

5.8.6 Are students' representatives not useful on the Boards and should therefore be removed?

86.9% of the respondents indicated that student representatives of the College Board were useful and should not be removed. Only 13.1% felt that students' representatives on the College Boards were not useful and as such should be removed from the Board.

Table20: Students' representatives are not useful on the boards and therefore must be removed.

Response	Frequency	Percent
Yes	20	13.1
No	133	86.9
Total	153	100

5.9. PART TWO: AUDIT AND FINANCIAL ADMINISTRATION

Part two of the questionnaire dealt with issues of audit and financial administration of the College Boards. **The Principles of Education Boards Governance and Management Manual**, under the section on Roles, Responsibilities and Functions of the Governance Body, states that, "The primary roles, responsibilities and functions of the governance body" are:

- Reviewing and adopting annual budgets for the financial performance of the Board and monitoring Board performance and results on monthly basis.

- Ensuring preparation of the annual and half yearly financial statements, communicating and disclosing information to stakeholders.
- Overseeing implementation of control systems and relevant compliances with the law, governance, accounting and auditing standards.

The following were the responses to the questionnaires:

5.9.1. Who is responsible for the financial functions of the Board?

A large number of the respondents felt that the Principal or Board Secretary was responsible for the financial functions of the Board. 36.6% of the respondents reflected this in their responses. The next largest group of the respondents constituting 24.8% had no idea as to who was responsible for the financial functions of the Board. 17.0% said that students were excluded from participating in the financial issues of the Board while 15.7% said that the entire Board was responsible for the financial functions of the Board. Some respondents though very few, consisting of 5.9% only were very “forceful” in contending that most of the issues concerning finances were only known by the Principal and the Board Chairperson. This idea was mainly stated by lecturers and some students.

Table 21: Who is responsible for the financial functions of the Board?

Response	Frequency	Percent
Principal (Board Secretary)	56	36.6
Principal / Board Chairperson	9	5.9
Entire Board	24	15.7
Students excluded from financial issues	26	17.0
No idea	38	24.8
Total	153	100

5.9.2. Has the Board established a finance sub-committee to monitor the accounting functions?

Those who answered the questionnaire were almost split into half with 35.3% of the respondents saying that the Boards had established a finance sub-committee while the other group consisting of 32.0% said that the Boards had no finance sub-committee to monitor the accounting functions of the Board. 32.7% said that they had no idea as to whether College Boards had established a finance sub-committee to monitor their accounting functions.

Table 21: Has the Board established a finance sub-committee to monitor the accounting functions?

Response	Frequency	Percent
Yes	54	35.3
No	49	32.0
No idea	50	32.7
Total	153	100

The composition of the Finance Committee

This question was designed to test the understanding of the respondents on the composition of the College Finance Committee. It was clear from the responses that the respondents were not familiar with the work of this important sub-committee as 21.6% of those who answered the questionnaire indicated that students formed the majority of the members of the College Finance Sub-Committee. 11.8% said that the finance committee was made up of Board Secretaries and 12.4% said lecturers formed finance committee, while another 11.8% said it was the Board secretaries. 19.0% said it was made up of Human Resource Officers. Only 4.7% said that parents formed part of the composition of the College Board Finance Sub-Committee. The smallest number of respondents (4.6%) said all those mentioned were part of the Finance Sub-Committee of the Board.

Table 22: The composition of the finance committee

Response	Frequency	Percent
Parents/Guardians	9	5.9
Lecturers	19	12.4
Students	33	21.6
Board secretary	18	11.6
Board chairperson	38	24.8
Planning officers / HRA	29	19.0
All the above	7	4.6
Total	153	100

5.9.3. Are students' representatives aware of the number of the college bank accounts?

Student Board members like all other Board members were expected to be familiar with the financial standing of their Board. However as can be seen

in the table below, 79.1% of those who answered the questionnaire said that they were not aware of the number of college bank accounts. Only 20.3% said they were aware and another 0.7% said that they had no idea.

Table 23: Are students' representatives are aware of the number of the college bank accounts?

Response	Frequency	Percent
Yes	31	20.3
No	121	79.1
No idea	1	0.7
Total	153	100

5.9.4. Are students' representatives aware of the preparations of bank reconciliations?

44.4% of those who responded to the questionnaires said that students' representatives on the College Boards were not aware of the preparations of bank reconciliations in their respective boards. As somebody said, "We do not even know what bank reconciliation means". A significant number of respondents, 40.5% said that they had no idea concerning the preparations of bank reconciliations in their respective colleges. Only 15.0% were aware of their colleges' preparations of bank reconciliations.

Table 24: Are students' representatives aware of the preparations of bank reconciliations?

Response	Frequency	Percent
Yes	23	15.0
No	68	44.4
No idea	62	40.5
Total	153	100

5.9.5. Are Board members aware of the expenditure patterns of the College Board?

One of the most important roles of Board members is to plan the budgets of their respective colleges. This is not carried out because 80.4% of those who answered the questionnaire said that they were not aware of their college expenditure patterns. Only 19.6% said they were aware.

Table 25: Are Board members aware of the expenditure patterns of the College Board?

Response	Frequency	Percent
Yes	30	19.6
No	123	80.4
Total	153	100

5.9.6. Are students' representatives involved in the budgeting process of the College Board?

72.5% of the respondents said that student representatives on College Boards were not involved in the budgeting process. Only 17.6% said students were involved in the budgeting process while 9.8% said they had no idea.

Table26: Are students' representatives involved in the budgeting process of the College Board?

Response	Frequency	Percent
Yes	61	17.6
No	247	72.5
No idea	29	9.8
Total	337	100

5.9.7. Do students' representatives want to be involved in the budgeting process of the College Boards?

The semi-structured in-depth interviews with students who had completed the questionnaires revealed that students' representatives on the College Boards wanted to be involved in the budgeting process of the College boards. This desire was reflected in responses of those who had answered the questionnaire in which 64.1% said students' representatives on the College Boards would like to be involved in the budgeting process. Only 17% of the respondents said that students should not be involved in the budgeting process of their colleges. 19.0% of the respondents had no idea whether students were involved in the budgeting process or not.

Table 27: Do students' representatives want to be involved in the budgeting process of the College Boards?

Response	Frequency	Percent
Yes	98	64.1
No	26	17
No idea	29	19
Total	153	100

5.9.8. Are Tender Committees established in College Boards?

Most of the respondents who answered this question indicated that Tender Committees were not established in College Boards. Those who had this opinion constituted 41.2%. On the other 35.9% of the respondents said that tender committees were established in the College Boards while 22.9% said that they had no idea whether tender committees were established in their College Boards or not.

Table 28: Are Tender Committees established in College Boards?

Response	Frequency	Percent
Yes	55	35.9
No	63	41.2
No idea	35	22.9
Total	153	100

5.9.9. Are student representatives members of the College Tender Committee?

52.9% of those who answered the questionnaire indicated that student representatives were not members of the College Tender Committee. On the other hand only 22.9% of the respondents said that students were members of the College Tender Committee, while a significant number of respondents constituting 24.2% said that they had no idea whether students were members of the College Tender Committee or not.

Table 29: Student representatives are members of the College Tender Committee

Response	Frequency	Percent
Yes	35	22.9
No	81	52.9
No idea	37	24.2
Total	153	100

5.9.10. Would you like students to be represented on the College Tender Committee?

The majority of the respondents (74.5%) wanted to see a situation in which students were represented on the College Tender Committee. Only 25.5% of the respondents said that students should not be represented on the College Tender Committee.

Table 30: Would you like students to be represented on the College Tender Committee?

Response	Frequency	Percent
Yes	114	74.5
No	39	25.5
Total	153	100

5.9.11. Are issues of financial resources handled in a transparent and accountable manner in College Boards?

Having discussed issues of financial resources in the boards, the majority of respondents felt that issues of financial resources were not handled in an accountable and transparent manner (45.1% were of this view). 32.0% of the respondents said that issues of financial resources were handled in a transparent and accountable manner. The rest (22.9%) said that they had no idea of how boards managed their finances.

