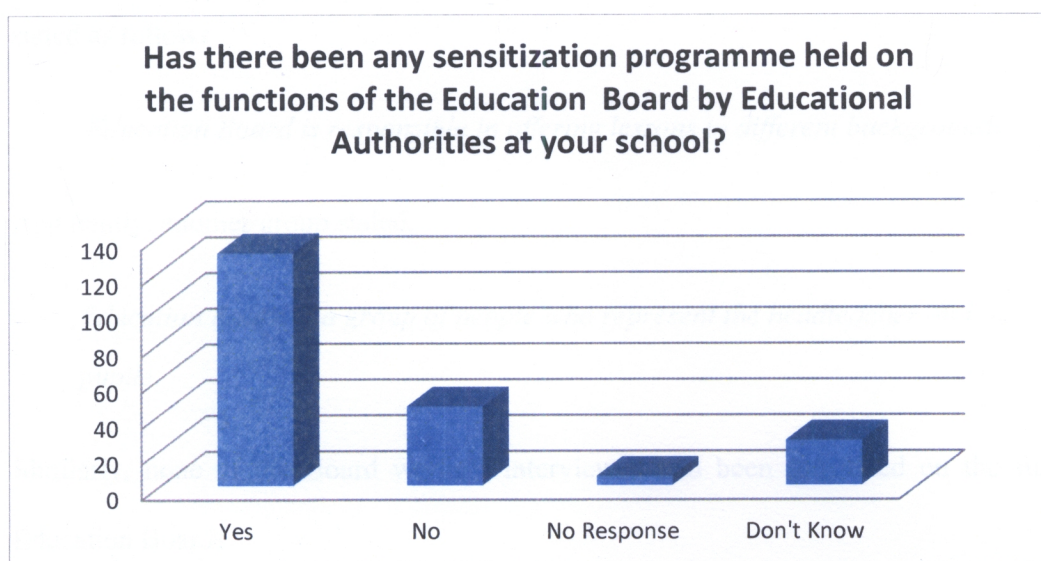
Figure 2: Response pattern on the appointment



The Figure above shows that most of the respondents indicated that they were not aware of any member of the governance body who had been appointed officially by the Minister of General Education.

SENSITIZATION PROGRAMMES

Figure 3: Response pattern on the sensitization programmes



The study sought to determine whether there were adequate sensitisation programmes held on the functions of the Education Board by Educational Authorities at the schools. According to the average means of the various categories of respondents, it was deduced that there were sensitization programmes held at schools in regards to the functions of the Education Boards. The majority of the respondents stated that there were sensitization programmes in their schools with reference to the functions of the Education Board. As represented in Figure 3 above, out of 204 respondents from the quantitative data, 130 respondents showed that there were sensitization programmes held on the functions of the Education Boards by the educational authorities. Apparently, these 130 respondents represented about 54% of the grand total of 242 respondents, showing that there were enough sensitization programmes on the functions of the Education Boards. In fact, 74 respondents of the 78 governance body members representing 95% had indicated that they had been sensitized on the functions of the Education Boards.

By implication, the research findings showed that there were adequate sensitization programmes on the functions of the Education Boards. However, for the pupils sampled, the picture was

different. They appeared to have a scanty knowledge about the Education Boards. For instance, during the focus group discussion, when asked about the function of Education Board, one group stated as follows:

Education Board is responsible in offering lessons in different backgrounds.

Apparently, another group stated,

Education Board is a group of people who represent the headteacher and the pupils.

Similarly, none of the Board workers interviewed had been sensitized on the functions of the Education Boards.

TABLE 4 : INVOLVEMENT IN POLICY FORMULATION

Category	N	Minimum	Maximum	Mean	Std. Deviation
Teachers	120	0	3	1.72	.850
Headteachers	6	1	2	1.50	.548
Governance Body	78	1	2	1.55	.501

Key: 1-yes 2- no 3-no response 4- don't know

The study also sought to determine whether the members of the Governance body got involved in the formulation of Local Policies on the discipline of pupils at their respective schools. Table 4 above shows the results obtained. The mean values from all the respondents are close to 2 on the scale indicating that the members of the governance body were not very much involved in the formulation of local policies on the discipline of pupils. Quantitative data showed that 87 respondents out of 204 had agreed that governance body members were involved in the formulation of local policies on the discipline of pupils while the rest were either disagreeable, not sure or had no response on the issue. Similarly, from the same 87 respondents, 35 were governance

body members who had stated that they were consulted over the formulation of local policies on the discipline of pupils. Apparently, 49 out of 120 teachers and 3 headteachers were part of 87 respondents who had also stated that some parents who were governance body members were involved in the formulation of local policies on the discipline of pupils.

Furthermore, out of 24 pupils, 8 pupils had indicated that members of the governance body were involved in the formulation of local policies on the discipline of pupils, representing 33% of the total number of pupil respondents. Similarly, out of 14 board workers, 6 workers, representing 43% of the total workers, stated that members of the governance body were involved in the formulation of local policies on the discipline of pupils. Overall, out of 242 respondents, 101 representing about 42% indicated that members of the governance body were involved in the formulation of local policies on the discipline of pupils.

