

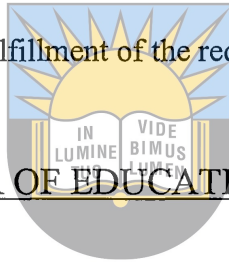
Topic: Factors Affecting School Development Associations' participation in the governance of secondary schools in Zimbabwe: A case study of secondary schools in Highfield, Harare.

by

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A Mini-Dissertation Submitted in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION



University of Fort Hare

Together in Excellence

Education Management and Policy

in the

Faculty of Management, Development and Commerce

of the

UNIVERSITY OF FORT HARE

Supervisor: Professor BRG Lindeque

December 2003

ABSTRACT

A lot has been said and written about decentralization in the education sector. Many studies on education systems in Zimbabwe show urgent need for the country to increase the internal efficiency of the education system, which is the foundation of children's future. The promulgation of the Statutory Instrument 87 of 1992 and 70 of 1993 introduced a new model of school governance that had for the first time involvement of parents with the support of legal powers. Objectives of this new innovation were to foster tolerance, discussion and collective decision-making. It was hoped that this model would bring about the required rehabilitation of schools. The introduction of the stakeholder participation paradigm in decision-making was a radical shift from the norm. It became critical to examine its implications for the system and School development associations (SDAs) representing parents in the governance of schools. One had to establish whether SDAs were making any meaningful contributions in the governance of schools. It was the concern of this study to find out if the establishment of SDAs has made any meaningful changes in the governance of secondary schools in one educational circuit.

A total of thirty-three respondents were used to respond to structured, closed ended and open-ended questionnaires. The observation guide was used to collect first hand information from the three schools of Highfield circuit.

The use of a pilot study in this study needs to be highlighted. It helped to focus the study on pertinent and relevant issues. At this stage the magnitude of the study was streamlined and corrective measures taken accordingly.

Data was collected from the two categories of respondents namely school administrators (heads, deputy heads and senior teachers) and SDA members. The study established that SDAs' participation in the governance of the three secondary schools is affected by: shortage of resource materials, poor economic status, negative parental attitudes, economic hardships in Zimbabwe, family commitments, little support from the government, poor technical expertise and lack of incentives for the SDA members.



In light of the findings, it is recommended that, well co-ordinated capacity-building programmes that provides schools, governing bodies and education officers with knowledge, skills, information and resources necessary for sustaining effective and efficient performances by SDAs should be developed and implemented. Education planners need to consider in their various capacities that appropriate and corrective measures are designed for schools in order to bring about genuine improvement in education.

No one study can cover all issues contributing to the failure of SDAs to effectively and efficiently perform their duties. This study is no exception, it has limits, however, a start has been made. More research can be carried out in the areas that have been highlighted.

DECLARATION

I declare that; Factors affecting SDAs' participation in the governance of secondary schools in Zimbabwe is the author's original work and has never been submitted by the author or anyone else at any university for any degree. Sources quoted have been indicated and acknowledged by means of complete references.

Dated at the University of Fort Hare thisday of.....2003.



Signature

Patricia Punungwe
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2003

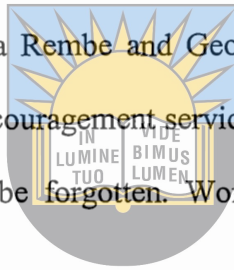
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ACKNOWLEDGEMENTS

It is a joy to record my gratitude to the many people who have helped me, some without realizing how helpful they have been.

Firstly, I am mostly thankful to my supervisor Professor Ben Lindeque for his support and guidance throughout my research. He has taught me the truest meaning of kindness and hard working.

I also owe special thanks to Symphorosa Rembe and George Moyo for being the sources of constant encouragement. The efficient encouragement services of my friends Lizzie, Learnmore, Hazviite, Ruwa and Mr Muoni cannot be forgotten. Words cannot adequately express how grateful I am.



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To my family and children, I cannot express enough my undying gratitude for their love and encouragement through my studies. I owe a debt of gratitude to my mom for carefully looking after my children for the time I was away in South Africa. I thank Phainos for the love and support. It is impossible to thank by names all the people who contributed towards the success of this study. Those whose names have not been mentioned will take comfort in feeling that they are as good as those whose names have been mentioned.

I wish to express my appreciation for the participation of School administrators and SDA members in the Highfield circuit. Your contributions were great.

DEDICATION

This study is dedicated to my late father, Leonard Makiwa who is a source of strength to my life.



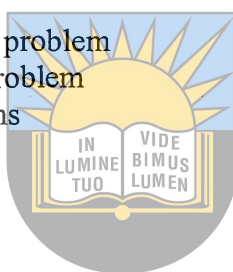
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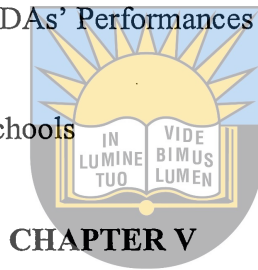


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CHAPTER 1

1. BACKGROUND AND THE AIMS OF THE STUDY

1.1 Introduction

During the colonial period, the education system of Zimbabwe was autocratic leading to the limited involvement of parents and the community at large. Black Zimbabweans had limited roles towards the education of their children and this led to the suffering of students and progressive decline of resources as well as withdrawal of pupils from schools (Chivore 1994:23). This was the situation until Zimbabwe got independent in 1980.

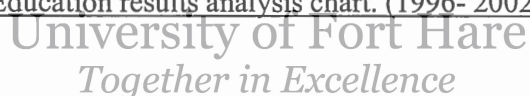
As from 1980, Zimbabwe has achieved significant quantitative development in education, but little has been achieved in providing quality education (Nyagura, 1993:21). According to Nyagura (1993:29), the phenomenal expansion in primary and secondary education as a result of the Zimbabwean policy on free education (1980) and the huge financial inputs into education has not been matched with satisfactory outcomes (World Bank 1987:12). Research carried out by Nyagura (1993:24-25) and Chivore (1994:27) established that the quality of educational management in Zimbabwe has continued to decline as shown by poor performance of learners and mismanagement of resources, yet a large part of the government budget goes to education. Figure 1.1 provides supporting evidence for this observation.

Table1.1

O'level results analysis chart for 1999 to 2002

Year	Number of candidates	% Achieving five passes	Number of students who passed	Number of students who failed
1998	6 400	48.59	3 110	3 290
1999	6 441	64.74	4 170	2 271
2000	5 922	36.18	2 143	3 779
2001	5 413	37.24	2 016	3 397
2002	5 054	42.34	2 140	2 914

Source: Highfield District Education results analysis chart. (1996- 2002)



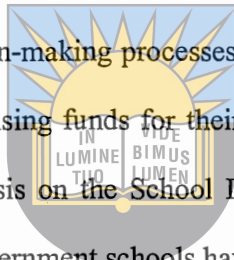
The need for quality educational management has been at the centre of educational research debate in Zimbabwe, achieving quality educational management however has been an elusive goal and remains one of the greatest challenges in education. Bellany (1999:11) argues that the provision of quality education through quality educational management strategies is a core strategy to escaping poverty in Third World countries. Decentralization is being discussed and attempted throughout Africa, often treated as a panacea to solve broader political, social, or economic problems.

Decentralization is claimed to lead to improvements at school levels of education systems, to greater administrative efficiency, increased mobilization of resources, heightened accountability, and increased community involvement (Williams et al 1996:13). Within this

context, the education system has been considered a promising area for decentralization efforts. That is why the Zimbabwean government embarked on decentralization (Statutory Instrument 87 of 92) as a means of trying to restructure the education system.

1.2 Background to the research problem

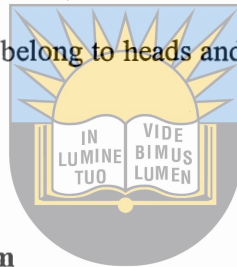
In Zimbabwe parents have traditionally played a role in school affairs, represented in schools by Parent Teacher Associations whose objectives have mostly been to develop the school infrastructure, school furniture and to promote educational standards in schools. Although parents were not involved in decision-making processes, parents have always been involved in some school activities such as raising funds for their schools. The amended government Education Act of 1987 puts emphasis on the School Development Committees (SDCs) in non-governmental schools while government schools have School Development Associations (SDAs).



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It was out of experiences such as high government expenditure on education due to the introduction of mass education (1980), shortage of educational resources and mismanagement of educational resources that the government invited parents to a serious partnership in their children's educational activities (Statutory Instruments 87 of 1992 and 70 of 1993). These instruments gave power and authority to parents in their educational involvement in schools. They have similar objectives and they all call for serious parental involvement and commitment in their children's educational activities. Educational development in schools has been vested upon the shoulders of parents by these statutory instruments.

The SDAs received mandated powers and authority in 1992 and 1993 respectively through the statutory instruments but in many schools the author has experienced that there are still shortages of educational resources, furniture and there are schools where dilapidated buildings are still in use (Shava 2002:88). Having been a secondary school deputy head for four years the author has experienced that parents still look upon the heads of schools for leadership on all matters, which involve school management and policy. In this way parents expose themselves to possible manipulation by school heads and teachers hence their success in school matters becomes dependent upon the calibre and interest of the school heads. One wonders whether parents (SDAs) are really working towards self-reliance and governance or whether they are still taking schools to belong to heads and teachers to whom they look upon for provision of educational resources.