Issues of transparency and accountability were part the reasons Education Boards were created. The fact that Principals of Colleges were not transparent in the way they administered their financial resources opened them to a lot of suspicion. Most of the respondents simply felt that most of the funds sent to such College Boards were not used for the intended purpose.

Table 31: Are issues of financial resources handled in an accountable and transparent manner in College Boards?

Response	Frequency	Percent
Yes	49	32.0
No	69	45.1
No idea	35	22.9
Total	153	100

5.9.12. Has the College Board come up with any developmental plans?

47.7% of those who answered the questionnaire stated that they had no idea whether College Boards had developmental plans or not. 33.3% did indicate that their college Boards had developmental plans on which they based their expenditures. 19.0% said that their College Boards had no developmental plans. Some respondents argued that, “College Principals and their Board Chairpersons are the only ones who spend the college finances on unplanned activities”.

Table 32: Has the College Board come up with any developmental plans?

Response	Frequency	Percent
Yes	51	33.3
No	29	19.0
No idea	73	47.7
Total	153	100

CHAPTER SIX

6.0. DISCUSSION OF RESEARCH FINDINGS

6.1. Respondents' observations on the effectiveness of students' representatives on College Boards:

In this chapter the role of students' representatives on College Boards in three colleges, namely, the Zambia Institute of Special Education (ZAMISE), the Copperbelt College of Education and Kitwe College of Education is discussed.

It is evident from the results that although the roles of Board members on the College Boards were clearly defined in various manuals and guidelines produced by the Ministry of Education, students were not effectively participating in most of the activities of these Boards. Admittedly, the participation of students differed from one College to the other, but overall responses by the respondents in this research showed that there was no effective participation of students' representatives on College Boards. This could be seen by the following responses:

Selection of students' representatives on the College Board

The majority of the respondents (Table: ³6) indicated that selection of student representatives to serve on the College Education Board was done by fellow students. This meant that college students attached a great deal of importance to the activities of College Boards and expected that those whom they selected to represent them, would do so effectively. During the interviews most of the respondents defined effective representation of students as, "Students' representatives participating in all College Board

activities in the same way as the adult members of the board”. Where this was lacking then there was “**no effective**” participation of students on the College Board. Most of the respondents, especially students argued that, where there was a group of activities in which student representatives on the College Boards were not allowed to participate in, these activities became a “no go area” for students. Therefore because of such restrictions there was no “effective representation” of students by student Board members. It was very clear from the responses during the discussions with student respondents that they wanted student representatives on the College Boards to participate in all programmes and meetings of the board “**without any impediments**”.

The regularity of Board meetings.

It came as a surprise to the researcher to find out that the majority of the respondents (54.9%) were not aware of how many times their College Boards held meetings. This is so because before conducting this research, the researcher was of the opinion that all Board members underwent orientation training before stating their work. In addition it was assumed that Board members were availed appropriate guidelines during the orientation training. It was obvious from these findings that students' representative on College Boards were not availed with the necessary documents such as **Guidelines on the Functions of Education Boards**.

According to the **Guidelines on the Functions of Educational Boards**, Boards were supposed to hold their meetings at least 3 times in a year that is once per term. It was very clear from the discussions with respondents that some College Boards did not hold Board meetings and decisions were in most cases imposed on Board members by the Chief Executives (College Principals) of the Boards. Respondents, especially lecturers and

students, wanted the government to put an end to what they termed as, “Sad state of affairs”. Respondents wanted to see a situation in which meetings were held at least three times a year, with minutes published by the Chief Executive for all to know and ensure effective participation in these meetings by all Board members.

However, the study also found that in some colleges regular Board meetings were held and there was evidence of such meetings as the researcher was availed with the minutes of Board meetings. The minutes were also supported by the respondents from such colleges who were surprised to hear that their counterparts from other Colleges of Education were not holding Board meetings.

Student participation on issues of human resource on College Boards.

The study discovered a number of barriers to effective representation of students on College Boards. One of these barriers was that students were not allowed to participate on issues of human resource. Human resources management includes the management of the affairs of the people working in the Board and the students being trained in these colleges. Those managing this human resource will take into account the workers' conditions of service, their training and their welfare. It was the view of the researcher that effective participation of students' representatives on College Boards should be measured by their participation on various issues of human resources such as participation in meetings discussing the conditions of service for lecturers, human resource development and student enrolments and their welfare. As can be seen from the responses on Table 6, the majority of the respondents in this research felt that student participation on issues of human resource on College Boards was bad.

This was so because students' representatives were not represented on most of the committees that looked at the welfare of lecturers and students in line with the guidelines drawn by the Ministry of Education.

The Ministry of Education authorized members of the College Boards to take decisions on issues of human resource in their Boards. This was in line with the process of decentralization as defined by Bray (1984:5), who defines decentralization as, "The process in which subordinate levels of a hierarchy are authorized by a higher body to take decisions about the organization's resources". However, this research has revealed that some of the members of the College Boards (the students' representatives) have been sidelined from performing their roles effectively. Among the areas where students felt that they were not effectively represented by student Board members were:

a) **The organization of in-service activities for lecturers**

Guidelines on the Functions of Education Boards drawn by the Ministry of Education had shown that it was the role of College Boards to organize in-service activities for the lecturers under their jurisdiction. The study found that 62.1% of those who answered the questionnaire said that student representatives on College Boards were not part of the process of organizing in-service activities for lecturers. This was contrary to the provisions of the **Principles of Education Boards Governance and Management Manual** (MOE 2005:26) which states, "The primary roles, responsibilities and functions of the governance body are: Formulating local policies for regulating the management of the institution for which the Board was established". In-service activities for lecturers fell within the local

policies of the College on which the student representatives were members.

During the semi-structured interviews student respondents indicated that student representatives on College Boards be involved in organizing in-service activities for their lecturers. "After all we know the weaknesses of each lecturer since we are the ones who are taught and not the college management", argued some of them. Some lecturers agreed with this observation and promised to influence their respective college administrations to ensure that students were allowed to be part of the process in organizing in-service activities for lecturers. This can be enforced by the Ministry of Education by ensuring that circulars directing College administrators are distributed in all College Boards and that students' representatives on College Boards have access to such circulars. In addition Standards Officers from the Ministry of Education conducts monitoring visits to all colleges to ensure that these directives are adhered to.

b) Participation in the disciplinary committee meetings of fellow students.

The study revealed that slightly above half of the total number of respondents (52.9%) alluded to the fact that students' representatives on College Boards were allowed to take part in the disciplinary process of fellow students. They had witnessed cases in which students participated and represented others during the disciplinary committee sittings. However 37.3% felt that students were not allowed to participate in the disciplinary process of fellow students.

During the discussion, it was very clear that in some Boards, students' representatives on College Boards were allowed to participate in the disciplinary process of their fellow students. This was not the case in some colleges where students were not allowed to participate in the disciplinary process of fellow students. Some respondents especially students felt that there was need for all College Boards to allow students to participate in the disciplinary process of their fellow students.

c) **Involvement of students' representatives in formulating college policies.**

A good number of respondents felt that student representatives on College Boards were not involved in formulating College policies. 47.7% of those who filled in the questionnaire said that student representatives on the Board were not involved in formulating college policies. However 35.9% said that student representatives on College Board were involved in formulating college policies. This division between the two groups of respondents revealed that there were differences in the manner in which College Boards were administered. Some Boards allowed students to be involved in formulating college policies while others did not allow students to do so.

According to (Ministry of Education, 2004:15), "The College Board is responsible for formulating sound policies on:

- i) Regulating the management of the college for which the Board was established.

- ii) Promoting the best interest of the college for which the Board was established and striving to ensure the development of the college through the provision of quality education for all the learners at the college.

As can be seen from above, one of the important roles of students' representatives on College Boards is to formulate college policies. During the discussions in which respondents agreed to be recorded on the tape recorder, it was agreed that the researcher should impress it upon the Ministry of Education to compel College Principals to ensure that students are allowed to freely participate in formulating college policies. Respondents argued that unless this was done, student participation in College Boards could not be said to be effective.