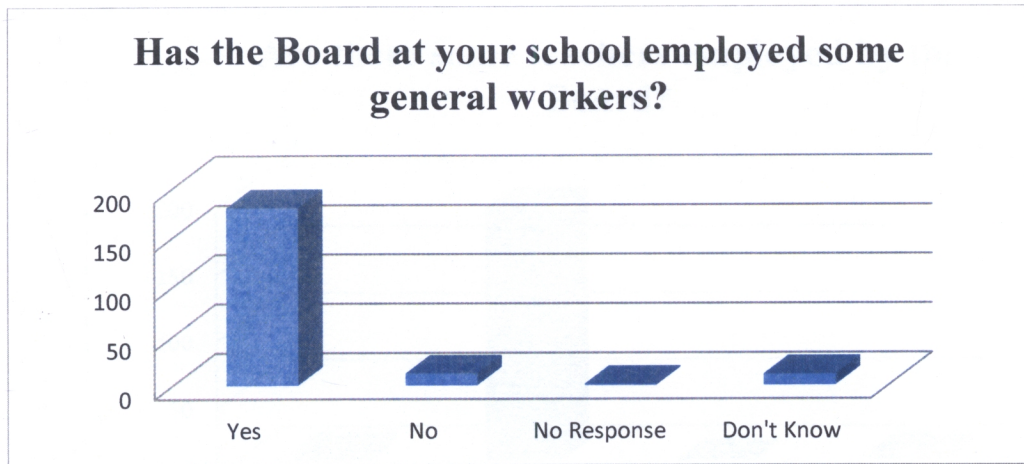
TABLE 5: EMPLOYMENT OF BOARD GENERAL WORKERS.

Category	N	Minimum	maximum	Mean	Std. Deviation
Teachers	120	0	3	1.12	.401
Headteachers	6	1	1	1.00	.000
Governance Body	78	1	3	1.23	.643

Key: 1-yes 2- no 3-no response 4- don't know

Table 5 above shows the mean values and for all the respondents are close to 1 and the minimal standard deviations show that there was a general response that there was employment of Board General Workers at the six schools. The actual results obtained are shown in the Figure 4 below:

Figure 4: Employment of Board General Workers.



According to the response obtained and as depicted in Figure 4 above, the majority of the respondents stated that Education Boards at their various schools had employed some general workers. The study found that all the schools had employed Board general workers.

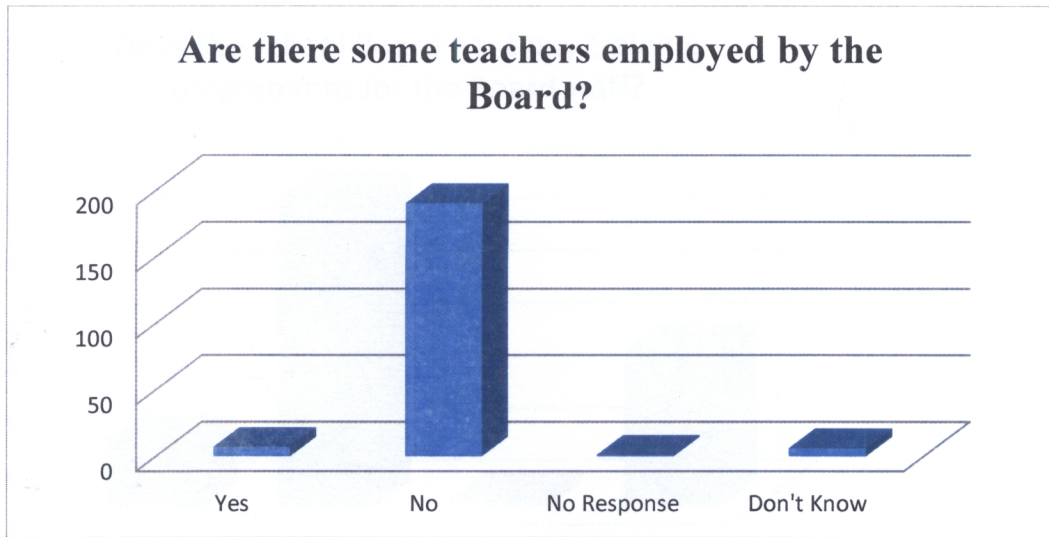
TABLE 6: EMPLOYMENT OF TEACHERS BY THE BOARD.

Category	N	Minimum	maximum	mean	Std. Deviation
Teachers	120	0	3	1.93	.310
Headteachers	6	2	2	2.00	.000
Governance Body	78	2	3	2.06	.247

Key: 1-yes 2- no 3-no response 4- don't know

The research also sought to determine whether there were teachers who were employed by the Education Boards at the various schools that were visited. The mean average of the findings is close to 2 showing that there were no teachers who were employed by the Boards. The actual response rates are illustrated in the graph below.

Figure 5: Employment of teachers by the Boards.



The Figure above shows that there are no teachers employed by the Board.

TABLE 7: TRAINING PROGRAMMES FOR THE BOARD STAFF.

Category	N	Minimum	maximum	mean	Std. Deviation
Teachers	120	0	3	2.20	.717
Headteachers	6	1	2	1.67	.516
Governance Body	78	1	3	2.08	.598

Key: 1-yes 2- no 3-no response 4- don't know

The study also sought to establish whether or not there were any training programmes for the Board staff in the schools visited. Table 7 above shows the mean values of all the respondents that are close to 2 on the scale implying that the majority had stated that there were no training programmes carried out by the Board. Likewise, out of 6 headteachers, 2 respondents stated that there were training programmes for the Board staff. For the 120 teachers, 12 agreed that there were training programmes for the Board staff, while 11 governance body members out of 78 respondents could say so. The actual results are illustrated in the graph below.

Figure 6: Training programmes for Board Staff.



Figure 6 above shows the response patterns on training programmes for various board staff in the schools. Generally, according to the results, out of 242 respondents, only 25 people indicated that there were training programmes for the board staff in their respective schools, representing about 10% of the total respondents. The Board general workers and the pupils had all indicated that they had never heard of any training programme in their respective schools.

TABLE 8: GOVERNANCE BODY INVOLVEMENT IN APPOINTMENT CASES.