1.3 Statement of the research problem

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The research problem postulates that there are factors that are inhibiting the effective and efficient management of secondary schools by SDAs. These could be the socio-economic status of SDA members, school organizational and environmental factors and educational backgrounds of SDA members. The core question is: Are there any socio-economic, home and school organisational factors and SDAs' educational backgrounds affecting effective SDAs' performance in the governance of secondary schools in Highfield, Harare, Zimbabwe?

1.4 Critical assessment questions

This research has critical assessment questions, which make-up the sub-components of the main research problem in as far as participation of SDAs in the governance of secondary schools in Highfield, Harare, Zimbabwe is concerned. The critical assessment questions are:

1. Are there any socio-economic factors that inhibit effective participation of SDAs in the governance of secondary schools?
2. What is the impact of educational background of SDA members on their performance in the governance of secondary schools?
3. Are there any school environmental and organisational factors affecting SDAs participation in the governance of secondary schools?



1.5 Objectives of the study

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The major objectives of the study are:

1. To discover major problems faced by the SDAs in their efforts to execute their duties.
2. To investigate socio-economic, school organisational factors, home and school environmental factors that affect SDAs, as they get involved in the governance of schools.
4. To highlight the extent to which educational management through the use of SDAs can influence the performance of school?

1.6 Purpose of the study

The ultimate rationale of this study is to make an effective contribution towards the functions of SDAs and provide information to educational personnel on how they can help improve the SDAs' functions in the management of school educational resources. Samples of the findings shall be used by educational managers/administrators to identify the types of SDAs necessary in schools to enhance effective learning and quality learning outcomes.

More specifically, the research shall provide basic information for school based educational administration and Ministry of Education staff on competencies, which encompass minimum literacy, numeracy and life skills and refer to the knowledge, skills, attitude and values necessary for people to survive and improve the quality of schools. The findings from this study could basically be used to:



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1. Improve on the quality of education currently provided in schools
2. Identify needs of SDAs and seek to address them so that the groups can function effectively and efficiently.
3. Improve on the quality of educational management provided by SDAs.
4. Produce a domain of knowledge and recommendations that will be useful to current and future educational planners, administrators (the Regional Directors, Education Officers and District Education Officers) and teachers that will result in better schools, teacher-parent co-operation and quality educational management.
5. Contribute and stimulate parallel research in this area and in other parts of Zimbabwe.

1.7 Delimitation of the study

The study is restricted to the following dimensions:

1. Only three government secondary schools in Harare urban (Highfield circuit) shall be covered.
2. The investigation shall concentrate on finding out what is affecting effective and efficient participation of SDAs in the governance of the secondary schools. It will only be investigating organisational factors, school and home environmental factors, educational backgrounds, and socio-economic factors.
3. The data for this study shall be collected from:
 - (a) SDA members of the selected schools.
 - (b) School Administrators (SAs), who are heads, deputy heads and senior teachers of the selected schools.



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It shall not be the concern of this research to administer questionnaires or have interviews with learners since they are not included in the organizational structure of Zimbabwean SDAs.

- (c) Questionnaires shall be administered to SDA members and School administrators of the selected schools.
- (b) Observations shall be carried out to get first hand information and to limit bias.

1.8 Limitations of the study

Every research is unique; this study may not be exceptional. There are likely to be limitations and risks relating to undertaking a project of this nature, both from an operational and methodological point of view.

The findings of this study may not be extended beyond the sampled population since this is a study that covers only three secondary schools that are in greater Harare. The study is going to concentrate on a phenomenon that is prevalent in urban areas. The findings may however be extended to schools that are located in other urban areas. This means that what is going to be obtained in the study may be applicable to Zimbabwean secondary schools located in urban areas that are administered by SDAs. The researcher is going to be in the area of study for at least two months so as to find latest information on the phenomenon to be investigated.

The logo of the University of Fort Hare, featuring a sun with rays, a book, and the motto 'IN LUMINE VIDE BIVMUS'.

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Time and money are always inadequate. Resistance from school heads who are at times arrogant might create a situation where faked and prestige biased information is collected from school administrators. Another limitation has to do with the basic phenomena of community contribution to school development.

The extent to which education is financed by communities is hard to measure or even estimate with precision. This is particularly so in Zimbabwe for two reasons. Firstly, there is not much evidence to prove that district and central authorities in this regard ever collate records of local community contribution. Government appears to stop at merely recognizing the existence and significance of such contribution. Furthermore, although some records may

be available at school level, they are not always maintained in a proper manner and hence they cannot be trusted for accuracy.

Secondly, community support takes a variety of forms. As such, it is often hard to assign monetary value to non-financial contributions even with much thought, labour and scholarly care. This dilemma becomes worse when one tries to establish and quantify SDAs' contributions in absolute terms. These considerations, therefore, represent an appreciable limitation in terms of whatever this study ascribe to SDAs as their contribution.

To try to minimize on the negative impact of some limitations, the researcher shall emphasize to the respondents that their answers shall be kept as confidential information. The researcher shall also emphasize to respondents that their dignity shall be respected and their information shall be purely for professional purposes.



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1.9 Assumptions

The following assumptions are made:

1. That despite the limitations cited above, questionnaire respondents will provide insights, which will outweigh the risks of personal bias.
2. That those questioned will have sufficient knowledge of the development of the policy (School Governance Act Amendment, 1991) to give full and clear descriptions of events.
3. That the researcher will have access to documents on the governance of schools in Zimbabwe.
4. That all subjects will agree to supply information that they have.

1.10 Definition of key terms

Terms that could be misinterpreted are defined and the definitions are in the frame of reference with which the researcher shall approach the problem of efficiency and effectiveness with regard to the performance of SDAs in the governance of the selected secondary schools in Highfield, Harare, Zimbabwe.

(i) School Development Associations (SDAs)

They are parents' organizations in government schools whose members are parents or guardians of learners enrolled at the school and the teachers employed at the school and are tasked with school development.



(ii) School Development Committees (SDCs)

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They are parents' organizations in non-governmental schools whose members are parents or guardians of pupils enrolled at the school and the schoolteachers employed at the school and are tasked with the school development.

(iii) School Administrators (SAs)

Educators who are involved in the running of school affairs. These are heads, deputy heads and senior teachers.

(iv) **Substantive head/ deputy head**

School administrators who are appointed by the Public Service Commission according to their academic and professional qualifications.

1.11 Structure of the study

Chapter 1- Discussion of the introduction, the problem, statement of the problem and sub-problems; the significance of the study, delimitations, limitations, assumptions, and definition of terms. This is the introductory chapter, which outlines and highlights major issues of the research.



Chapter 2 - Review of related literature and conceptual framework. This chapter shall examine some of the theories put forward on the involvement of the community (SDAs, stakeholders and parents) in school governance. Some theories put forward as factors affecting the contribution of SDAs in governance of schools shall be examined.

Chapter 3 - The research design and methodology. The purpose of this chapter is to describe clearly and concisely how the research is going to be carried out.

Chapter 4 - Findings and Discussion. This chapter shall present findings put forward by respondents. Data will be presented in tables and graphs and pie charts.

Chapter 5 - Conclusions and Recommendations. This concluding chapter shall outline and highlight the major findings of the study. Some recommendations based on the research findings shall be highlighted. Areas for further research will be indicated.



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CHAPTER II

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

The main aim of literature review is to clarify the problem and define the strategic position the research will occupy within date (Best and Khan 1993:40-41). Literature review also helps to find and highlight what is known about the subject and establish the knowledge gaps that exist.



It is the purpose of this chapter therefore, to examine some of the theories put forward on the governance of schools and major factors said to determine delivery of effective educational management in schools by School Development Associations (SDAs) as representatives of parents and the community at large. There are several references written on the governance of schools with the majority of reviews/theories written and developed in developed countries. For example, in the United States (Hill et al 1990:102).

It is the purpose of this review to examine decentralization in education and the management of schools in developing countries. Views about parental involvement in the management of schools and literature on the management of schools in post-independent Zimbabwe will also be examined. The policy on the formation and functions of SDAs in Zimbabwe shall be investigated.

The chapter will also examine research that has investigated the complexities of the association between SDAs' socio-economic status and school environmental factors and SDAs' educational management of schools. The researcher seeks to establish and analyze the knowledge that has been raised by authors that is related to the main question on factors affecting SDAs' participation in the governance of schools. Findings will be largely through books, journals, and articles, published and unpublished research findings. Efforts shall be made to establish from the literature review the extent to which socio-economic status, poor management focuses and expertise, school and home environmental factors and many others affect participation of SDAs in the governance of schools.

2.2 Theoretical Framework



In Zimbabwe parents have traditionally played a role in school affairs, represented in schools by Parent Teacher Associations whose objectives have mostly been to develop the school infrastructure, school furniture and to promote educational standards in schools. Even if parents were not given the opportunity to share in decision-making, parents have always been involved in some school activities such as raising funds for their schools. The amended government Education Act of 1987 puts emphasis on the School Development Committees (SDCs) in non-governmental schools while government schools have School Development Associations (SDAs).