The frequency of College in-service activities organized for the lecturers in College Boards.

The study revealed that there was little difference between the respondents who felt that in-service activities were organized quite often (40.5%) and those who said that in-service activities were not organized at all (43.1%). 11.8% indicated that in-service activities were organized very often while 4.6% of the respondents had no idea as to how often in-service activities were organized by College Boards for their lecturers.

Research findings on this issue indicated that there were a number of respondents who were not aware of how often in-service activities were organized for lecturers. The discussions revealed that students' representatives on the College Boards were left out when carrying out college in-service activities for the lecturers in College Boards. This made students feel that they were not fully involved in the management process

of the College Boards and as such they were not playing their roles as student representatives afflictively.

The research also found that although students' representatives were fully fledged members of the College Board, they were not part of the process of organizing in-service activities for their lecturers. 62.1% of the respondents said that students' representatives were not part of the process while 18.3% said that students were involved in the process of organizing in-service activities for lecturers. 19.6% had no idea.

Some of the respondents argued that elderly members of College Boards felt that students' representatives did not understand the professional needs of their lecturers for them to make "meaningful" contribution in deciding the frequency of in-service activities for their lecturers.

Students' representatives as part of the decision making process on the recruitment of fellow students.

According to (MoE, 2004:16) it was the responsibility of Education Boards to regulate the conditions of enrolment of students at the College, including determining the fees and other charges, if any, to be paid to the college. Asked whether students were part of the decision making process on the recruitment of fellow students the respondents unanimously indicated that students were not part of the decision making process on the recruitment of fellow students. Those who said this constituted 86.9%, while only 13.1% said that students were part of the process of decision making when recruiting fellow students.

During the discussions that followed this question, most of the respondents wondered why College administrators hid such information from them. It was felt that neglecting student participation in the recruitment process left

College administrators open to vices such as corruption. The respondents contended that student participation would lead to transparency and accountability in the manner in which students were enrolled into colleges. Some argued that, "Checks and balances would be provided to College Boards if students' representatives were allowed to participate fully in all College Board activities including being part of the decision making process on the recruitment of fellow students".

The research findings also revealed biases in the manner the College Boards treated their Board members when it came to paying out allowances. The following were the findings on various issues of allowances:

i) **None payment of subsistence allowance to students when involved in College Board work.**

The study revealed that students were not paid daily subsistence allowance when involved in College Board work. This response was given by 47.7% of the respondents, while 35.3% said that their Boards did pay a daily subsistence allowance to student board members when they were on duty involving College Board work. The other 17.0% had no idea whether students' representatives on the College Board were paid daily subsistence when involved in College Board work.

Government policy stated that lecturers and other government workers be paid subsistence allowance when carrying out official government duties outside their working environment for more than twenty four hours. This condition of service was supposed to be replicated to include Board members who included students' representatives.

The findings were that there was a disparity in the manner College Boards conducted their business. Some colleges paid subsistence allowances to all Board members, while others segregated against students' representatives on College Boards. Most of the respondents felt that there was need for the Ministry of Education to harmonise the operations of the College Boards.

ii) Payment of subsistence allowance to other Board members when involved in College Board work.

The findings of the research were that most of the respondents (45.8%) indicated that other College Board members were paid their daily subsistence allowance when involved in College Board work. Those who said other members of the College Board were not paid their daily subsistence allowance when carrying out Education Board work constituted 34.6% while those who had no idea were 19.6%. It was the wish of the majority of the respondents that there should be no segregation in the manner in which board members were treated concerning subsistence allowances when carrying out Board work. Other respondents demanded what they termed as, "Equal pay for equal work".

iii) Payment of sitting allowance to students when attending College Board meetings.

During this research there was evidence to show that some colleges paid all their Board members including students' representatives sitting allowance while others did not. There were 35.3% of the respondents who said that students were paid sitting allowances whenever they attended board meetings, while 43.1%

said they were not paid any sitting allowance. 21.6% had no idea as to whether student representatives were paid any sitting allowance.

The majority of respondents were of the opinion that the Ministry of Education should harmonize the issue of sitting allowance for student Board members so that they are paid sitting allowance in accordance with the conditions of service governing the payment of such allowances. In other words there should be no discrimination between student board members and their elderly counterparts when it comes to the payments of sitting allowance when attending College Board meetings.

iv). Relationships between student Board members and other Board members.

In spite of students' representatives on the College Boards being left out on a number of activities of the Boards, the research revealed that the relationships between student Board members and other Board members on the College Board could generally be said to be good. This was the view of 36.6% of the respondents, while 30.1% said it was bad. On the other hand some respondents (9.2%) felt that the relationship was actually very good, while 3.3% said it was excellent and 20.9% had no idea.

The respondents who felt that relationships between student Board members and other members was generally good attributed this to the fact that there was a lot of goodwill from certain Board members who strived to ensure that students participated in all the affairs of the Board. Some of these Board members went out of their way to

ensure that student Board members were guided on certain aspects of personnel management.

On the other hand those respondents who felt that relationships between students' representatives and other members were bad attributed this "sad" state of affairs to the fact that students were not given the respect they deserved as Board members. Others argued that the fact that students' representatives were left out of important meetings and committees was a reflection that student Board members were, "of no use to the Boards". Some of these respondents felt that colleges had not done enough to support the welfare of students hence the relationship not being good enough (see appendix 3 item 2).

The respondents strongly felt that students on the College Boards needed to be supported to ensure that they exercised their rights as Board members and that this was the reason why other Board members did "everything" they could to ensure that the relationships among the Board members remained good. As in other areas this research revealed that in some Boards, the relationship between the students' representatives and other Board members was not as good as it should be. Respondents attributed the "bad" relationships in such colleges to the attitude of the college administrators who hid information on the College Board activities. The "fierce" proponents of this thinking were lecturers and students.

Other human resource issues.

The questionnaire had other questions on human resource issues which were meant to further probe whether students' representatives on the College Boards represented their fellow students effectively. The following were the areas of discussion:

Assistance of students who could not pay for college requirements.

The researcher sought to find out if College Boards assisted needy students who failed to meet their college requirements. This was an area where students' representatives on College Boards were expected to be very active as some of their colleagues came from poor families and could not afford to pay for various requirements. The research revealed that most College Boards helped needy students. Student representatives were said to be very active in identifying vulnerable students in Colleges. Of those who filled in questionnaires, 51.0% said their College Boards assisted students who failed to pay. 34.6% said that their College Boards did not assist students who failed to pay for their college requirements while 14.4% said they did not know if their College Boards assisted vulnerable students or not to pay for their college requirements.

During the discussions that followed, most respondents called upon the researcher to strongly recommend to the Ministry of Education to compel all College Boards to ensure that they helped the vulnerable students. Others felt that the issue of a loan scheme to help vulnerable students would work very well as long as the Ministry bonded the students and ensured that they were employed as soon as they completed their studies.

Do you support the current idea of 1 male and 1 female student representative on the College Board?

Issues of gender were generally discussed with the respondents commending the Ministry of Education for coming up with the idea of having one male and one female to represent their fellow students on the College Board. The majority of the respondents (81.7%) endorsed this idea.

Support for the existence of Education Boards in the country.

The majority of those who took part in answering the questionnaire were in support of Education Boards. 41.8% said they supported Education Boards, while 43.1% said they strongly supported the Education Boards. This means that an overwhelming number of respondents (84.9%) were in support of Education Boards inspite of the difficulties encountered in their day to day operations. Only a small number of respondents (6.5%) strongly opposed the existence of College Boards.

It was the view of most of the respondents that there was need for the Ministry of Education to consider increasing the number of female Board members in Colleges of Education. Some respondents talked about at least 30% of the positions of Board members being reserved for women. The following were some of the responses by those who answered the questionnaire on the idea that there should be 1 to 1 ratio of male to female student representation on the College Board:

- *No, the number of female students in Colleges of Education is smaller than male students; therefore there should be more male students than female students on the College Board.*

- *Yes, in order to give balanced views of the female and male students*
- *Each sex has specific issues not related to the other and therefore there is need for equal representation.*

Students' representatives are not useful on the boards and therefore should be removed.