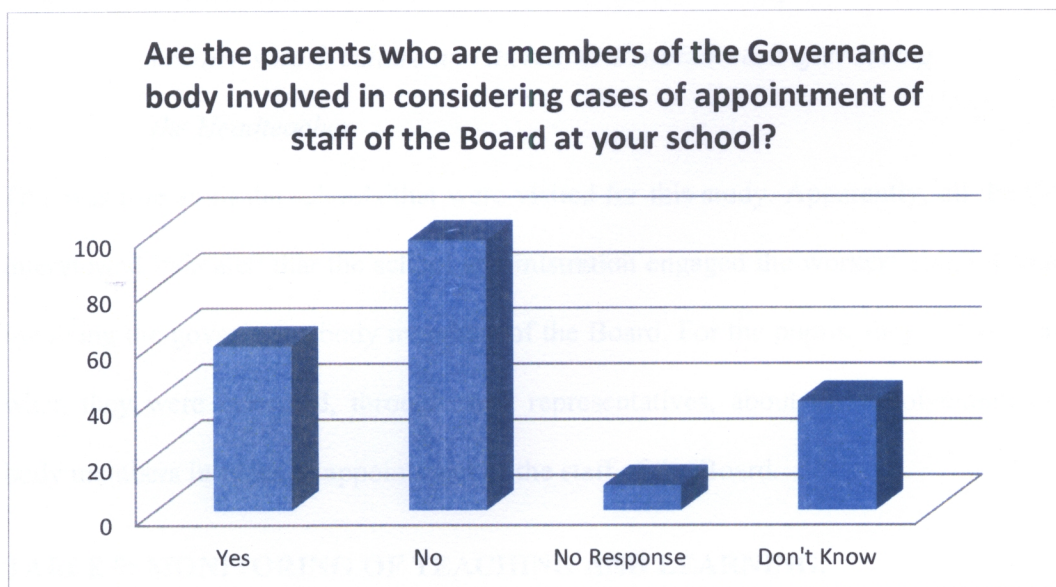
Category	N	Minimum	Maximum	Mean	Std. Deviation
Teachers	120	0	3	1.97	.898
Headteachers	6	1	2	1.33	.516
Governance Body	78	0	2	1.62	.540

Key: 1-yes 2- no 3-no response 4- don't know

The study also sought to understand whether or not the parents who were members of the school Board were involved in considering cases of appointment of the Board staff. The results obtained are shown in Table 8 above using mean and standard deviation. The mean value for the teachers of

$\mu = 1.97$ is close to 2 on the scale, implying that their response showed that governance body members were not involved in considering cases of appointment of staff of the Board. Similarly, the mean value of 1.62 for the Governance body members is also close to 2, showing that they were not involved in appointment cases of the staff of the Board. However, the mean value for the Headteachers of $\mu = 1.33$ is close to 1 indicating that the Headteachers had given contrary responses. Apparently, to them, they indicated that the members of the Governance Body were being involved in considering cases of appointment of staff of the Board. The actual response pattern of the respondents in all the categories is presented below using the graph.

Figure 7: Governance Body Involved in Appointment Cases



The Figure above indicates that out of the 204 respondents from quantitative data, only 59 respondents, representing 29%, attested to the reality that Board members were involved in cases of appointment of the staff of the Board. From the same 59 respondents, there were 4 headteachers, 29 teachers and 26 governance body members who had all stated that Board members were involved in considering appointment cases for the Board staff. However, the rest including all the Board workers stated that the parents who happened to be members of the governance body were

not involved in cases of appointment of the staff of the Board. . In fact, at one school when the Board worker was asked about how he was employed, he had this to say:

I just heard from a friend that the school was looking for a watchman. When I went to school, I saw the Headteacher who told me to apply a job. Thereafter, I was called for interviews after applying for it and appeared before the Deputy Headteacher and three teachers. Few days later, I was offered the job.

Similarly, at another school, the general worker had this to say about his employment status:

When my elder brother stopped work to relocate to the village, the Headteacher called me to take over since he was impressed by my brother's work culture and thereafter I started work after seeing the Headteacher.

This was true at all the schools that were visited for this study. Apparently, all the Board workers interviewed indicated that the school administration engaged the workers single-handedly without involving the governance body members of the Board. For the pupils, they did not remember time when they were informed, through their representatives, about the involvement of governance body members in cases of appointment of the staff of the Board.

TABLE 9: MONITORING OF TEACHING AND LEARNING.

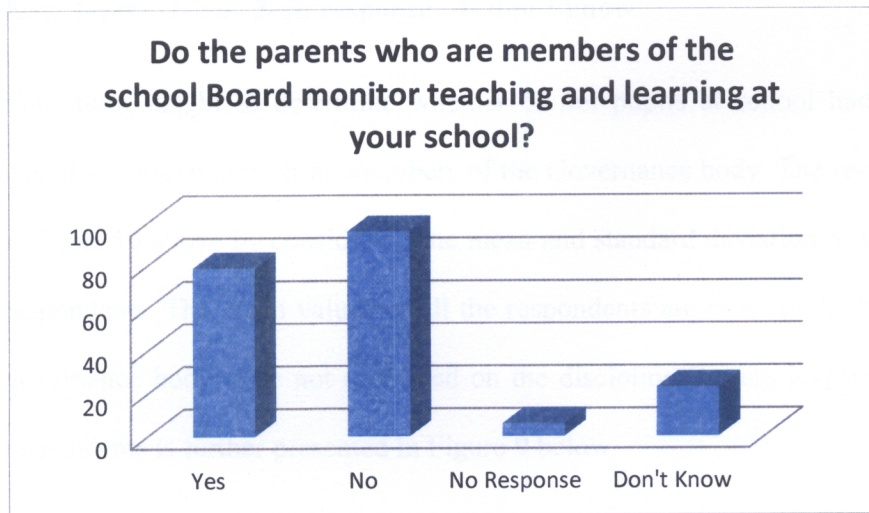
Category	N	Minimum	maximum	mean	Std. Deviation
Teachers	120	0	3	1.73	.807
Headteachers	6	1	2	1.17	.408
Governance Body	78	0	2	1.60	.543