It was out of experiences such as high government expenditure on education due to the introduction of mass education (1980), shortage of educational resources and mismanagement of educational resources that the government invited parents to a serious partnership in their children's educational activities (Statutory Instruments 87 of 1992 and 70

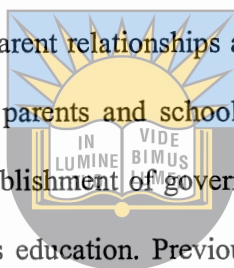
of 1993). These instruments gave power and authority to parents for their educational involvement in schools. They have similar objectives and they all call for serious parental involvement and commitment to their children's educational activities. Educational development in schools has been vested upon the shoulders of parents by these statutory instruments.

The SDAs received mandated powers and authority in 1992 and 1993 respectively through statutory instruments but in many schools the author has experienced that there are still shortages of educational resources, furniture and there are schools where dilapidated buildings are still in use confirmed by (Shava 2002:88). Having been a secondary school deputy head for four years the author has experienced that parents still look upon the heads of schools for leadership on all matters, which involve school management. In this way parents expose themselves to possible manipulation by school heads and teachers hence their success in school matters becomes dependent upon the calibre and interest of the school heads. One wonders whether parents (SDAs) are really working towards self-reliance and governance or they are still taking schools to belong to heads and teachers to whom they look upon for provision of educational resources.

Achieving quality educational management has become rather an elusive goal and remains one of the greatest challenges in education. Internationally, the impact of self-management on principals and schools is not well documented and much less attention has been given to the implication of governance, a significant omission as the process of decentralization transfers responsibilities to governing bodies rather than to school principals. The purpose of decentralization of educational management at school level is to raise the standards of learning and teaching in schools. In support of this (Bellany 1999:69) said that good

management in schools generates higher quality education just as predictably as good teaching. The main responsibility for education rests with the state (national and provincial), which, in turn, has vested extensive decision-making responsibilities in SDAs (that is for Zimbabwe). According to (Shields and Knapp 1997:288) it makes sense that teachers, school administrators, and parents, those closest to the children be best positioned to craft educational strategies that meet the needs of their particular learners.

Heystek and Louw (1999:21) suggest, “The relationship between parents and schools should change from a client type of relationship to a partnership”. This suggestion is underpinned by the principle of strengthened school-parent relationships and by the belief that the education of learners is a joint effort between parents and schools. The formation of school-parent partnerships is a rationale for the establishment of governing bodies, and enables parents to play a greater role in their children’s education. Previously, most parents, particularly the parents of black learners, were excluded from school decision-making.



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Khan (1996:60) claims that parents have “equal strength and equal expertise, they contribute and receive services on equal footing and finally share responsibility and accountability with the professional staff in schools”. Similarly, (Wolfendale 1992:14) argues, “..a shared sense of purpose, mutual respect, sharing of information, responsibility and accountability is important if we want this (parent-school) partnership to succeed”. In support of this standpoint, (Chinapah 1997:89) mentions that the participation of parents in schools has a positive influence on the academic achievement of children.

Parental participation in school governance can be justified from diverse points of view, including efficiency and effectiveness (Ministry of Education, 1987), public accountability,

as conducive to students' learning and an enhancement of school policy formulation. According to (Kirner 1982: 16) parents should participate because they are the first educators of children; they have long-term responsibility for their own children; parents' participation can increase their children's chance of success in learning; it is a parent right, and parents' participation is part of democratizing school governance.

2.3 Justification for SDAs' Involvement in the Governance of Schools.

The term 'parent' is used to describe the whole parent community belonging to a particular environment, including diversity, which may include multicultural parent communities. Dekker and Lemmer (1993:153) show that parents can come in all sizes, shapes and attitude, races and ethnic groups and may display different skills, attitudes and interests. The South African Schools Act (SASA) (1996:2) defines the parent as parent or guardian of the learner who has legal custody of the learner or person who has undertaken to fulfil the obligations of the parents, guardian or any other person with legal custody of a learner. Parents are part of a larger society, they constitute a section of the community so thoughtful teachers who want their schools to progress build and respect their community. (Pearson 1996:273). Chung (1989:43) also supported parental involvement when she said "...thousands of schools were built in Zimbabwe through the organised efforts of parents. Therefore parents should not be left out since they contribute much towards the development of education in Zimbabwe".

According to Berger (1987:25) " A 'Parent' is an adult who takes primary responsibility in raising a child". Educating a child is part of raising a child giving him/her the right to education as supported by the South African Constitution (1996:number 108) (Right to education policy). The above discussion clearly shows that parents of learners are within a

community and members who are elected to represent parents in the governance of schools are chosen from that community. Members of the school governing bodies are representatives of the parents and the community at large. All stakeholders are interested in education, that is, parents, educators, educational bodies, the private sector and the community in the vicinity of a school are represented by the elected school governing bodies (SDAs).

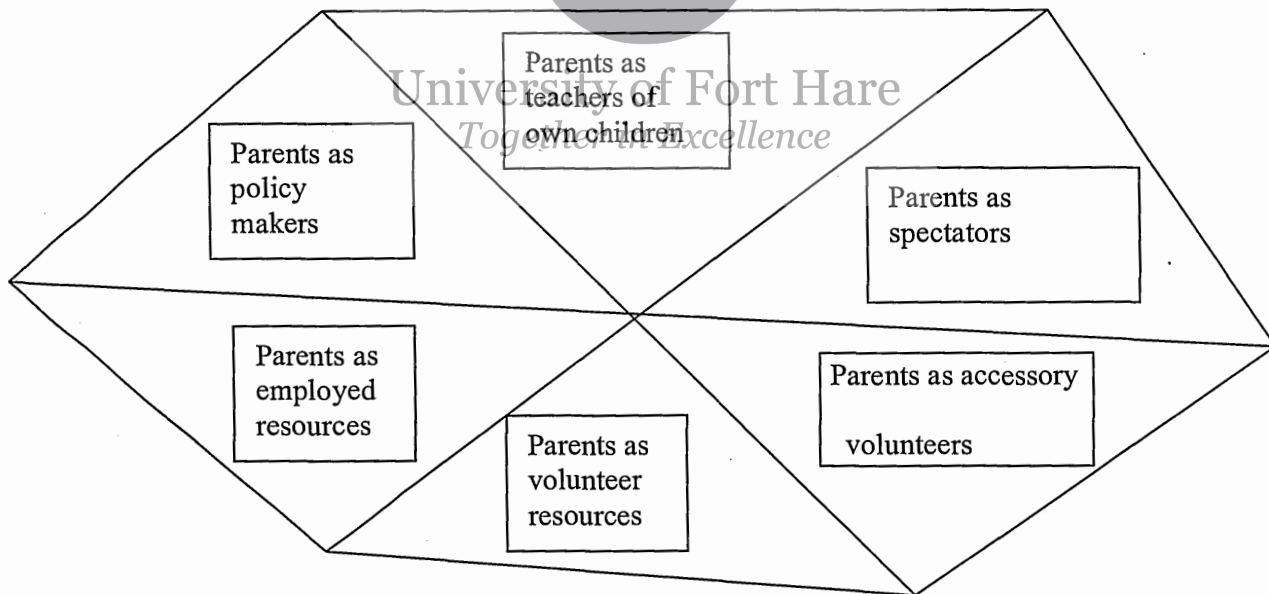
Hawes and Stephens (1990:45) are strong advocates of local community control of schools through administrative structures such as SDCs and SDAs in Zimbabwe and School Governing Bodies (SGBs) in South Africa. They argue that the approach brings the schools closer to the community and in this way the school is made more accountable to the community it serves. Additionally, the two authors believe that the quality and quantity of the physical resources of the schools are determined by what the community can offer through democratically elected local school parents' bodies as instruments for community participation in these schools. For these reasons, they further assert that local community school boards should therefore be meaningfully empowered so that they become the prominent focal point of school-based education administration.

Mittler and Mittler (1982:48) as in Dekker and Lemmer (1998:156) also show that for real cooperation, parents and teachers have to share skills and information with each other and do so in an open, honest way that includes recognition of each other's limitation in knowledge and expertise. What these authors are saying clearly shows that schools can never do well without parents' participation at all levels. Positive attitudes based on cooperation, integrity and continuity must be created for positive partnership between the school and the parents.

Jenkins (1991:23) as in Decker and Lemmer (1993:158) indicate that when parents are involved in the instructional process, they are more likely to make school a priority for their children. Lemmer and Mothata (1999:158) commented that home-school partnership is no longer a luxury. One element known to contribute to having more successful children and schools across all populations is parent's involvement in their children's education. When families and education work collaboratively both experience new learning and an important source of support. Parents can be directly or indirectly involved in their children's education. Berger (1987:95) uses the figure below to indicate parents' involvement in their children's education.



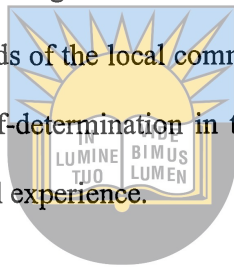
Figure 2.1 Parent involvement with schools



Adapted from Berger (1987:95)

From the diagram it can be concluded that parents can be directly or indirectly involved. They can be like spectators who sit and observe, volunteers coming on specific time to perform, resource developers, decision makers and continuous teachers who continue teaching beyond the normal teaching and learning times (school times).

Boyle and Bowden (1997:120) is another advocate of localized school control for effective community participation in the affairs of the school. The two authors contend that meaningful administrative power and authority should be decentralized to the local school community for at least two reasons. Firstly, this approach guarantees that the school and its programmes remain in touch with the wishes and needs of the local community. Secondly, the community is afforded latitude for considerable self-determination in the pace, quantity and quality of development which the local school shall experience.