Having discussed various issues on human resource on College Boards, a question was posed to the respondents, whether in the light of the numerous problems faced by students' representatives on College Boards students representatives were useful and if not they were to be removed from the College Boards. The research revealed that the respondents were unanimous in stating that students' representatives on College Boards were useful and as such they should not be removed from the board but rather the Ministry of Education should enhance their participation in the affairs of College Boards. If anything respondents wanted to see college Principals, who were in the habit of marginalising students' representatives on College Boards, punished or removed from colleges as Chief Executives. 86.9% of the respondents indicated that student representatives on College Boards were useful and should not be removed. Only 13.1% felt that students' representatives on College Boards were not useful and as such should be removed. The support for students to remain on the College Boards was overwhelming.

PART TWO: AUDIT AND FINANCIAL ADMINISTRATION

Responsibilities for the financial functions of the Board

Most of the respondents felt that the responsibilities for the financial functions of the College Boards were vested in the Principal or Board Secretary. They felt that the Principal was the only one who was responsible for the financial functions of the Board. 36.6% of the respondents reflected this in their responses while the next largest group of the respondents constituting of 24.8% had no idea as to who was responsible for the financial functions of the Board. 17.0% said that students were excluded from participating in the financial issues of the Board while 15.7% said that the entire Board was responsible for the financial functions of the Board. Some respondents though very few, consisting of 5.9% only contended that most of the issues concerning finances were only known by the Principal and the Board Chairperson. This idea was mainly stated by lecturers and some students.

The findings of the research revealed that most of the Principals were very secretive when it came to funding. Most of the Board members said that they did not know how funds were utilized in their Colleges. All they saw were goods and services being procured by the college authorities. Any enquiries on issues of funding was said to be met with hostile reactions from the college administrators. Some respondents argued that the issue of funding for Education boards was, "A no-go area for all other Board Members". The respondents called upon the Ministry of Education to ensure that the College administrator involved the other members of the Board in the utilization of financial resources for the College Boards.

During the focus group discussions most of the students' representatives complained that they were not part of the Finance Sub-Committees even in colleges where these were established. Students wanted their Colleges to establish the Finance Sub-Committees which would ensure that they included students' representatives.

Establishment of a Finance Sub-Committee to monitor the accounting functions of the Board.

Those who answered the questionnaire on this issue were almost split into two with 35.3% of the respondents saying that the Boards had established a Finance Sub-Committee while the other group consisting of 32.0% saying that the Boards had no Finance Sub-Committee to monitor the accounting functions. Others (32.7%), especially students said that they had no idea as to whether their College Boards had established a Finance Sub-Committee to monitor accounting functions.

The research established that some Colleges had established a Finance Sub-Committee to monitor accounting functions, while others had not. Some College Principals were very transparent in the manner they administered the finances of their Colleges. In one such college even student representatives were part of the Finance Sub-Committee.

Student representatives' awareness of the number of college bank accounts.

As Board members, students' representatives and others were expected to be familiar with the financial standing of their Board. However this research revealed that students were not aware of the number of College bank accounts. The majority of the respondents (79.1%) indicated that they were not aware of the number of College bank accounts. Only 20.3% said

they were aware and another 0.7% said that they had no idea. During the discussion that followed, the respondents made it clear that issues of funding in Colleges of Education were normally regarded as a secret by the College administration. College Board members and other respondents wanted to see a situation where College administrators were compelled by the Ministry of Education to be transparent and accountable to Board members including students' representatives.

Student representatives' awareness of the preparations of bank reconciliations.

A good number of those who responded to the questionnaires (44.4%) said that students' representatives on College Boards were not given the opportunity to be part of the preparations of bank reconciliations in their respective Boards. As somebody said, "We do not even know what bank reconciliation means". Other respondents, (45.5%) said that they had no idea concerning preparations of bank reconciliations in their respective Colleges. Only 15.0% were aware of their colleges' preparations of bank reconciliations.

Those who said that they were aware of bank reconciliations indicated that they had taken the initiative as Board members to compel the College administration to inform the Board members concerning the financial status of the College. But even this group of respondents conceded to the fact that it was extremely difficult to get information on the status of funding to the College. They alluded to the fact that very few students' representatives were aware of the preparations of bank reconciliations. Some of the College administrators attributed this to the fact that bank reconciliations was a function of accountants and not "any other" Board member. However they too conceded to the fact that there was need for

them to share the financial status of the college with all Board members including students' representatives on the College Education Boards.

Board members were aware of the expenditure patterns of the College Board

One of the most important roles of Board members was to plan budgets for their Colleges. The research found that this was not the case because 80.4% of those who answered the questionnaire said that they were not aware of their College expenditure patterns. Only 19.6% said they were aware. Most of the respondents lamented that they only saw the College administration buying books, desks and other teaching and learning aids. In most cases they were only informed of the expenditures without prior budgeting and discussions in Board meetings. As a matter of fact, most of the respondents said that they did not even hold Board meetings. Students' representatives on College Boards indicated that they were not involved, consulted nor informed of College Board expenditures. They strongly felt that the College administration had, "Robbed them of performing this important role".

The research found that since most of the Board members were not aware of expenditure patterns of their College Boards, they had failed to perform one of their functions as outlined in the **Institutional Roles, Functions and Relationships** (MoE, May 2004: 16), which states that the Board will, "Monitor the expenditure of all the funds meant for the Board". If Board members were monitoring the expenditure of all funds in the College, they would have been aware of their College expenditure patterns. After the respondents were made aware of this aspect of the function of the Board, they promised to ensure that they took their chief Executive to task and monitor the expenditure of their Boards.

Students' representatives' involvement in the budgeting process of the College Boards.

Concerning the issue of student representatives being involved in the budgeting process of the College Boards, most of the respondents (72.5%) said that student representatives on College Boards were not involved in the budgeting process. This state of affairs was central to the role of board members as stipulated in the **Institutional Roles, Functions and Relationships** (MOE, 2004:17) which states that one of the roles of Board members was, "To prepare annual budgets including capital and recurrent expenditure for the Board and to cause them to be submitted to the Minister for approval in accordance with the provision of Financial Guidelines". Only 17.6% said students were involved in the budgeting process while 9.8% said they had no idea. Most of the students' representatives complained that students were being marginalised in the running of their respective College Boards and as such, they were not effectively representing their fellow students.

Most College Principals conceded the fact that students' representatives on Boards were not being fully utilized for fear of leaking College information to other people. However most College Principals felt that they made an effort of involving students' representatives in all matters of the Boards.

The semi-structured in-depth interviews with students who had completed the questionnaires revealed that students' representatives on College Boards would like to be involved in the budgeting process of their Boards. This desire was reflected in responses of those who had answered the questionnaire in which 64.1% said students' representatives on College Boards would like to be involved in the budgeting process. Only 17.0% of

the respondents said that students should not be involved in the budgeting process of their colleges. This particular group of respondents felt that students were not mature enough to be involved in the budgeting process of the college. They argued that the college had enough qualified personnel to carry out this function. However, during the group discussion this view was condemned by the majority of the respondents who felt that students had the right to be part of the budgeting process. This was viewed as part of the training for the trainee teachers who would soon join the world of work and would inevitably become part of the budgeting process of their schools.

The establishment of Tender Committees in College Boards.

The majority of the respondents to the question on this issue (52.9%) said that tender committees were not established in College Boards while 22.9% said that they were established. The remaining 24.2% of the respondents said that they had no idea whether tender committees were established in their College Boards or not.

It was very clear from the discussions that there were Colleges that followed the guidelines which directed all Colleges to establish Tender Committees and strictly follow tender procedures when procuring goods and services for the College (MOE: May 2004). Other Colleges did not follow the instructions in this guideline. Respondents from Colleges where Tender Committees had not been established felt very strongly that their Principals were deliberately doing so to avoid community participation in the running of Colleges contrary to the provision in the **Principles of Education Boards Governance and Management manual** page ii which states that, "The purpose for establishing Education Boards at district, college and school levels is to provide a platform on which communities

can participate in education matters and allow for rapid reaction and action to problems and opportunities that occur at the points of delivery”. College Boards whose principals deliberately hid information from other Board members denied their communities, from fulfilling their roles as Board members. It was also observed, that those Boards where Tender Committees were not established prevented communities from having a sense of ownership.