Key: 1-yes 2- no 3-no response 4- don't know

Additionally, the study sought to determine whether or not the parents who were members of the School Board monitored teaching and learning at these schools. The results attained are as

presented in Table 9 above. According to the results, the mean average and the standard deviation of the responses obtained from the teachers and Governance Body show that members of the Governance Body were not monitoring teaching and learning. Apparently, the mean value of the teachers of $\mu= 1.73$ is close to 2 on the scale that represents a 'no' response regarding the question on monitoring teaching and learning by Governance Body members. Similarly, the mean value of $\mu= 1.60$ represents a similar view held by the teachers. However, the mean value of the headteachers of $\mu= 1.17$ close to 1 shows to the contrary that members of the Board were monitoring teaching and learning in these schools. The above information is further supported by the graph below.

Figure 8 : Monitoring Teaching and Learning



From the above Figure, out of 204 respondents from quantitative data, 79 respondents stated that parents who were members of the school board monitored teaching and learning in school. From the 79 respondents, there were 5 headteachers, 47 teachers and 27 governance body members who had all stated that parents who were members of the governance body of the Education Board had been monitoring teaching and learning in schools. Furthermore, out of 38 respondents from the qualitative data, only one (1) parent and 8 pupils indicated that parents who were members of the governance body monitored teaching and learning in school. Generally, out of 242 respondents, 88

respondents, representing about 36%, stated that parents who were members of the school board monitored teaching and learning, with the rest stating to the contrary. Therefore, it could be deduced that parents who were members of the school board were not monitoring teaching and learning in schools where they served, as stated by 64% of the respondents.

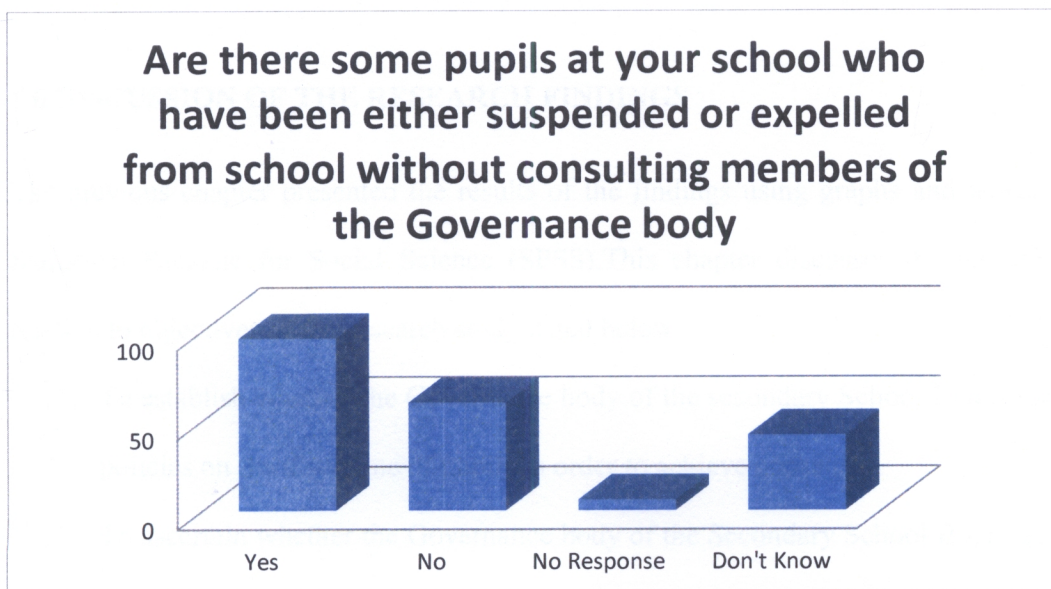
TABLE 10 : DISCIPLINING PUPILS WITHOUT CONSULTING GOVERNANCE BODY MEMBERS.

Category	N	Minimum	Maximum	Mean	Std. Deviation
Teachers	120	0	3	1.73	.879
Headteachers	6	1	2	1.50	.548
Governance Body	78	1	3	1.62	.777

Key: 1-yes 2- no 3-no response 4- don't know

The study sought to determine whether or not pupils at school had been either suspended or expelled without consulting members of the Governance body. The response pattern is represented in Table 10 above by considering the mean and standard deviation of the various categories of the respondents. The mean values of all the respondents are close to 2, showing that members of the governance body were not consulted on the discipline matters involving pupils. The view of the respondents is further presented in Figure 9 below.

Figure 9: Disciplining pupils without consulting governance body members



Based on the results illustrated in the graph above, out of 204 respondents using quantitative data, 96 stated that some pupils at school had been either suspended or expelled from school without consulting members of the governance body. Within 96 respondents, there were 3 headteachers, 49 teachers and 44 governance body members who had all stated that pupils had been either suspended or expelled from school without consulting governance body members. Additionally, out of 14 board workers, 13 respondents and all the 24 pupils stated that there were some pupils at school who were either suspended or expelled without consulting members of the governance body. Overall, out of 242 respondents, 133 respondents representing 55% agreed that schools either suspended or expelled pupils without involving the members of the governance body, with 42 respondents with no idea and 6 respondents gave no response, all representing about 75% as against about 25% who said that parents who were members of the governance body were being consulted before either suspending or expelling pupils from school. Therefore, it was shown that the disciplinary decisions had been taken against the pupils without consulting the parents who were members of the governance body of the Education Board.