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Glasser (1998:1) shares the same views with Boyle and Bowden (1997:120). Glasser argues that the nature of local community control over its school determines the extent to which the school symbolizes the community's identity and values. In light of this, (Glasser 1998:4) concludes, it is only through the community's direct participation in the running of the school that the institution can act as a focal point for integrating and projecting local community life. This, according to Boyle and Bowden (1997:121) is what engenders in the community a strong sense of ownership of the school and thus guaranteeing it the community's maximum moral, political and material support.

Bush and Gamage (2002:39) saw parental involvement as necessary because it enhances accountability in schools and probably increases cost effectiveness. They saw the case for self-governance as based on the assumption that decisions for schools within the education

systems be done by people within those schools rather than by a national or provincial official. This will make parents feel that they are part of the school and thus work for its success and by offering labour or financial assistance they help the school to achieve its objectives without losing resources. Parental involvement in learners' education appears to be associated with a range of positive outcomes for school learners including fewer behaviour problems and lower drop-out rates.

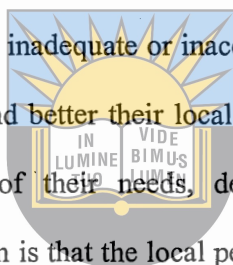
Some authors go as far as claiming that meaningful school development is unthinkable without an effective local community control machinery being in place in the form of school committees. Among such authors is (Curtler 1999:15) whose views are broadly shared by (Nyerere 1973:19). The latter is convinced that people cannot be developed. They can only develop themselves. Waterman (1998:371) and (Griffith 1996:3) sounded that parental involvement in school activities is an integral condition for learners' success, so parents' participation in learners' education is essential. In this case the home and the parent functions as the most salient out of school context for student learning, amplifying or diminishing the school's effects on learning.

While recognizing the ideals of local community initiative, support and control, there are inherent complexities that go with this approach. It has to be born in mind, also, that when school support depends more and more heavily on local authorities, then school development largely becomes a function of the strength of the local community's resource base as well as the community's will to commit a proportion of these resources to education.

Ultimately, the result is that the wealth within schools will generally reflect the wealth of the community, which, support them. This is acceptable provided equity issues are not

emphasized by the state. In other words, local control of schools can create inequities where they did not exist, and exacerbate them where they already exist, particularly where existing policies are designed to reduce them. It is because of this that some countries have introduced discriminatory funding of schools by central government as soon as local control mechanisms are in place. Failure to implement such strategies for equalization brings devolution policies into conflict with equity policies.

Devolution of decision-making power to local authorities also tends to enhance the quality of decision since there is better access to essential information. This age of information explosion decisions based on intuition, inadequate or inaccurate information can be harmful. The local authorities tend to understand better their local people and their context, and can make a more accurate assessment of their needs, desires, problems, constraints and opportunities. However, the assumption is that the local people have both the power for self-determination and the knowledge required to achieve what they plan to accomplish. This might not always be the case.



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Using a Marxist framework to analyse developments in America, (Bowles and Gintis 1977:22) concluded that, "the educational demands of unorganised people, farmers and workers are almost impossible to discover". In fact, they argue that schools are agents of political control by central political authority, who subtly dictate needs for the local people under the guise of devolution. The argument that local control enhances the quality of decisions can be fallacious because where locals lack the expertise to decide wisely, their decisions are products of external manipulation. Such cases, arguments, which link devolution to "popular participation" of clients, become questionable.

Even in countries, which promote equity, there is still an implicit acknowledgement of the need for local variation among schools. Local variation is a product of local initiative, which, in turn, is promoted through the devolution of power and control to local authorities. This however raises other issues. The first issue relates to the overall national objectives, which must be supported through education. Every state, naturally, creates structures, which ensures its own survival and perpetuation.

Governments, therefore, are not always willing to grant total autonomy to schools because they may implement programmes and curricula, which contradict the policies of central government. Autonomy is therefore closely monitored. Secondly, local variations make monitoring and evaluation of the system difficult. Where communities are allowed to set their own priorities, there is danger that certain basic or minimum provisions and processes may not be adhered to, and central government can be held accountable for this.



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For these reasons, some theorists have advocated for greater centralization, arguing that it ensures equity, the achievement and maintenance of minimum and or uniform standards, and coherence across the whole system. It ensures standardization of procedures and thus facilitates monitoring.

Some even argue that centralization fosters a common national identity and promotes national unity. Duplication is avoided, the central authority makes up for weak local capacity and benefits can accrue to schools through economies of scale. As (Cummings and Riddel 1993:4-6) observed, research has consistently shown that state intervention is necessary for the correction of imbalances, and even where the desire to grant autonomy to local schools is genuine, “a central hub is needed to standardize and regulate disparities”.

It is against this body of theory that each country makes its own choices with regard to the establishment of local boards or committees for the control of schools as well as definition of the specific roles, which these have to play in the development of education. What ultimately guide such choices are factors relating to the political, social, economic and cultural setting or context of each country.

Western countries have had a long period over which their education systems have evolved, and the extent to which local authorities control schools is a product of a natural process enmeshed with a host of other developmental factors. Hill et al (1990: 78), for example, made a survey of the situations in England and Wales, Australia, New Zealand, the Netherlands, Belgium and the United States. It was established that these countries have strong economic base, and resources for education are available, although the degree of commitment to expand them on education varies from country to country. In such cases, the political units in place support local community structures involved in the management of schools, be they states (in USA) or countries (UK). These, normally, are economically viable units, which have complete and well-defined structures to support local initiatives in support of education. Federal or central government policies are designed to support, not implement school programmes, and central government inputs are meant to equalize opportunities.

2.4 Factors affecting SDAs' participation in the governance of

Schools

2.4.1 Socio-economic factors affecting SDAs' participation in the governance of

Schools

2.4.1.1 The home background

People might be born equal, but within the first month in the world, they adapt to the climate of experience, which vary according to the family circumstances. Bellany (1999:73) argued that, "The better the care and stimulation a child receives, the greater the benefit for the national economy as well as the child". In most societies, the home and family are the most powerful socializers of people. Learning and mental development of people begins at birth and continues through childhood, serving as a strong preparation for adulthood. Chinapah (1997:101) argue that "...home background factor is the most powerful predictor of a human being's performance in future". If an individual were from a home where the experiences are not favourable for mental growth that someone would not perform well, because of lack of support, resources, encouragement and even failing to see the importance.

Family income, wealth and occupation are significantly correlated with general life achievements and a powerful correlate of social malaise. An SDA member who comes from a poor home background will use most of his/her time to try and look around for basics needed at home. He/She won't be able to attend meetings all the time because of pressing issues at home. The belief that a woman's place is in the home/kitchen is a hindrance to the performance of women in the SDA committee. Women (especially African women) are

expected to do work at home without any help from men such that they end up failing to get time to work for their local schools.

Literature provides evidence for the increasing recognition of management and risk-taking roles by women (Blackmore 1999:9). Birley's research (1989:37-42), evidence suggests that women are often excluded from managerial positions of authority and leadership within organisations. Adler and Izraeli (1988:7) affirm that women's participation in management, "remains negligible, almost everywhere", elsewhere in the world, studies also demonstrate female under-representation.



2.4. 1.2 **Family wealth**

Socio-economic status can be defined as "a person's overall social position...to which attainment in both social and economic domain contribute" (Ainley et al 1995:9). It is determined by an individual's achievements in education, employment, occupational status, income and wealth. Educational management success depends very strongly on socio-economic status (Edgar 1976), cited in (Graetz 1995:25).

The socio-economic status of a family contributes to a great extent towards the performance of SDA members in a school. Ezewu (1983:43) and (Ugwuegbu 1985:22) argue that members from rich families are likely to perform and progress well. The reason being that they are exposed at an early stage to advanced technologies and they understand the importance of the use of adequate and appropriate resources in order to get the best results. In a rich family environment, books, radios and televisions are accessible and the members get to know quickly of what is happening in the outside world. Access to these means of

supports educational goals and improve general knowledge making recipients active and argumentative members of the society. High poverty families often have members who are generally less active, who exert less clout in school affairs and garner few financial resources and ideas for schools.

Data (1984:153) argued that, socio-economic differences lead to distinct patterns of behaviour and can be correlated to educational achievement. Tamara (1997:527) states that economic class continues to be a powerful predictor of success. Data (1984:164) and (Tamara 1997:529) went on to argue indicating that, one way in which a family can impinge on educational progress is through the environment with which the family is associated. People from a crowded rented home often lack normal amenities such as baths, electricity, fresh air and even good toilets. Homes in most cases are poorly furnished and have very little to offer inhabitant. Food available is often insufficient and nutritionally unbalanced. Even the clothes worn may not offer adequate comfort. Members might end up failing to attend meetings because they can't afford decent clothing or they fail to get money for transport. These conditions together with the nature of relations created because of social classes affect the performance of SDA members.

Musgrove (1966:58) sees family instability as another factor that can affect the performances of SDA members. He argued “ Regular geographical instability by moving from one place to another now and again resulted in poor performance in education”. In towns most families do not have stable homes. They move from one location to another since they do not own houses. These movements affect the performance of SDAs since members can find a house to rent far away from the school he/she is supposed to work for. This situation will affect the member's attendance of meetings and contributions. Hardworking SDA members can be lost

since this situation can make a member transfer his/her children from the school taking them to a closer school.