Representation of students on the College Tender Committees.

The research findings indicated that students were not represented on the College Tender Committees in most of the Colleges. 52.9% of those who answered the questionnaire indicated this. **According to the Principles of Education Boards Governance and Management Manual**, the functions of the Procurement Sub-Committee were to:

- 1 Oversee the conduct of tender procedures in the Education Board.
- 2 Consult with the Finance Sub-Committee on all matters that fall within its functions and submit regular reports on such matters to the Board.
- 3 Seek independent legal and audit opinion.
- 4 Advise the Board on pertinent issues of governance related to procurements.
- 5 Review all procurement matters including reports of internal and external auditors and advise the Board on actions to be taken.
- 6 Identify and monitor key risky areas and ensure that the Board has appropriate internal control environment to manage the key risks identified.

The majority of the respondents (74.5%) felt very strongly that they would like to see students represented on the College Tender Committee. They

felt that students would provide the much needed transparency in addition for them to learn the importance of tender procedures in an educational institution. Some respondents submitted that, "After all these are the same students who will become Principals of these Colleges. They might as well start learning now to avoid the bad practices we are witnessing now".

The handling of financial resources in Education Boards.

Having discussed issues of financial resources in Boards, the research found that the majority of respondents felt that financial resources were not handled in an accountable and transparent manner in Colleges. 45.1% were of this view. During the discussion even those who had earlier said that issues of financial resources were handled in a transparent and accountable manner (32.0% of the respondents) reflected that there was still a lot of room for improvement as most of the Principals were not ready to share information on the funding levels of Colleges. Most of the respondents testified that those who had some knowledge on College funding had to "force" Principals of their respective Colleges to give them the necessary information.

Respondents argued that if College Board members had to fulfill their roles and functions, one of which is, "Managing Board finances through staff and initiating the development of fund raising activities", then it was important for College administrators to handle financial resources in an accountable and transparent manner. The aspect of transparency could not be achieved if other sections of the membership of the Board (students' representatives) were left out in the decision making process. The process of accountability should also involve all developmental plans of the College. This was because most of the respondents in this research did not even know whether their Colleges had developmental plans or not. As

a matter of fact 47.7% of those who answered the questionnaire stated that they had no idea whether College Boards had developmental plans or not. Only a few respondents (33.3%) indicated that their college Boards had developmental plans on which they based their expenditures while 19.0% said that their College Boards had no developmental plans. Some respondents argued that, "College Principals and their Board Chairpersons are the only ones who spend the college finances on unplanned activities".

It is stated by the Ministry of Education (2005:32) that, "The establishment of Education Boards is motivated by the need to create a platform on which communities can participate in the affairs of their governance in order to uphold the principles of democracy". The respondents in this research felt that most of their Boards were not fulfilling this requirement, especially when it came to student participation on College Boards in almost all the areas in the management of both human and financial resources.

During discussions respondents alluded to the fact that Board members had a role to play in ensuring that, "the Board is consistently held accountable and responsible for the efficient and effective governance of the College". However they argued that the only way this could be done was for the Ministry to ensure that Board members were given enough information on which to base their decisions. As far as the respondents were concerned, students' representatives on College Boards were not performing their roles effectively. As a matter of fact even other Board members found it extremely difficult to perform their roles in accordance with the various guidelines, provided by the government through the Ministry of Education.

CHAPTER SEVEN

7.0 CONCLUSION AND RECOMMENDATIONS

7.1 Conclusion

This chapter concludes the findings of the research and makes recommendations on the findings.

The study revealed that though there were well defined roles for College Board members who included student representatives, there was no effective participation of students' representative on College Boards, for example:

- Students' representatives were left out from performing some of the roles of the College Education Boards such as representing fellow students on the College Board Tender Committee;
- Students' representatives on College Boards were not involved in the budgeting process;
- In some colleges students' representatives on College Boards were not even aware of the expenditure patterns of their Colleges;
- Students' representatives were not aware of the number of the College bank accounts held by their Colleges.

The findings of this research clearly indicated that responsibilities for the financial functions of College Boards were vested in the Principal or Board Secretary and in some cases this became the jurisdiction of the Board Chairperson and the Principal. Thus, students' representatives were not effectively performing their roles in as far as financial mobilization, management and utilization was concerned. This was

clearly at variance with the **Principles of Education Boards Governance and Management Manual** of the Ministry of Education (August, 2005).

In addition to students' representatives not fully participating in the mobilization, management and utilization of financial resources of the College Board, the research revealed that students' representatives on College Boards did not effectively participate in the management and effective utilization and development of human resources. This was contrary to the provisions of the **Principles of Education Boards Governance and Management** (MoE 2005:26) which states that, "The primary roles, responsibilities and functions of the governance body are: "Formulating local policies for regulating the management of the institution for which the Board was established". In-service activities for teachers fell within the local policies of the College on which the student representatives were members. By not involving students in this area, it rendered their participation on Education Boards ineffective.

The study also showed that in some Colleges students' representatives on College Boards were not allowed to participate in the disciplinary committees that dealt with fellow students who have erred in one way or the other. There was need for College Boards to allow students to participate in the disciplinary process of their fellow students. After all it was the role of Board members or the governance body to establish Standing Sub-Committees among which was the Human Resource Appointments, Development and Management Sub-Committee which also dealt with issues of discipline. Students should be allowed to actively participate in this Sub-Committee if they are to play their roles fully.

In some Colleges students' representatives on College Boards were not involved in formulating College policies. According to MOE, 2004:15, "The College Board is responsible for formulating sound policies on:

- i) Regulating the management of the College for which the Board was established.
- ii) Promoting the best interest of the College for which the Board was established and striving to ensure the development of the College through the provision of quality education for all the learners at the College.

As can be seen from the above statement, one of the important roles of students' representatives on the College Board was to formulate College policies. It is therefore important for the Ministry of Education to compel College Principals to allow students to freely participate in the process of formulating College policies.

From the restrictions imposed on the students' representatives on College Boards it was very clear that student members on the College Boards were not effectively playing their roles. The desire of the majority of those who took part in answering the questionnaire was to see students' representatives on College Boards playing their roles effectively without any discrimination. In addition respondents were unanimous in stating that students' representatives on College Boards were useful and as such should not remove them from the Boards, but rather the Ministry of Education should enhance their participation in the affairs of College Boards. There was need for the Ministry to ensure that Principals who were in the habit of marginalising students' representatives on College Boards were punished or removed from Colleges as Chief Executives of College Boards.

7.2. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations have been made to the Government of the Republic of Zambia, Ministry of Education, Education policy makers, College of Education Principals and College Board Members:

7.2.1. SENSITISATION

- There is need for the Ministry of Education to draw up a programme of sensitization in which all key stakeholders in College Boards should be sensitized namely: College Principals, Education Board members, ordinary students in Colleges and students' representatives on College Boards.

- This can be done through college based in service training by Ministry of Education specialists on College Boards. There is a unit specifically created for this purpose.

- The Ministry of Education should ensure that all new Board members are given orientation training on the functions of Education Boards and the various roles of College Board members. Provincial education Officers can provide resource persons to undertake this type of orientation training.

- Government through the Ministry of Education should ensure that literature on Education Boards such as the **Principles of Education Board Governance and Management Manual** as well as **Financial Guidelines Manual** should be distributed to every Board member in all Colleges of Education. In addition the Ministry of Education can institutionalize the teaching of Education Boards in all colleges of education.