CHAPTER FIVE

5.0 DISCUSSION OF THE RESEARCH FINDINGS

The previous chapter presented the results of the findings using graphs and tables derived from Statistical Package for Social Science (SPSS). This chapter discusses the research findings in relation to objectives of the research study listed below:

1. To establish whether the Governance body of the secondary School Board formulates local policies on the discipline of pupils in order to achieve consensus.
2. To ascertain whether the Governance body of the Secondary School Board devises training plans for the Board in a quest to have trained personnel.
3. To explore whether the Governance body of the Secondary School Board considers cases of appointment of staff of the Board in order to enhance professionalism.
4. To assess whether the Governance Body of the Secondary School Board monitors teaching and learning in order to achieve good academic performance.

5.1 DISCUSSION OF THE RESULTS

To conduct this study, the researcher administered a total of 242 questionnaires to the respondents and 204 were completed and returned, representing a response rate of 84% for the respondents who were given questionnaires. Additionally, 14 Board workers were interviewed while 24 pupils had focus group discussions bringing the total number of respondents to 242 out of the targeted number of 280 representing an overall response rate of 86%. This response rate was adequate to allow the researcher to continue with the analysis. After all, the research design was a mixed method one-the embedded method with more of quantitative data than qualitative. Apparently, the discussion of the results is anchored on the objectives of the study that were formulated prior to the undertaking of the study. Additionally, other key issues related to the study are discussed too in this chapter.

Therefore, below is the discussion of the results in relation to the objectives of the study.

5.2 Objective 1: To establish whether the Governance body of the Secondary School Board formulates local policies on the discipline of pupils in order to achieve consensus.

The first objective of the study was to establish whether the Governance body of the Secondary School Board formulates local policies on the discipline of pupils in order to achieve consensus. Research findings showed that out of 242 respondents, only 101 respondents, representing about 42% were able to attest to the involvement of governance body members in the formulation of local policies on the discipline of pupils. However, the rest, 58% of the total respondents were able to state to the contrary the involvement of the governance body members in the formulation of local policies on the discipline of pupils. According to the results, the mean values from all the respondents indicated that the members of the governance body were not very much involved in the formulation of policies on the discipline of pupils.

In fact, out of 78 governance body members interviewed, 35 members representing about 45% stated that they were involved in the formulation of local policies, leaving majority number of 43 members representing 55% with no involvement in the policy formulation. Similarly, 3 headteachers and 49 teachers all stated that the governance body of the secondary school board was involved in the formulation of local policies on the discipline of pupils.

Apparently, based on the results presented, the 141 participants from 242 respondents representing about 58% showed that members of the governance body were not involved in the formulation of local policies on the discipline of pupils at their respective government secondary schools in Kalulushi in order to achieve consensus and community participation in decision making. In fact, out of 78 members of the governance body, 43 members representing about 55% revealed that they were not involved in the formulation of local policies on the discipline of pupils. Obviously, this development has a negative impact on the effectiveness of the Education Board. In fact,

Administrative Theory pioneered by Henri Fayol is concerned with designing activities together that can create an effective and efficient relationship among all the individuals having mutual interests in an organization (Montana and Charnov, 2008). Furthermore, Education Boards were established as part of the decentralization programme to enable communities to participate in matters relating to the education of their children (MOE, 2008). Similarly, Education Boards were tasked to implement and domesticate the national policies through the formulation of local policies suited to adapt to the local environment (MOE, 2008). Apparently, from the study findings in Kalulushi, it was clear that the governance body members were not involved in the formulation of local policies on the discipline of pupils at school level by the school management rendering community participation in decision making redundant. In fact, the philosophy of the governance body in decision making was to consider suggestions from the community and recommendations from the management team in tandem with the vision and mission statements of the Board and come up with decisions (MOE, 2008).

5.3 Objective 2: To ascertain whether the Governance body of the Secondary School Board devises training plans for the Board in a quest to have trained personnel.

The second objective of the study was to ascertain whether the Governance body of the Secondary School Board devises training plans for the Board in a quest to have trained personnel. The analysis of the results shows that most of the respondents indicated that there were no training programmes available for the Board staff. For instance, out of the 242 respondents interviewed, only 25 of them, representing about 10% indicated that there were various training programmes available for the Education Board staff. In fact, from the 25 respondents who attested to the availability of training programmes for the Board staff, there were 2 headteachers, 12 teachers and 11 governance body members of the Boards. Likewise, among the 78 governance body members, 50 respondents stated that there were no training programmes available for the Board staff while 17 members had no idea. Therefore, from the study findings, it was clear that the majority group

was of the view stating that there were no training programmes available for the Board staff. This represents 90% of the total respondents.

Apparently, among the Board employees interviewed, no one had been trained by the Board. In fact, among the governance body members, out of 78 respondents, 50 members representing 64% had stated that there were no training programmes available for the Board staff. Among the pupils, none of them had heard of a Board staff being considered for training by the Board. Therefore, the study findings on this objective showed that the Governance body of the Secondary School Board in Kalulushi did not devise any training plans for the Board staff in a quest to have trained personnel. However, Administrative Theory espouses effective organisations through forecasting future events and determining the most effective future activities for the organization by way of effective planning (Montana and Charnov, 2008). In fact, there were no teachers employed by the Boards in all the secondary schools under study who could have been trained by their respective Education Boards.

5.4 Objective 3: To explore whether the Governance body of the Secondary School Board considers cases of appointment of staff of the Board in order to enhance professionalism.

The third objective was to explore whether the Governance body of the Secondary School Board considers cases of appointment of staff of the Board in order to enhance professionalism. According to the results obtained, a total of 59 respondents, representing 24% stated that the governance body was involved in considering cases of appointment of staff of the Board in order to enhance professionalism. As a matter of fact, from 59 respondents, 4 were headteachers, 29 teachers and 26 governance body members. Apparently, this was in sharp contrast to the 183 respondents who stated that the governance body was not involved in considering cases of appointment of staff of the Board in order to enhance professionalism. This represents at least 76% of the respondents who showed that parents who were members of the governance body were not

involved in considering cases of appointment of staff of the Board in order to enhance professionalism.