2.4.1.3 Family size and structure

Some investigations carried out by (Blaug 1970:55) in the United Kingdom and (Chivore 1994:34) in Zimbabwe established that family environmental factors affected educational outcomes. It was established that smaller families tend to have more intelligent members than larger families. The authorities argued that, a smaller family has close relations with every family member thereby taking active interest in everyone's educational problems. An SDA member who has a small family has enough time to attend to his/her duties. He/she can assist family members and can also be assisted by the family members because there will be enough time for interaction.



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Data (1984:154) went on to argue that the size of the family affect performances, because it is assumed that the larger the family, the more attention is needed on day- to- day essentials and education is over-looked. Meaning that there will be no time to attend meetings at schools and time to scrutinize the day-to-day running of the schools. In large families commodities are always not enough. Fathers and mothers will always be running around to make sure that there is enough in the home and they compromise their duties as SDA members.

2.4.1.4 Implications for this study

Socio-economic barriers indicate that social arrangements created by latent historical forces, which operate independently of conscious human control, impede SDAs' advancements in education management. Socio-economic barriers identified in literature also have important implications for this study:

- Cultural prescriptions lead to gender role stereotyping, prejudice, beliefs and attitudes, which influence the advancement of women to management positions.
- Of importance to this study is the socio-economic status of individuals. Members of the society are positioned according to their wealth, thereby shaping the relative position of the poor in society and in leadership positions in education.
- Barriers such as low self-image, lack of confidence and motivation result from the social context of the rich holding power and privilege over the poor and have important implications for this study. Due to low self-esteem poor members of the society are said to participate less often on educational management.
- It is also indicated that work/home role conflict resulting from incompatible time demands may affect SDA members with both work and family obligations. The implication for this study is that, this family/career dichotomy may contribute to the under-representation of SDAs as they try to dovetail household and management roles to avoid tension from family members who may feel that they are neglecting home duties.



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As these socio-economic factors influence and affect participation in educational management as discussed, it would be worthwhile to investigate whether the same factors affect SDAs in secondary school management in Highfield circuit, Harare, in Zimbabwe.

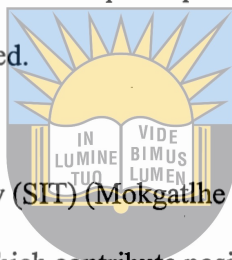
2.5 Educational background factors affecting the performance of SDAs in the governance of schools

2.5.1 SDAs' level of education

SDA members from lower levels of literacy are more likely to have difficulties in the governance of schools. Musgrove (1966:28) indicated that educated parents read newspapers. Often most of them are registered library users. This creates an estimated degree of harmony and emotional security quite good and conducive for the creation of quality educational outcomes in schools. This shows that a school which is run by highly educated SDA members is likely to progress leaving behind a school run by lowerly educated members who are unable to cope due to illiteracy and ignorance at times. Musgrove (1966:28) argued that, "..... there is more positive evidence that working and educated mothers may foster educational ambitions and promote higher attainment in schools".

This suggests that SDA members have held poor education among parents to account for the backwardness and poor educational management provided in schools. In an SDA committee where members have got some expertise usually there are very few problems experienced because the members can use their expertise to solve problems and to plan well for the well being of their schools. One's level of education determines his/her occupation.

The occupation of SDA members is an important variable in determining their socio-economic background because so many aspects of economic, political and social life are reflected by their occupation Legotlo (2002:113). Income, power and status in society are clearly reflected by occupation. Family circumstances and level of education contribute significantly to management performances (Ugwuegbu 1985:25). In society people normally group themselves according to their level of education and they look down on those whose levels of education are below theirs. Such situations create low self-esteem for the lowly educated such that they pull themselves out and they always feel out of place. Due to their low self-esteem lowly educated people less often participate in educational activities. They give way to those who are highly educated.

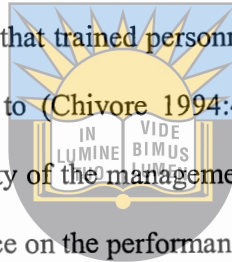


According to the Social Identity Theory (SIT) (Mokgathe and Schoeman, 1998:29) individuals strive to belong to groups, which contribute positively towards their self-esteem. Mokgathe and Schoeman (1998:60-61) refer to this as collective self-esteem, which they describe as the extent to which individuals generally evaluate their social groups positively. Role attitudes based on a dichotomous conception of educated versus uneducated social categories, presents the uneducated with a limited range of behavioural options, which limits their freedom of choice, independence and access to power, relative to the highly educated. Poorly educated members of the society may lack self-confidence and tend to down play their particular skills and abilities viewing achievement in a career as socially unacceptable for their positions. Education helps to promote non-stereotyped images on educational levels.

2.5.2 Training of SDA members

Training of employees gives them possible tools to ensure that they get best chances of success. Employees get new skills with which to disseminate knowledge. Training, as part education enables members to select delivery styles or techniques for particular situations. Iris studies have established that training enables one to perform at his/her best (Dawkins 1991:36). Labour market experience is related to educational attainment.

Chivore (1994:42) summarized major findings based on studies in countries such as India and Sierra Leone. These studies showed that trained personnel have more positive effects on achievement of institutions. According to (Chivore 1994:42), the success or failure of a school is largely determined by the ability of the management to deliver the goods. Training is therefore seen to have positive influence on the performance of the members.



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According to Universities Continuing Education Association (UCEA) (2002:17) employers have realized that money spent on training employers is more realistically invested rather than a cost. A more skilled workforce results in increased economic productivity. UCEA (2002:18) sees training of employees as an investment in that a more educated employee tends to be more productive and training of employees is a way of attracting and retaining employees.

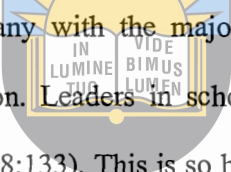
2.5.3 Implications for this study

Literature on educational levels of employees has revealed important implications for this study. An examination of how educational levels and training of employees affect

performance has indicated that it is important to have employees who have good educational backgrounds. The examination also revealed the importance of training employees for the work they are to do. In educational management and in the world of working, educational level and training has been found to be important for educational managers' effectiveness.

2.6 The effects of school environmental and organisational factors on SDAs' participation in the governance of schools

2.6.1 School Administrators' (SAs) administration focuses and leadership styles



The roles of SAs in schools are so many with the major ones being those of offering encouragements, guidance and motivation. Leaders in schools have heavily let down the education system as a whole Farrant (1988:133). This is so because their duties are so many. This situation creates problems when SDA members at times fail to execute all their duties properly losing direction at times. Nyagura (1991:38) argued that for as long as a leader has lost vision, all those who work under him/her loose direction. Teacher In Zimbabwe (1993:14) noted that some SDA members are compromising the standards of educational development in their schools. Poor leadership approaches, according to Reynolds and Cuttance (1992:4) accounts for up to 80 percent of variations in educational management attainment.

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There is a high inter-correlation between school management effectiveness and leadership styles. School management outcomes are seen to be more favourable when there is a combination of firm leadership with a decision-making process in which supporters feel that their views are represented. Bush (1993:33) argued that ownership in educational leadership

is important if schools are to move anywhere, there is need for people to contribute effectively. Decision-making in schools should be a genuinely shared activity where all members are involved. Participation of SDAs is important because they have the responsibility of implementing policies. Thus collegial models of school leadership need to be used, where the head make decisions with members of the SDAs.

Literature on careers suggests that mentors play a crucial role in career development (Burke and McKeen 1994:22). SAs should interact more with members, within management to give them more opportunities to serve on committees and therefore allow them to exhibit qualities that will recommend them for further responsibilities (Coleman 1994:185). Cullen in (Coleman 1994:129) also recognised the value of mentorship educational managers, suggesting that “in addition to valuable formal mentoring relationships, it was important to create institutionalised opportunities for networking for educational managers”. Educational managers bemoan the absence of mentorship, arguing that mentoring can enhance their performances. In her study of women head teachers, (Coleman 1994:7-8) found a high preference for schools where the culture and ethos was one of encouragement and staff development, and instances where senior personnel in schools gave practical help and acted as mentors.

2.6.2. Parents’ attitudes towards the governance of schools

Authorities like (Decker and Lemmer 1993:153) who carried out their studies in South Africa and (Waterman 1998:370) who also carried out his studies in Uganda noted that the quality of parental attitudes towards their children's education is an important factor contributing towards their children's learning outcomes. They argue that true educative teaching

necessitates a partnership between the parents and the school in order to uphold the standards of performance and produce better learning outcomes. These authorities argue that when parents are involved in school affairs there are likely to be outstanding achievements within the school. This suggests that improved academic achievements and improved systems of governance can only be achieved if parents (SDAs) co-operate with the school.