7.2.2. EDUCATION MANAGEMENT TRAINING

- There is need for the Ministry of Education to introduce Educational Management Training for Principals and Vice Principals with emphasis on the Management of Education Boards. Such a course could be held at the University of Zambia in the school of education. Such a course used to be held in 1996 – 1998.
- The Ministry of Education through the Directorate of Teacher Education and Specialised Services (TESS) should include general democratic or good governance in the College curriculum with emphasis on the role of student representation on College Boards. This can be done through a course currently being taught in Education Studies.
- There is need for continuous monitoring of College Boards by the Ministry of Education, Education Board Services based at the Ministry of Education Headquarters. This type of monitoring will enable Ministry of education officials to share good practices from one Board with the other. It would also enable the

Ministry of Education to continuously monitor and evaluate the performance of each Board in as far as the participation of students' Board members is concerned.

7.2.3. LEGISLATION

- The Education Bill (2007) which is about to be presented to Parliament this year (2007) should emphasise the existence of College Boards.
- The role of students' representatives on College Boards should be clearly articulated in the Education Act.

7.2.4. POLICY

- Government through the Ministry of Education must ensure that College Principals adhere to effective participation of students' representatives on Education Boards. They should ensure that students' representatives participate in all the activities of their College Boards, just like any other member of the Board.
- College Principals with poor College Board management practices which tend to disadvantage students' representatives on College Boards should be removed from office by the Permanent Secretary Ministry of Education.
- The Ministry of Education should organize college based orientation training where good management of information on College Education Boards would be shared among members of various sections of the College.

- Principals and Board Chairpersons should be compelled by the Government to take deliberate steps to ensure that students' representatives on College Boards are fully involved in the mobilization, management and utilization of financial resources of College Boards.
- The Ministry of Education must compel College Principals and College Board Chairpersons to ensure that students' representatives on College Boards participate in the setting up of various committees of the governance body in line with the provisions of the **Principles of Education Boards Governance and Management Manual** (of August, 2005:22).
- The Ministry of Education should from time to time send policy circulars to remind Principals to ensure that students' representatives on College Boards participate in all issues of Human Resource Management and Development.
- College Principals must be compelled to share information with other Board members including students' representatives on College Boards.
- The Ministry of Education should continue with the policy of including students on College Boards as Board members. Student Board members are important as they would act as a mouth piece of other students and ensure that they act as a link between the Board and the students.
- The Ministry of Education should continue with the policy of requesting students to nominate their

representative on the College Boards. This would make the nominated students feel accountable to their fellow students and ensure that the plight of their fellow students is addressed.

- The policy of one male and one female nominated by fellow students to be members of the College Board should continue.

7.2.4. RESOURCES

- The Ministry of Education should invest its financial resources in training College Board members including students' representatives in issues of tender procedures.
- The Ministry of Education should adequately fund Colleges to ensure that Education Board's planned activities such as staff development are carried out effectively.
- Resources should be provided to Colleges to enable Boards implement college based inset activities for both lecturers and other workers.

7.3. FUTURE RESEARCH

This research focused on the role of student representatives on Education Boards in three colleges, namely, Zambia Institute of Special Education, Copperbelt College of Education, and Kitwe College of Education. The effectiveness of the students' representatives on College Boards was investigated in order to find out whether these students were effectively participating in the

affaires of their College Boards. The following broad research areas could be conducted in future:

- Attitude of Chief Executives towards the students' representatives on College Boards. The treatment of Girls' Board members by other members of the Board.
- The role of students' representatives on the College Boards on utilization of financial resources.
- Comparative study of the participation of students in College Boards in rural and urban areas.

This research should be carried out to broaden the understanding of the operations of College Boards in different areas and in this way help enhance the operations of these Boards.

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APPENDIX 1

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

THE INFORMATION OBTAINED IN THIS QUESTIONNAIRE IS FOR ACADEMIC PURPOSES ONLY AND WILL NOT BE USED FOR ANY OTHER PURPOSE WITHOUT THE RESPONDENT'S PERMISSION

The Role of Student Representatives on College Boards

THE QUESTIONNAIRE IS FOR **ALL BOARD MEMBERS** ON THE COLLEGE BOARD

PERSONAL DETAILS

1. SEX

2. AGE

3. MARITAL STATUS:

MARRIED

NOT MARRIED

4. RELIGION.....

5. POST:

6. NUMBER OF YEARS AS A STUDENT REPRESENTATIVE

7. ACADEMIC QUALIFICATION

7.1 Certificate

7.2 Diploma

7.3 Bachelor of Arts / Education

7.4 Masters

7.5 PhD

7.6 Any other (specify).....

INSTRUCTIONS: PLEASE ANSWER ALL THE QUESTIONS

QUESTIONNAIRE ON THE PARTICIPATION OF STUDENT REPRESENTATIVES ON EDUCATION BOARDS:

**THE CASE OF THE COPPERBELT COLLEGE OF EDUCATION ,
ZAMBIA INSTITUTE OF EDUCATION AND KITWE COLLEGE OF
EDUCATION**

PART ONE: HUMAN RESOURCE AND ADMINISTRATION

1. Who elects, selects or chooses student members to sit on your College Board?

- Fellow students
- The Principal
- The Lecturers/Principal

Any other.....
.....

2. How often have you had board meetings in which your student representatives have participated?

- Once
- Twice
- Four times
- Other times: State

3. 23. What is the composition of your College Board?

- | | |
|-----------|-----------|
| (a) | (j) |
| (b) | (k) |
| (c) | (l) |
| (d) | (m) |
| (e) | (n) |
| (f) | (o) |
| (g) | |
| (h) | |
| (i) | |

4. How can you describe the participation of student representatives on your College Board in issues of Human Resource?

- Bad
- Good
- Very Good
- Excellent

Explain why you have given the above answer:
.....
.....

5. What is the relationship between other Board Members and the Student Board Members?

- Bad
- Good
- Very Good
- Excellent

Explain why you have given the answer above:

6. Are student Board members allowed to participate in the disciplinary processes affecting their fellow students?

- Yes
- No

Explain why you have given the above answer:
.....
.....
.....

7. Explain how student Board members are involved in running your College Board.

.....
.....

8. Are students paid their daily subsistence allowance when involved in the official work for the College Boards?

Yes

No

Explain, what happens

9. Are other Board Members paid their daily subsistence allowance when involved in College Board work?

Yes

No

Explain what happens.....

10. Are you given a sitting allowance whenever you have College Board meetings?

Yes

No

Explain, what happens.....

11. Are student representatives on the Board involved in formulating policies for the College?

Yes

No

Explain why you have given the above answer:

12. Why do you think Education Boards were created?

.....
.....
.....
.....

13. Why do you think students are represented on the College Board?

.....
.....
.....

14. In your opinion, was it a good idea for students to be Board members?

It was a bad idea

It was a good idea

Explain why you have given the above answer:

.....
.....
.....
.....

15. How often are in-service activities for lecturers organized in your College Board?

Very often

Quite often

Not at all

16. Are student representatives on College Board part of the process of organising in-service activities for lecturers?

Yes

No

Give reasons for your answer:

.....
.....
.....

17. Are student Board members part of the process of disciplining lecturers?

Yes

No

Give reasons for your answer:

.....

.....

.....

18. Do you have other committees in your College Board where your student representatives are members?

.....

.....

.....

19. Can you explain the challenges faced by student representatives on your College Board?

.....

.....

.....

.....

20. Can you explain how the above mentioned challenges can be overcome?

.....

.....

.....

.....

21. There are two student representatives on the College Board, one (1) male and one (1) female; do you support such a composition?

Yes

No

Give reasons for your answer

.....

.....

.....

22. Do you support the existence of Education Boards in the country?

I strongly support

I support

I oppose

I strongly oppose

Give reasons for your answer:

23. Does your College Board play any role in assisting students who cannot manage to pay for their College requirements?

Yes

No

Explain:
.....
.....
.....

24. What is the College Board policy concerning the recruitment of students?

.....
.....
.....

25. Would you say student representatives on the College Board are part of the decision making process on the recruitment of fellow students?

Yes

No

Explain your answer:
.....
.....
.....

26. What do you think has been one of the achievements of the student representatives on this College Board?

.....
.....
.....
.....

27. There are people who feel that student participation in the affairs of the College Board is a waste of time and financial resources. Given your answers stated above, do you feel students should be removed from College Boards?