It appeared that the picture was the same in all the 6 schools covered. Apparently, all the Board workers interviewed stated that they had been employed by the school management only without involving the governance body members. Indeed, this was a clear indicator that the governance body members were not anywhere near to get involved in appointment cases for the Board staff, a major responsibility they had abdicated. As a matter of fact and worry, out of 78 governance body members, 50 respondents representing 64% had stated that they were not involved in considering cases of appointment of staff of the Board in their respective Education Boards.

Therefore, the study findings showed that the governance body of the secondary school board did not consider cases of appointment of the Board staff in order to enhance professionalism, as 76% of the respondents were able to attest to this reality.

Furthermore, the objective also sought to establish whether the governance body employed some teachers in their respective schools. The results established that 190 respondents stated that the Board did not employ teachers. This represents a total of about 79 % of the total respondents. Clearly, there were only a very small number of 62 respondents representing at most 21% of the respondents. In fact, all the 6 headteachers indicated that there was no member of the teaching staff employed by their respective Boards. Based on the study findings it was obvious that Secondary School Boards in Kalulushi could only appoint general workers and not the teachers and this was done without involvement of the governance body members. This development could affect negatively the effectiveness of the Board as the other stakeholders were not involved in the appointment process.

5.5 Objective 4: To assess whether the Governance Body of the Secondary School Board monitors teaching and learning in order to achieve good academic performance.

The fourth objective of this study was to assess whether the Governance Body of the Secondary School Board monitored teaching and learning in order to achieve good academic performance. This was in order to determine the effectiveness of the Board in their execution of duties in the various schools. The results obtained reveal that 88 respondents of the total 242 respondents indicated that the governance body of their respective schools monitored teaching and learning in order to achieve good academic performance. This represents 36% of the total respondents. The other 154 respondents, which represent at most 64% of the total response rate, were of the view that governance body did not monitor teaching and learning. In fact, out of 78 governance body members, only 27 members representing 35% stated that they were involved in monitoring teaching and learning in their respective schools. However, 65% of the total number of the governance body members did not monitor teaching and learning. In view of these response rates, it was found that the Governance Body of the Secondary School Board did not monitor teaching and learning in order to achieve good academic performance.

In addition to the above finding, the study also sought to determine whether or not Governance body members had been appointed officially by the Minister of General Education. The results indicated that only 26 governance body members out of 78 and 4 Headteachers out of 6, all representing about 36% had been appointed by the Minister of General Education. However, 52 governance body members and 2 Headteachers all representing about 64% had not been appointed by the Minister of General Education. This implied that most of the members (64%) serving on the governance body had not been officially appointed by the Minister of General Education. Obviously, this could have a negative effect on the operations of the governance body as the other members felt that they were not officially recognized as Board members by the government.

Furthermore, the study sought to determine whether there were adequate sensitization programmes held on the functions of the Education Board by Educational Authorities at the schools. According to the results obtained, a total of 130 respondents indicated that there were adequate sensitization programmes held on the functions of the Education Board by Educational Authorities at schools. This represented 54% of the total response rate whereas the other 46% were of the view that there were no adequate sensitization programmes regarding the functions of the education board in schools. In fact, all the 6 headteachers had revealed that there were sensitization programmes on the functions of the Education Boards. Likewise, out of 78 governance body members, 74 respondents representing about 95% had confirmed that there were sensitization programmes. Similarly, out of 120 teachers, 50 respondents also stated that there were sensitization programmes in place regarding the operations of the Education Boards in schools. Though the Board workers and pupils could not confirm the impact of sensitization programmes in school boards, study findings showed that there were adequate sensitization programmes on the functions of Education Boards in Kalulushi.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 CONCLUSION

The previous chapter covered discussion of the research findings as they were obtained from the respondents. This chapter, however, addresses conclusions and recommendations of the study. Additionally, recommendation for future research is addressed. Essentially, the purpose of the research was to examine the effectiveness of the Governance body on the Education Boards under decentralization in some selected secondary schools in Kalulushi district.

The study established that governance body members were not involved in the formulation of local policies on the discipline of pupils. This was attested by 141 respondents out of 242 representing about 58% who stated that the governance body members were not anywhere near when it came to the formulation of local policies on the discipline of pupils in order to achieve consensus.. The study also found that the governance body members were not consulted by the school authorities on the matters involving either suspending or expelling pupils. This was shown by the 133 respondents out of 242 representing about 55% who had indicated that school authorities were not consulting governance body members when either suspending or expelling pupils from school.

The study also revealed that the governance body of the secondary school board did not consider cases of appointment of the staff of the board. Apparently, only 59 respondents out of 242 representing about 24% showed that governance body members were involved in considering cases of appointment of the staff of the board. Nevertheless, the rest 183 respondents could not commit themselves to this reality, implying that the majority stated that the governance body members were not involved by the school administration in considering cases of appointment of the staff of the board.

The study findings further showed that governance body of the secondary school board did not devise training plans for the staff of the board in order to bring about professionalism in the education sector. In fact, among the 14 board general workers covered, none had stated that they had been trained in their respective fields of specialization by the secondary school board.

The study findings also confirmed that governance body members of the secondary school board did not monitor teaching and learning in order to attain good academic performance in schools. Clearly, only 88 respondents out of 242 representing about 36% had agreed that the governance body members were involved in the monitoring of teaching and learning in schools. However, the rest (64%) were of the view that the governance body members had not been seen monitoring teaching and learning. Indeed, from the study findings, it was clear that governance body members of the secondary school boards in Kalulushi were not monitoring teaching and learning within the parameters of the learning institutions.