2.6.3 The role of the mission statement

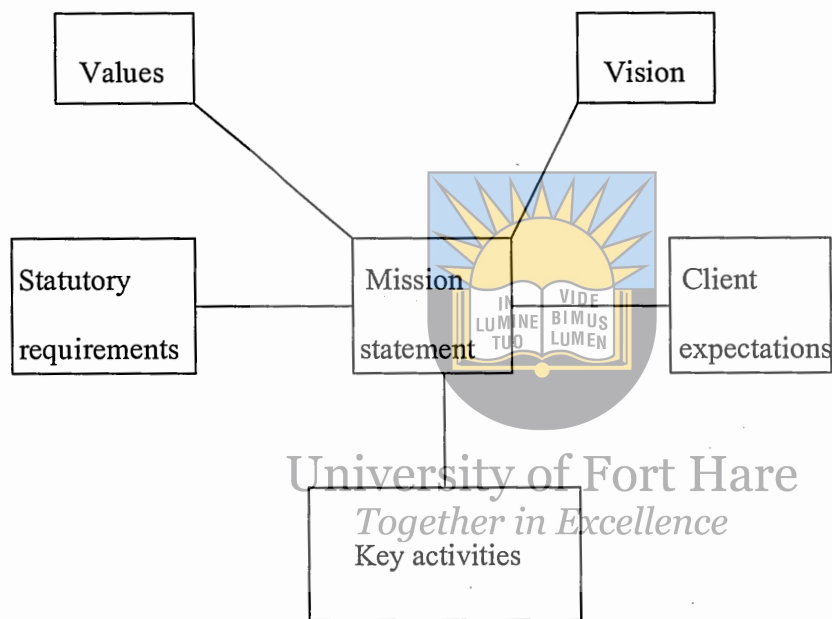
Bowring and West-Burnham (1994:25) argue that one of the key characteristics of successful schools is that they know where they are going and how they will get there. They have a shared sense of purpose. They practice what they preach; they work and manage within a clear and common approach. Schools need to have mission statements which gives those in the management system a view of what the school wants to achieve and how, the nature of the services it provides and the values by which it operates. Bowring and West Burnham (1994:65) says, a mission statement is, "A statement which expresses the vision and values of the school, describes the quality of service to be provided to clients and sets out a commitment to the future".

The establishment of a mission statement at a school is a process, which should involve all the concerned members. This means that for a school to come up with a mission statement SDA members, the community, stakeholders, learners and the teaching staff should be involved in the formulation. This will also show that the school has a positive attitude towards the involvement of other stakeholders.

In educational management, a mission statement serves the following purposes:

- (i) Characterise the school to itself and its community
- (ii) Provide a shared challenge for teachers and the community
- (iii) Provide a benchmark for policy making
- (iv) Identifies priorities for managing the school

Figure 2.2 The components of the mission statement



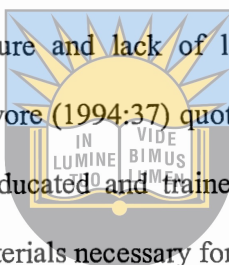
Adapted from Bowring and West Burnham (1994:27)

A well-formulated mission statement will be valid if it permeates every aspect of school life and has a relationship with other aspects of management activities. All the components contribute to the culture of the school, so all should contribute to the management arrangements the purpose of which is to empower (Bush and West-Burnham 1994:65). It is realized that a vision should be communicated in a way, which secures commitment among all members of the organisation including the SDAs so that they don't work out of the mission of the school. A mission statement eliminates unnecessary conflicts within an

organisation because all members will be aware of the organisational targets, what they are expected to do and what not to do within the organisation.

2.6.4 The impact of lack of resource materials

An improvement in the school environment would boost governance potential, however, the benefits of physical improvement cannot be underestimated (Kgobe 2000:39). Bellany (1999:10) noted that in many countries, particularly the low-income countries, the situation is pervasive grimness in the physical environment and the intellectual atmosphere of learning environments. Poor physical infrastructure and lack of learning and teaching resources influence improvements at a school. Chivore (1994:37) quoting Dove said, “ Common sense suggests that teachers, however, well educated and trained are rendered less effective if schools lack facilities, equipment and materials necessary for quality teaching and learning”.



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The shortage of resources affects the school system all round. SDA members cannot manage school funds when the funds are not available. The committee cannot plan for the attainment of computers, library books, and so on when the school doesn't have basics such as enough textbooks and classrooms. Adequate physical resources, learning facilities, equipment and sound management practices are seen as a precondition for the provision of quality management by SDAs. It is widely accepted that an improvement in the school environment would boost management potential. However, the benefits of physical improvement cannot be underestimated (Kgobe 2000:39).

Nyagura (1993:34) and (Ross 1990:71) indicated that management is affected by the material conditions under which it occurs. Poor physical infrastructure and lack of materials are key

factors that influence the improvement of management. It follows therefore, that for SDA members to be effective, there is need for a good supply of resources from the parents and the community at large. Shortage of funds has contributed to the decline of quality management of schools by SDAs.

2.6.5 The impact of management focuses

The instructional leaders in schools have heavily let down the education system as a whole (Farrant 1988:233). The roles of school heads and education officers are too many. They are expected to improve quality of learning, provide guidance and motivation and lead the SDA committees. This is too much for school heads and education officers such that at times they fail to execute all the duties up to standard. Bellany (1999:69) indicated that good management in schools generates higher quality education. Thus, substantive networks, partnerships and linkages are essential catalysts for driving quality management and should form the basis of any development work. To achieve this obligation it is important for school heads to develop broad quality assurance framework that addresses the SDAs' needs and also provide a context and authority for quality work. SDAs cannot produce quality outcomes if they do not receive quality supervision, services and input from their management.

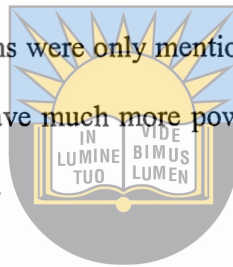
2.6.6 Implications to the study

Literature on school environmental and organisational constraints to SDAs' participation in the governance of schools has very important implications for this study. Support and positive attitudes are important aspects of this study. This study is also concerned with the

issue of mentoring as a supporting system. Mentors play a crucial role in career development.

2.6 Conclusion

Although by name SDAs sound much the same as their predecessors (school boards, Parent Teacher Associations, School Committees, etc) in terms of legal status, they are different and unique in at least two ways. To begin with, they are the first in the historical chain of local school management bodies to be explicitly and elaborately provided for by an act of Parliament. Previously, such organizations were only mentioned in statutory instruments and not in the Act itself. Secondly, SDAs have much more power and authority vested in them than was the case with their predecessors.

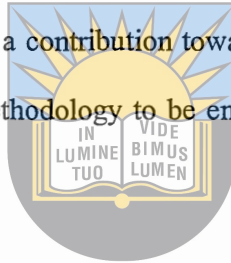


Further, within their communities, SDAs have been quite popular. However, in spite of enjoying such popularity and possessing much more power and authority than their predecessors, their effectiveness remains threatened by several problems. Basically, the problems are caused by the combination of the following: lack of resources due to the current adverse economic environment; limited management capacity on their part; confusion and disharmony amongst government policies of legislation on educational administration, and the resultant perennial conflict within government machinery.

In light of the discussion in this chapter, SDAs may be perceived from different angles. Firstly, they may be regarded as no more than a symbol of over reaction to the conflict on the part of the Ministry of Education. Secondly, while some might consider SDAs as an innovation, others may argue that they are just a change of name for the same old structures

involved in the local governance of education. Despite this discovery of views, SDAs have a critical role to play in the development of schools in Zimbabwe because of their legal status and strategic position with the system.

In light of the above, and the fact that SDAs are relatively new and yet they carry enormous responsibilities, there is need for continuous research into this innovation. The existence and operations of these structures cannot be left to chance and hope. Future decisions on their retention, form and composition, responsibilities and obligations as well as the manner in which they should function, should be guided by concrete evidence generated through research. This study is designed to make a contribution towards such a body of information. The research design selected and the methodology to be employed is discussed in the next chapter.



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CHAPTER III

3. RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter describes the methodology and research design that will be employed in this study. The chapter also describes the population, sample and sampling procedures, as well as the data collection instruments. The reliability and validity of instruments and data analysis techniques will be described.



3.2 Research design

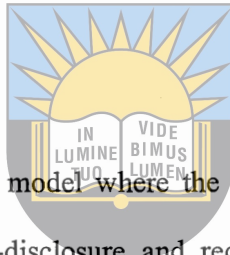
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Cohen and Manion (1994:42) see research methodology as "... describing and analysing methods, throwing light on the limitations and resources, clarifying their presuppositions and consequences. The research design consists of answers to series of questions such as: will the study be theoretical or empirical? Will the study rely on available data? How and from whom will data be collected and what instruments will be used (Acker 1997:216).

This study will be a case study covering three government secondary schools in the same cluster. Gall et al (1996:27) noted that a case study is a method of conducting qualitative research, which involves a distinctive approach to scientific inquiry. Quantitative approaches will also be used in the collection and analysis of data where facts, claims and assertions will

be represented in numerical form. Thus quantitative statistical procedures will be used in data collection and analysis.

Keeves (1990:21) indicated that a person using quantitative methods must make many qualitative decisions regarding the questions to pose. So when using qualitative methods, certain quantitative summaries, classifications and analysis become a useful part of research. Design refers to the use of particular techniques. Discussions of design often compare quantitative and qualitative approaches, often suggesting that the latter is a more suitable choice because of its sensitivity to context and greater likelihood of allowing the interpretations of participants to emerge.

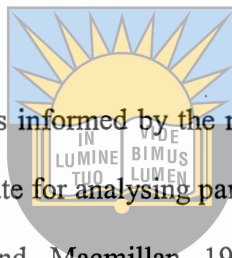


Lather in (Acker 1997:217) rejects the model where the researcher stays aloof from the 'subjects', suggesting instead that, self-disclosure and reciprocity should be part of the research relationship. However, others argue that there is nothing inappropriate about using any technique (Acker 1997:216). Researchers adopt different approaches depending on the context, positional, the problem under study, the theoretical framework and their epistemological position.