YES

NO

Give reasons for your answer

.....
.....
.....

APPENDIX 2

THE UNIVERSITY OF ZAMBIA

**SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND
POLICY STUDIES**

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PERSONAL DETAILS

1. SEX

2. AGE

3. MARITAL STATUS:

MARRIED

NOT MARRIED

4. RELIGION.....

5. POST:

6. NUMBER OF YEARS AS A STUDENT REPRESENTATIVE

7. ACADEMIC QUALIFICATIONS

7.1 Certificate

7.2. Diploma

7.3 Bachelor of Arts / Education

7.4 Masters

7.5 PhD

7.6 Any other (specify).....

QUESTIONNAIRE ON THE PARTICIPATION OF STUDENT REPRESENTATIVE ON EDUCATION BOARDS:

PART TWO: AUDIT AND FINANCIAL ADMINISTRATION

INSTRUCTIONS: PLEASE ANSWER ALL THE QUESTIONS

1. Who is responsible for financial functions of your Board?

- The Principal/Board Secretary
- The Board Secretary/Principal and the Board Chairman
- The entire Board
- Students are excluded from financial issues.

2. Has the Board established a Financial Sub-Committee to monitor the accounting functions?

- Yes
- No

3. What is the composition of the Financial Sub-Committee?

- Parents
- PTA
- Lecturers
- Students
- All the above are represented

Any suggestions for improvement?

.....
.....
.....

4. Are you aware of how many bank accounts the College Board operates?

Yes

No

5. Do you know whether monthly bank reconciliations are prepared and checked?

Yes

No

I do not even know they exist

6. As a Board member, are you aware of the expenditure patterns of the College Board?

Yes

No

7. What is the reason for your not knowing of the expenditure patterns of the Board?

The College administration has never bothered to explain to Board members.

Student Board members are not allowed to participate in the financial meetings of the board.

Any other reason from the above mentioned.....

.....

.....

8. Are you as a student representative involved in the budgeting process of your College Board?

Yes

No

9. Would you as a student representative like to be involved in the budgeting process of your College Board?

Yes

No

10. Are Tender Committees established in your College Board?

Yes

No

11. Are students represented on the College Board Tender Committee?

Yes

No

12. Would you like students to be represented on the College Board Tender Committee?

Yes

No

13. Would you say that issues of finances are handled in an accountable and transparent manner in your College Board?

Yes

No

Explain.....

14. Has the College Board come up with any development plan?

Yes

No

I am not aware whether this exists or not.

Give reasons for your answer

.....
.....

15. What are the Board's priorities of expenditure?

- Student Requisites
- Infrastructure Development
- Sitting Allowance for Board Members
- None of the above

Any other

.....

.....

16. How can you describe the student's representative's participation in the financial matters of your College Board?

- Bad
- Good
- Very good
- Excellent

17. Are you aware of the sources of funding for your Board?

- Yes
- No

18. Would you know when your College Board was last audited?

19. If the answer to the above question is yes, did the student representatives on the Board participate in the briefing meetings by the auditors?

- Yes
- No

20. Are student representatives involved in income generating ventures with other College Board members?

Yes

No

21. Would you know if student representatives are made aware of the external audit reports of your College Board?

Yes

No

If you aware what is the source of your information?

.....
.....

22. Are students fully involved in the management of the financial resources of the College Board.

Yes

No

23. Are students fully involved in the utilization of the financial resources of the College Board?

Yes

No

24. Are there any other areas of financial management in which you would like to see more involvement of student Board members?

.....
.....

**END OF QUESTIONNAIRE
THANK YOU FOR YOUR COOPERATION**

APPENDIX 3

STUDENTS' COMMENTS FROM THE RESEARCH

1. COMMENTS ON THEIR PARTICIPATION ON HUMAN RESOURCE ISSUES

The following were comments by students' representatives when they were asked to describe their participation on College Board issues of human resources;

- *Students' participation on the College Board has been bad because they are considered lower in academic qualifications.*
- *The relationship has been bad because I have never been given chance to participate in human resource issues*
- *Participation has been bad because we have not been enlightened on the existence of the Board*
- *No, we don't participate in any issues affecting the College Board.*
- *So far we are not involved in any form of human resource issues*
- *Students do not participate in any issues of human resource.*

2. COMMENTS ON THEIR RELATIONSHIP WITH OTHER BOARD MEMBERS

Student representatives described their relationship with other Board members as follows;

- *The relationship has been bad because students are not given the respect they deserve while serving on the Board.*
- *The relationship is bad because student representatives have never been called for meetings and hence they feel they are of no use to them.*
- *The College has not done enough to support the welfare of students hence the relationship is not good enough.*
- *The relationship is bad because we are not given chance to express our views on matters affecting us.*
- *Bad because we don't meet frequently.*

- *The relationship is bad because whenever the students try to express their views, they are not taken into account.*
- *Bad because there isn't any information between Board members and students.*
- *It is bad because we are being threatened every time and therefore student representatives are failing to function.*

3. COMMENTS ON THEIR PARTICIPATION IN THE DISCIPLINARY PROCESS AFFECTING FELLOW STUDENTS

On disciplinary process affecting fellow students, student representatives described their participation as follows;

- *Students are not allowed to participate because they are considered to have a low status on the College Board.*
- *They are not consulted and they seem to know nothing.*
- *Students are not involved.*
- *We are not given chance to participate in the disciplinary process concerning students.*
- *We don't even know what happens.*

4. COMMENTS ON WHETHER STUDENTS WERE PAID DAILY SUBSISTENCE ALLOWANCE OR NOT WHEN INVOLVED IN COLLEGE BOARD WORK

In relation to payments of subsistence allowances when student representatives had done work, the following were their comments;

- *As students we do not know anything about subsistence allowance.*
- *The issue of allowances sounds new and strange to me.*
- *No, we are not paid because we made to understand that the work we do is part of our extra-curricular activities.*
- *I don't really know if there is any.*
- *Nothing is given or paid; in short there is no motivation at this College.*

5. COMMENTS ON WHETHER STUDENTS ARE PAID SITTING ALLOWANCE OR NOT WHEN THEY ATTEND COLLEGE BOARD MEETINGS

In relation to payments of sitting allowance when student representatives had done work, the following were their comments

- *No meetings are held. May be that is why we do not know about the sitting allowance*
- *No. I don't know that there is an allowance*
- *It caters for lecturers only.*

6. COMMENTS ON WHETHER ISSUES OF FINANCES WERE HANDLED IN AN ACCOUNTABLE AND TRANSPARENT MANNER ON THE COLLEGE BOARD OR NOT

The following were student representatives' comments on accountability and transparency of College Boards on finances;

- *No, the deliberations on finances are not exposed to the students*
- *We really don't know how these finances are handled.*
- *No information about finances, I have never been told about it.*

7. COMMENTS ON THEIR INVOLVEMENT IN THE FORMULATION OF COLLEGE POLICIES

Student representatives' description of their involvement in the formulation of college policies;

- *Students, due to limited knowledge about their roles, they are ignored and therefore do not participate in the process of policy formulation for their college*
- *Students are not considered to be people who can contribute anything towards policy formulation.*
- *No we are not involved*

8. STUDENTS' VIEWS ON WHY EDUCATION BOARDS WERE CREATED

The following were students' views on why Education Boards were created;

- *Education Boards were created for the smooth running of College Administration*
- *Education Boards were created in order to involve various stakeholders from the community in the management of the Colleges or learning institutions*
- *To make things better through discussions of what is happening in the college*
- *In order to help students in various issues.*
- *To help learning institutions run independently.*

9. STUDENTS' VIEWS ON WHY THEY WERE INCLUDED ON THE COLLEGE BOARD

The following were students' views on why they were included on the College Board;

- *Students were included on the College Board in order to represent others.*
- *Students on the College Board are mouth piece of students*
- *To see to it that the plight of other students are met.*
- *Represent fellow student and express their views.*
- *Student representatives are a link between students and the Board.*