By and large, the operation of the governance body of the secondary school boards in Kalulushi district, as shown by the study findings, has not been as effective as expected, thereby frustrating the vision of the government as envisaged in the Ministry of Education National Policy (Educating Our Future), Revised Sixth National Development Plan and the Vision 2030.

6.2 RECOMMENDATIONS

Based on the study findings from the respondents and interviewees, the following recommendations were made:

- i. Respondents and interviewees suggested that the Minister of General Education should officially appoint all the governance body members of the secondary school boards in the district in order to give them authority. Apparently, there was a feeling among some members of the Boards that they were operating without authority since they had not

received letters of appointment from the Minister. Generally, these members were failing to exert authority in schools they were operating from.

- ii. The Government needed to carry out more sensitization programmes on the functions of the secondary school board vis-à-vis the roles of the governance body. Apparently, the study has revealed that most members of the secondary school boards particularly the parents, pupils, teachers and board workers were ignorant of the roles of the governance body despite a number of sensitization programmes done in the district.
- iii. Members of the Governance body of the secondary school boards also suggested that school administration should be consulting them regarding the recruitment process of the board staff and formulation of local policies on the discipline of pupils. Therefore, there was a suggestion that government should instruct management teams in schools to adhere to the government policy on Education Boards.
- iv. Similarly, pupils also felt that having two (2) members on the school board was not an effective representation. Therefore, they suggested that the Government should increase the number to six (6) so as to have stronger representation on the school board. In the similar vein, there was a recommendation that the Government carries out periodic and routine monitoring of the Boards in a quest to check on the adherence of Board Guidelines.

6.3 FUTURE RESEARCH

This study examined the effectiveness of the governance body on the Education Boards under decentralization in some selected secondary schools in Kalulushi district. Apparently, there were a number of issues raised in the study. Therefore, this study recommends that future research be conducted in the following areas:

1. Examination on the effectiveness of the management team of the secondary school board.
2. The effectiveness of the role of pupil representative on the secondary school board.
3. The effectiveness of the role of the teacher representative on the secondary school board.

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4. Has there been any sensitization programme held on the functions of the Education Boards by the Education Authorities at school?

Yes []

No []

Don't know []

5. Do members of the governance body get involved in the formulation of local policies on the discipline of pupils at school?

Yes []

No []

Don't know []

6. Do you think members of the governance body should get involved in the formulation of local policies on the discipline of pupils at school?

Yes []

No []

7. Has the Board at school employed some general workers?

Yes []

No []

Don't know []

8. Are there some teachers employed by the Board at your school?

Yes []

No []

Don't know []

9. Does the school have any training programmes for the Board staff?

Yes []

No []

Don't know []

10. Do you think the Board should have training programmes for the staff?

Yes []

No []

11. Are members of the governance body involved in considering cases of appointment of staff of the Board at school?

Yes []

No []

Don't know []

12. Do you think members of the governance body should be involved in considering cases of appointment of staff of the Board at school?

Yes []

No []

13. Do the parents who are members of the school board monitor teaching and learning in school?

Yes []

No []

Don't know []

14. Do you think members of the governance body should be involved in monitoring teaching and learning?

Yes []

No []

15. Are there some pupils at your school who have been either suspended or expelled from school without consulting members of the governance body?

Yes []

No []

Don't know []

END OF QUESTIONNAIRE

Thank you very much for your responses and cooperation.

6.2 APPENDIX B

QUESTIONNAIRE FOR HEADTEACHERS

INSTRUCTIONS

- Do not write your name on this questionnaire
- Please answer all questions
- Put a tick [✓] next to the answer of your choice or write in the spaces provided
- The information you will give will be strictly confidential

SECTION A

PERSONAL INFORMATION

- | | | |
|-------------------------------|----------------|-----|
| 1. Gender | Female | [] |
| | Male | [] |
| 2. Experience in the position | 0-5 years | [] |
| | 5-10 years | [] |
| | 10-15 years | [] |
| | 15-20 years | [] |
| | Above 20 years | [] |

SECTION B

GOVERNANCE BODY AND PERFORMANCE

3. Have you been appointed officially by the Minister of General Education as a member of the governance body?
- Yes []
- No []

4. Has there been any sensitization programme held on the functions of the Education Board by educational authorities at school?

Yes []

No []

Don't know []

5. Do members of the governance body get involved in the formulation of local policies on the discipline of pupils at school?

Yes []

No []

Don't know []

6. Do you think members of the governance body should get involved in the formulation of local policies on the discipline of pupils at school?

Yes []

No []

7. Has the Board at your school employed some general workers?

Yes []

No []

Don't know []

8. Are there some teachers employed by the Board at your school?

Yes []

No []

Don't know []

9. Does the school board have any training programme for the Board staff?

Yes []

No []

Don't know []

10. Do you think the school board should have training programmes for the Board staff?

Yes []

No []

11. Are members of the governance body involved in considering cases of appointment of staff of the Board?

Yes []

No []

Don't know []

12. Do you think members of the governance body should be involved in considering cases of appointment of the Board?

Yes []

No []

13. Do the parents who are members of the governance body of the School Board monitor teaching and learning at school?

Yes []

No []

Don't know []

14. Do you think members of the governance body of the school board should be monitoring teaching and learning at school?

Yes []

No []

15. Are there some pupils at your school who have been either suspended or expelled from school without consulting members of the governance body?

Yes []

No []

Don't know []

END OF QUESTIONNAIRE

Thank you very much for your responses and cooperation.

6.3 APPENDIX C

QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS

- Do not write your name on this questionnaire
- Please answer all questions
- Put a tick [✓] next to the answer of your choice or write in the spaces provided
- The information you will give will be strictly confidential

SECTION A

PERSONAL INFORMATION

- | | | |
|----------------------|----------------|-----|
| 1. Gender | Female | [] |
| | Male | [] |
| 2. Length of service | 0-5 years | [] |
| | 5-10 years | [] |
| | 10-15 years | [] |
| | 15-20 years | [] |
| | Above 20 years | [] |

SECTION B

GOVERNANCE BODY AND PERFORMANCE

3. Are you aware of a member of the governance body at your school who has been appointed officially by the Minister of General Education?