For this study, the case study approach will be used mainly because it is suitable for studies that are in early or formative stages where experiences of the subjects are important and the context within which they operate is vital. This corresponds with the area under investigation: the research that will be conducted hopes to uncover the experiences of subjects within their context with regards to interaction with this new adaptation of school governance. With little formal research conducted in this area, the case study approach is expected to be helpful in identifying and exploring areas for further research and aiding hypothesis generation.

3.3 Research approach

The general research approach in this study will be both qualitative and quantitative. Quantitative research approaches are generally associated with measurement, statistical analysis and mathematical models. It is a positivist orientation where knowledge is gained through scientific research and is objective and measurable. The quantitative approach is deemed appropriate for this study, the assumption is that social facts have an objective reality and variables can be identified, relationships measured and data will be reduced to numerical indices.



The choice of the qualitative approach is informed by the nature of the investigation. The qualitative approach is deemed appropriate for analysing participants' feelings, beliefs, ideas, thoughts and actions (Schumacher and Macmillan 1993:373). Qualitative design is appropriate when description and explanation is sought and when it is not possible or feasible to manipulate the potential causes of behaviour Merriam, in (Schumacher and McMillan 1993:70). It is based more on what is called naturalistic phenomenological philosophy, which assumes that multiple realities are socially constructed through individual and collective definition of the situation (Schumacher and McMillan 1993:14). The qualitative research approach will thus be appropriate for analysing participants' feelings, beliefs, ideas, thoughts and actions. Constructivism closely parallels the philosophical underpinnings of the qualitative approach to this study. This approach assumes an "emphasis on the world of experience as it is lived, felt, undergone by social actors...what we take to be objective knowledge and truth is the result of perspective" (Schwandt 1998:236). The assumption is that the perceptions and the meanings that people attach to the world around them influences

behaviour. Qualitative data in this study will mainly be collected through open-ended items on questionnaires.

Quantitative data will be collected through closed-ended items on the questionnaire. Quantitative research often “forces” responses of people into categories that might not “fit” in order to make meaning. Qualitative research on the other hand sometimes focuses too closely on individual results and fails to make connections to larger situations or possible causes of the results. Rather than discounting either approach for its drawbacks, this research incorporated elements of both to ensure that the study is as accurate and thorough as possible.

3.4 Sample and sampling procedure

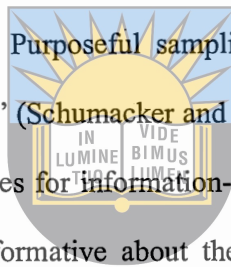


A sample is a subset of the population, which must have properties, which make it representative of the whole (Bless and Higson-Smith 2000:86). Observing the characteristics of the representative sample, one can make certain inferences about the characteristics of the population from which it is drawn (Best and Khan 1993:13). Accordingly from a population/universe of 10 secondary schools in Highfield Circuit (Harare Urban), 3 secondary schools will be sampled. Bearing in mind, generalisability, time and budgetary constraints, this sample will be a representative of secondary schools in Highfield Circuit in terms of grade status, category and location of schools.

Sample representative is paramount, (Borg and Gall 1979:178) pointed out that “...a sample should not only be selected, so as to be representative of the population from which it is drawn, but it should also be large enough so that the investigator can be reasonably sure that if a different sample had been drawn, using the same procedure, similar results would be

obtained”. However, (Borg and Gall 1979:178) suggests that the general rule is to determine the largest sample possible.

Sampling is a process that involves the selection of some, but not all the members of the large population. There are numerous ways of conducting sampling. (Entwhistle and Nisbert 1979:36) noted that there is no single correct procedure for sampling. The method chosen depends on the purpose of the inquiry, on the type of analysis to be made, and on certain restrictions, time, staff, facilities, which have to be accepted as external constraints. The sampling procedure for this research will be based on the target population. A purposeful sample will be selected for this study. Purposeful sampling is a process of “ Selecting information-rich cases for in-depth study” (Schumacker and McMillan 1993:378). According to the two authors, the researcher searches for information-rich informants “...because they are likely to be knowledgeable and informative about the phenomenon the researcher is investigating”. A purposeful sample will thus be selected.



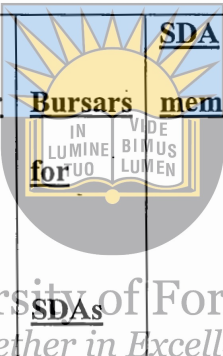
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The study will cover three government secondary schools located in Harare urban, Highfield Circuit. A random sample will be drawn from the population. The sample will be of heads of schools, deputy heads, senior teachers and SDA members (who are the chairperson, vice chairperson, treasurer, secretary, bursar and three additional members from each SDA). The researcher knows some individual case; these include school heads, deputy heads, senior teachers and SDA members from the researcher’s school. Knowing some of these members is necessary because some common characteristics are deemed important for this study. Access to the schools is a privilege to the researcher since she is an educator in one of the schools covered by the case study.

The SDA members will be targeted since they are community leaders responsible for the local management of schools. Heads, deputy heads and senior teachers are key figures in the educational management process and they are part of the SDAs.

Table 3.1

Sample for research



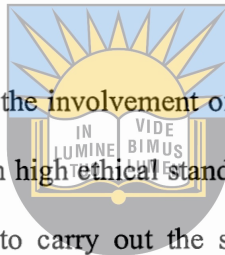
<u>School</u>	<u>Head</u>	<u>Deputy head</u>	<u>Senior teacher</u>	<u>SDA members</u>	<u>SDA Additional members</u>	<u>Total</u>	
A	1	1	1	1	4	3	11
B	1	1	1	1	4	3	11
C	1	1	1	1	4	3	11
Total	3	3	3	3	12	9	33

The heads, deputy heads and senior teachers will be selected because they are part of the local school management (SDAs). They are information –rich participants. The SDA members, are according to the researcher, exposed enough to the local management of

schools to provide realistic responses and they responded to questionnaires individually. All the heads, deputy heads and senior teachers will answer questionnaires.

3.5 Data collection instruments

Attempting to solicit people's perceptions, attitudes, beliefs and opinions is in itself problematic in that most data collection instruments are unreliable. This study will use two sets of questionnaires, one set for SAs and the other set for SDA members. The questionnaires will make use of both closed-ended and open-ended items.



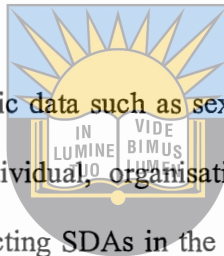
The present study takes full cognisance of the involvement of human beings as subjects. To that effect, effort will be spared to maintain high ethical standards and to protect and respect the respondents in the study. Approval to carry out the study will be sought from the Ministry of Education and Culture. Individual consent of respondents will also be obtained through an introductory letter, stating that participation is voluntary. Anonymity in data collection and later in reporting will be assured.

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3.5.1 The questionnaire

According to Gall, Gall and Borg (1999:297) a well-designed questionnaire can elicit in-depth information, in addition questionnaires allow for a measure of quantification. Questionnaires will therefore be deemed appropriate for the present study, in that each respondent will be given the same set of items as everyone else, phrased in exactly the same way and the data obtained from questionnaires will be more comparable than that obtained by means of interviews.

Questionnaires tend to be more reliable, because when anonymous they encourage greater honesty. Questionnaires are also more economical than interviews in terms of time. Furthermore, questionnaires are appropriate for this study because, the respondents, SAs, are literate and capable of understanding issues raised. They will therefore be able to complete the questionnaires with minimum assistance from the researcher. Entwistle and Nisbert (1972:113) support this view. They contend that: “ Questionnaire surveys are particularly appropriate where respondents are able to understand the subtleties of the written word and have technical knowledge or expertise”.



The questionnaires will solicit demographic data such as sex, age, and qualifications. The questionnaires will contain items on individual, organisational (systemic and structural processes) and socio-economic issues affecting SDAs in the governance of schools. Open-ended questions, will allow participants freedom to express themselves as they wish, as detailed and complex, as long or as short as they feel appropriate (Bless and Higson-Smith 2000:118).

Some close-ended questions will be constructed using the Lickert Scale. Lickert Scales can assess attitudes, beliefs, opinions and perceptions towards an issue by asking respondents to indicate on a continuum whether they Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) (Newman, 1997:159; Bless and Higson-Smith, 2000:116). Lickert Scales are advantageous in that the answers are standard and comparable between respondents. Fixed alternative responses are also easy to analyse as they can be coded directly from the questionnaire.

Inferring attitudes, beliefs, and perceptions from expressed opinion however have limitations. Respondents may conceal attitudes and express socially acceptable opinion (Best and Khan 1993:112). The tendency of respondents to answer all questions in a specific direction regardless of the content of the questions is another problem (Newman 1997:161; Bless and Higson-Smith 2000:115). The response bias is the tendency of some people to respond to a large number of questions in the same way (usually agreeing) out of laziness or a psychological disposition. Moreover, people may not really know how they feel about an issue, never having given the idea serious thought. Another shortcoming of closed-ended items is that it is easy for one to guess. A respondent may also feel frustrated if an appropriate response category is not given or if there is no room for clarification.