10. COMMENTS ON WHETHER THEY WERE INVOLVED IN ORGANISING IN-SERVICE ACTIVITIES FOR LECTURERS

- *Students are not part of the process of organizing in-service activities*
- *I don't think this exists at all.*
- *I don't think these activities even exist.*

11. COMMENTS ON PROBLEMS FACED BY THE STUDENT REPRESENTATIVES ON THE COLLEGE BOARD

Comments by students on problems faced by student representatives;

- *They do not have a voice on the board*
- *They do not know what their roles are on the Board*
- *The are considered to be mere students*
- *Requests made by students are not met at the expected time and sometimes are ignored as if students never existed*

12. SUGGESTIONS ON HOW THE PROBLEMS FACED BY STUDENT REPRESENTATIVES ON THE BOARD COULD BE OVERCOME

Students suggested the following on how to deal with the current problems related to student representatives on the College Board;

- *Student representatives on the College Board should be respected*
- *The roles of the student representatives on the Board should clearly be outlined.*
- *This can only be overcome when the College Board begins to listen to the students' problems and respond accordingly.*
- *There is need for transparency and accountability by College Board*

13. DO YOU SUPPORT THAT THERE SHOULD BE 1 TO 1 RATIO OF MALE TO FEMALE STUDENT REPRESENTATION ON THE COLLEGE BOARD?

The following were the responses to the above question;

- *No, the number of female students in Colleges of Education is smaller than male students; therefore there should be more male students than female students on the College Board.*
- *Yes, in order to give balanced views of the female and male students*
- *Each sex has specific issues not related to the other and therefore there is need for equal representation.*

14.COMMENTS ON THE ACHIEVEMENTS OF THE STUDENT REPRESENTATIVES ON THE COLLEGE BOARD

- *Nothing because they do nothing on the Board*

15.COMMENTS ON WHAT FELLOW STUDENTS FEEL ABOUT THE IDEA OF REMOVING STUDENT REPS FROM THE BOARD BECAUSE THEIR PARTICIPATION IS A WASTE OF TIME

- *As at now they should be removed because they don't help in any way.*
- *No, they should not be removed; students should be given chance in decision making.*
- *Colleges belong to students and it is only fair that students are accepted on the Board*

APPENDIX 4

COMPOSITION OF THE COLLEGE BOARD

The following is the procedure followed in establishing the College Education Board:

- a) The Minister of Education will appoint the Principal of the college as the Board Secretary and Chief Executive.
- b) The Permanent Secretary, Ministry of Education will send guidelines on the formation of the teacher Training College Boards to the Provincial Education Officers.
- c) The Provincial Education Officers will in turn send the guidelines to the Principals of Colleges.
- d) Once the College Principal has received the guidelines, he or she will request the lecturers to elect two representatives to serve on the College Board (one male and one female).
- e) College students will also elect two representatives (one male and one female) to represent them on the College Board.
- f) The District Education Board Secretary will request the local Council to nominate four local residents and one councilor to serve on the College Board.
- g) The Provincial Education Officer (PEO), shall write to the Provincial Teachers' Union to nominate a representative of a union leader to be on the teacher Training College Board.
- h) The Principal will submit the list of members to the PEO.
- i) The PEO will write to the University to nominate one representative.
- j) The Principal will request the local grant Aided Proprietors to nominate one representative.

- k) The non-teaching staff of the college will nominate one representative.
- l) The PEO will submit the list of members to the Permanent Secretary, Ministry of Education for appointment by the Minister. Thus a Teacher Training College Board (TTCB) shall consist of the following members appointed by the Minister of Education:
 - a) Principal of the college who shall be the ex-officio member and chief executive of the board;
 - b) Five members of the community nominated by the local authority in which the board is established, including the local councilor in which the board is located.
 - c) One union representative nominated by the union.
 - d) Two representatives of the lecturers, one male and one female, elected by the lecturers.
 - e) Two representatives of the students, one male and one female, elected by the students.
 - f) One Provincial Education Officer's representative.
 - g) One member of the non-teaching staff nominated by the non-teaching staff of that college.
 - h) One representative from a University within the country nominated by the Vice Chancellor of the University in consultation with the College Principal.

APPENDIX 5

RESPONSIBILITIES, FUNCTIONS AND AUTHORITY OF COLLEGE EDUCATION BOARDS.

The following are the responsibilities, functions and authority of College Boards (Ministry of Education, 2004:15-16):

2.1 Responsibilities of the College Education Boards

- The College Board is responsible for:
 - a) Regulating the management of the college for which the Board was established.
 - b) Promoting the best interest of the college for which the Board was established and striving to ensure the development of the college through the provision of quality education for all the learners at the college.
- Assuming some of the responsibility for the ongoing professional development and training of its staff.
- Ensuring that the college is run on sound financial lines.
- Encouraging parents, learners, lecturers and other staff at the college to render voluntary services to the college.
- Maintaining and improving the infrastructure and grounds of the college.
- Supervising the construction of new infrastructure for the college.
- Regulating the conditions of enrolment of students at the college, including the fees and charges, if any to be paid to the college.
- Regulating the calendar to be observed at the college, the subjects of instructions to be provided and the syllabuses to be followed in respect of such subjects.

- Deciding on the conditions of suspension or exclusion of students enrolled at the college.
- Purchasing text books, learning materials or equipment for the college.
- Paying for services at the college.
- Establishing suitable training programmes for the Board and the Advisory Committee members to equip them with skills to enable them to discharge their responsibilities effectively.
- Ensuring that the college submit to the relevant educational authorities such information, returns and audited accounts as may be required by such authorities from time to time.
- Holding the head of the college responsible for the effective operation of the college and for the provision of the information to the Board to enable it make informed decisions on the college.
- Making such other provisions as is considered proper and desirable and reasonably practicable to the college.

2.2. Functions of the College Education Board

The following are the functions of the College Board (MOE, 2004:16-17):

- To plan and supervise the development of the college so as to provide education and educational facilities of such a nature as the Ministry may determine from time to time.
- To maintain and control the running of the college for which the Board was established.
- To approve staffing levels and learners' enrolment plans.
- To recruit and deploy staff where need arises and provided that the board has the capacity to pay.

- To maintain staff discipline in accordance with Teaching Service Regulations, Terms and Conditions of Service of the Disciplinary and Labour relations Act as provided from time to time.
- To monitor all the expenditure meant for the Board.
- To establish precise needs for the lecturers' accommodation and determine with the community how these needs are to be met.
- To prepare annual budgets including capital and recurrent expenditure for the Board and to cause them to be submitted to the Minister for approval in accordance with the provisions of the Financial Guidelines.
- To approve capital projects.
- To interpret the needs and wishes of parents and the local community in the field of education and to mediate between them and the professional staff of the college in establishing the character and ethos of such college.
- To support the Principal of the college and lecturers in their professional task, to respect their professional autonomy in the classroom and to encourage parents to regard themselves as partners in the task of education.
- To compile a cord of institutional rules and regulations for the smooth operation of the college.
- To convene a meeting every year of the Advisory Committee of or other stakeholders in the development of the college for the purpose of submitting a report on, inter alia, the year's activities, the financial position, and the future plans of the Board.

- Subject to the approval of the Minister, to determine in conjunction with the parents, the fees payable in respect of each student to the college.

2.3. Authority of College Boards

A College Board has the following authority:

- To purchase or otherwise acquire and hold subject to the approval of the Minister, property in accordance with prescribed procurement and financial guidelines.
- To borrow such sums of money as it may require, by mortgage or otherwise, and enter into contracts in accordance with prescribed financial guidelines and regulations.
- To enter into arrangements for secondment of public officers and other persons to the Board.
- To allow for the reasonable use of the facilities of the college for community, social and institutional fund raising purposes, subject to such reasonable and equitable conditions as the board may determine which may include the charging of a fee or tariff which accrues to the college.
- To appoint persons to constitute Committees or working parties for particular purposes, which persons shall not be required to be members of the Board.
- To join any voluntary association representing Boards.
- To nominate someone and recommend him or her to the Minister to be appointed as a Board member to fill a vacant position.
- To generally do all things as are necessary or desirable for the aforesaid purposes.