- | | |
|------------|-----|
| Yes | [] |
| No | [] |
| Don't know | [] |

4. Has there been any sensitization programme held on the functions of the Education Boards by the Educational Authorities at your school?

Yes []

No []

Don't know []

5. Do members of the governance body get involved in the formulation of local policies on the discipline of pupils at your school?

Yes []

No []

Don't know []

6. Do you think members of the governance body should get involved in the formulation of local policies on the discipline of pupils at your school?

Yes []

No []

7. Has the Board at your school employed some general workers?

Yes []

No []

Don't know []

8. Are there some teachers employed by the Board at your school?

Yes []

No []

Don't know []

9. Does the School Board have any training programme for the Board staff?

Yes []

No []

Don't know []

10. Do you think the School Board should have any training programme for the Board staff?

Yes []

No []

11. Are members of the governance body involved in considering cases of appointment of staff of the Board in school?

Yes []

No []

Don't know []

12. Do you think members of the governance body should be involved in considering cases of staff of the Board in school?

Yes []

No []

13. Do the parents who are members of the School Board monitor teaching and learning in school?

Yes []

No []

Don't know []

14. Do you think members of the School Board should be monitoring teaching and learning in school?

Yes []

No []

15. Are there some pupils at your school who have been either suspended or expelled from school without consulting members of the governance body?

Yes []

No []

Don't know []

Male []

0-5 years []

5-10 years []

END OF QUESTIONNAIRE

Thank you very much for your responses and cooperation.

15-20 years []

Above 20 years []

3. How were you employed? Explain.

4. Who supervises you?

5. How would you generally describe the conditions of service at your work-place? Justify your answer.

6. Does the School Board have a training programme for the Board Employees? If the answer is yes, give more details.

7. Are you aware of a member of the education board who has been appointed officially by the Minister of General Education?

8. Has there been any sensitization programme held on the functions of the education board by educational authorities at your school?

9. Do the parents who are members of the School Board monitor teaching and learning in school?

INTERVIEW GUIDE FOR BOARD WORKERS

INTERVIEW GUIDE

1. Gender

Female	[]
Male	[]
2. Job Experience

0-5 years	[]
5-10 years	[]
10-15 years	[]
15-20 years	[]
Above 20 years	[]
3. How were you employed? Explain.
4. Who supervises you?
5. How would you generally describe the conditions of service at your work place? Justify your answer.
6. Does the School Board have a training programme for the Board Employees? If the answer is yes, give more details.
7. Are you aware of a member of the education board who been appointed officially by the Minister of General Education?
8. Has there been any sensitization programme held on the functions of the education board by educational authorities at your school?
9. Do the parents who are members of the School Board monitor teaching and learning in school?

10. Are parents involved in the formulation of local policies on the discipline of pupils at school?
11. Are there some teachers employed by the Board?
12. Are there some pupils at your school who have been either suspended or expelled from school without consulting members of the governance body?
13. How is the general performance of the School Board in your school? Explain.
14. What measures can the school put in place in order to make the School Board effective? Suggest.
15. What do you think could be the measures that the government can put in place in order to make the Education Board effective?

END OF INTERVIEW

Thank you very much for your responses and cooperation

END OF DISCUSSION

Thank you very much for your responses and cooperation

6.5 APPENDIX E

FOCUS GROUP DISCUSSION FOR PUPILS

1. What do you know about the Education Board?
2. Do you have representatives on the School Board?
3. Are you aware of a member of Education Board who has been officially appointed by the Minister of General Education?
4. Has there been any sensitization programme held on the functions of the Education Board by educational authorities at school?
5. Are you aware of some Board employees who have been trained by the Board?
6. Are you involved in the formulation of local policies on the discipline of pupils in school?
7. Are you aware of some pupils at your school who have been either suspended or expelled from school without consulting members of the governance body?
8. Do you participate in decision making together with the school administration in school?
9. Do the parents on the School Board come to monitor teaching and learning in school?
10. How is the general performance of the School Board in your school? Explain.
11. What measures do you think the school should put in place in order to improve the operations of the School Board? Suggest.
12. What could be some of the interventions that the government should put in place in order to improve the performance of the School Board? Suggest.

END OF DISCUSSION

Thank you very much for your responses and cooperation.

6.6 APPENDIX F

STRUCTURE OF THE GOVERNANCE BODY

In a High or Secondary School Board, the composition of the governance body is as follows:

- ✓ 2 members of staff elected by the teaching staff (1 male and 1 female)
- ✓ 2 pupils elected by the pupils (1 boy and 1 girl)
- ✓ 1 local Councillor of the area in which the school is situated, selected by the District or Municipal Council
- ✓ 1 resident proposed by the District or Municipal Council to represent the local community
- ✓ 3 members of the community chosen by the parents through the Parents-Teachers Association (PTA)
- ✓ 2 representatives nominated by the local branches of the Teachers' Unions
- ✓ 1 PTA Chairperson
- ✓ 1 Church representative nominated by the parents through the PTA
- ✓ 1 representative nominated by the DEBS office.
- ✓ The Governance Body of the High or Secondary School Board also consists of the School Headteacher representing the Ministry of Education through appointment.

(MOE, 2005:21)

The management team is the administrative wing of the Board tasked with day to day running and operations of the school. In a High or Secondary School Board, it is composed of:

- ❖ Headteacher
- ❖ Deputy Headteacher
- ❖ Heads of Department
- ❖ Accounts Officer

(MOE, 2005:23)