To counteract some of these problems open-ended questions will be included in the questionnaire. These questions will solicit information requiring respondents to further explain or clarify issues. Open-ended items are however, demanding in terms of handling, interpreting, coding and analysing. To counteract response set, the researcher will break the monotonous sequence and format of questions and response categories, so that respondents who agree all the time appear to answer inconsistently or to have contradictory opinions (Newman 1997:161).

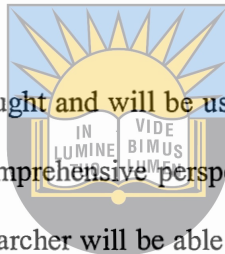
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3.5.2 Observations

Information provided by respondents in questionnaires and interviews may be inaccurate, prestige-biased or faked. In contrast, observational techniques of data collection make it possible for the researcher to obtain first hand information about the objects, events and interaction of interest. Chivore (1994:36) views observations as an explanatory phase in

which the researcher can reliably and vividly identify the structures available through some form of planned and systematic deliberate observations.

When properly executed, observations provide unique insights not attained by other methods. It yields direct first-hand information, which is more valid than reported information obtained from questionnaires and interviews. Observations require enormous amounts of time, energy and resources to be properly executed. In practice they use small samples, which reduces their internal validity as a result of unrepresentative samples, as well as the external validity or generalisability of their findings



Multiple sources of information will be sought and will be used because no single source of information can be trusted to provide a comprehensive perspective. By using a combination of questionnaires and observations the researcher will be able to use different data sources to validate and cross check findings. However, rarely are all two instruments used equally. One instrument predominated the other and the predominated will provide supporting information.

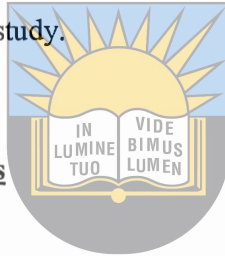
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3.6 Transferability

A perceived limitation of the qualitative research method is that it is not generalisable in the usual quantitative sense. However, concepts to be discussed by the participants in this study may have transferability or fittingness to other settings. The key informants in Highfield Circuit are representative of SDA members in other Circuits. Hence, when contexts are similar, generalisations from this study may be transferred to those similar contexts. However, such generalisations should be extended with caution.

3.6 Document analysis

This study will use documentary evidence from official records at the district offices, the regional offices in Harare Region and the Ministry of Education and Culture Head Office in Harare. Documents to be consulted include Acts, Statutory Instruments and committee lists. Such documentation will provide the researcher with data on distribution of local management posts in secondary schools. However, accessing relevant documents might be problematic as the Region might hold some documents in strict confidence. Efforts will be made to relevant authorities that there will be high ethical standards in the handling of any documentation availed for purposes of this study.



3.8 Reliability and validity of instruments

Two criteria against which qualitative data and data analysis are judged are validity and reliability. Yin (1994:41) argued that, there is no uniformly agreed set of validity and reliability criteria for case studies. Validity generally refers to the accuracy and value of the interpretations and reliability is the extent to which other researchers would arrive at the same results if they studied the same case using exactly the same procedures.

3.8.1 Validity

Fundamentally, all procedures for determining validity are concerned with the relationship between performance in the test and other independent observable facts about behaviour characteristics under consideration. In research, there is no one validity and the most important classification of types of validity is:

3.8.2 Construct validity

Nkpa (1997:72) argued that construct validity is the extent to which an instrument measures a hypothetical construction, which it sets to measure. To take care of construct validity the researcher will carry- out a factor analysis after the administration of the instruments using a larger pool of items than required for the final version of the instrument. A comparison of findings will be made to check on the construct validity.

3.8.3 Content validity

Content validity involves essentially the systematic examination of the content of questionnaires to determine whether it covers a representative sample of the behaviour domain to be measured. This is the extent to which the items of an instrument are representative of the content and behaviour specified by the theoretical concept being measured. Content will be established through estimated comparisons of the sample of items with the content and behaviour, which they should represent. If the sample of items covers all aspects of the content and behaviours, a high degree of content validity is attained. Had it been for achievement tests, tables of specifications that systematically specify the content, objectives and evaluation techniques would be constructed in the process of generating valid test instruments. This procedure enhances the likelihood of obtaining an adequate sample of test items.

3.8.4 Criteria-related validity

Criteria-related validity indicates the extent to which an instrument yields the same results as a mere widely accepted measure. The degree of criteria-related validity will be obtained by

correlating results obtained from the administration of the instruments. The resulting correlation coefficient is an estimate of criterion-related validity. Criterion-related validity is of two types, concurrent validity and predictive validity.

3.8.5 Concurrent validity

Concurrent validity is applicable when a new instrument is administered at the same point in time as the well-known instrument. Concurrent validity is useful when the equivalent form of an instrument is needed.

3.8.6 Predictive validity



This is the extent to which the predictions made by the instrument are confirmed by the later behaviour of respondents. It is concerned with the prediction of future performance. In this research, observations will be used for checking validity.

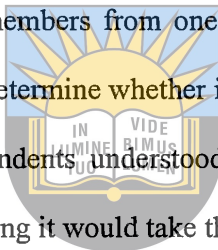
3.8.7 Reliability

As indicated before, reliability refers to the degree of internal consistency of a measuring instrument. In this case, a reliable instrument yields the same results for the same individuals regardless of when it is administered and who the researcher is. In this research reliability will be established from the pilot study, which will be conducted. In order to arrive at a measure of reliability during the study, information derived from data collection techniques and the instruments will be used to the best of their current state of art. It should be noted that

to have valid and reliable research on meticulous steps and plans should be taken from the day such research is conceived to completion of the study.

3.9 Pilot study

Researchers from the quantitative paradigm can determine the degree of validity by asking the question; is the research really measuring or observing what the researcher thinks it is measuring? (Goetz and LeCompte 1984:221). In this respect a pilot study to test the questionnaire was conducted with one school head, one deputy head, one senior teacher, four SDA members and two SDA additional members from one school in Kuwadzana Circuit, Harare. The pilot study was conducted to determine whether instruments are adequate. It was also meant to reveal whether most respondents understood the instructions, whether the research situation was plausible, and how long it would take the respondents to respond to the questionnaire. It is at this stage that the magnitude of the study was streamlined and corrective measures taken accordingly.



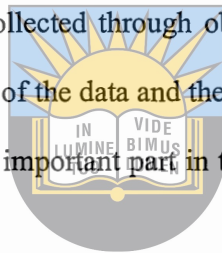
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3.10 Data analysis techniques

The methods and techniques used in the processing of data to a great extent depended mostly upon the responses, which were given by the respondents. Data analysis will be qualitative and quantitative. Quantitative data will be collected through structured close-ended items on the questionnaire. Qualitative data will be collected through open-ended items on the questionnaire. Qualitative data from open-ended responses items will be used to validate quantitative data responses. This will facilitate comparison and interpretation of respondents'

attitudes, views, beliefs and perceptions. Data collected will be arranged so as to provide answers to the questions, the solutions to the problems.

The researcher will design a coding frame, based on the key themes in the questionnaires and observation guide. The data will be tabulated, summarized and integrated to provide a comprehensive ethnographic analysis. The raw data collected will be presented in written form, graphs, pie charts and tables; this will be drawn from responses as captured from the completed instruments. Some inconsistencies and contradictions of responses emanating from different respondents, the levels of consistency in the responses will be compared with findings from observations. Information collected through observations and the feel of the researcher will remain a critical component of the data and the analysis. The observations and perspectives of the researcher will form an important part in the data analysis process that is contained in the case study.



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The overall strategy to be used in the analysis will provide space for the research to remain loyal to the views and perspectives of the respondents at the same time drawing on the critical perspectives of the researcher. Basically qualitative analysis will be made where non-numerical examination for the purpose of discovering meanings cannot be done. Most of the data will be tabled to determine the results and their significance and conclusions will be drawn from numerical information. Question items will also be entered on a data sheet from which it can be easy to establish the number of respondents who identified a particular factor. All this will be done after the information has been collected from the questionnaire answer sheets. Some blank spaces in the questionnaire will be treated as non-response. These will be coded "0" and will be considered as no opinion in the analysis.

3.11 Summary and conclusion

The purpose of this chapter was to discuss the design that will be used in this research. In the process issues such as the type of study, the pilot study, instruments, population, the sample, data collection and analysis techniques, reliability and validity were discussed. The researcher is quite satisfied that given the steps discussed from the research design to the completion stage, which is the data analysis technique the findings of this research will be a true reflection of what the SDAs are experiencing and their expectations. The following chapter on research findings gives an overview of the responses from the respondents.



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Chapter 1V

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The previous chapter described the methodology and design of the study. The population, sample and sampling procedures were described. Data collection instruments and their reliability and validity were also described. Questionnaires were used as data collection methods. This chapter presents the data, analyses and interprets it for results, based on critical questions.



4.2 Characteristics of the sample

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The hand delivery and collection method employed assured a very high response rate. Of the 32 subjects issued with questionnaires all of them responded. Thus the results of the study were based on the information provided by the total 33 respondents comprised of 3 school heads, 3 school deputy heads, 3 school senior teachers (School Administrators) (SAs) and 24 SDA members taking 8 from each of the 3 schools.

4.2.1 Distribution of SAs by sex

Table 4.1 Shows distribution of SAs by sex

(N = 9)

<u>SEX</u>	<u>N</u>	<u>%</u>
Male	8	88.9
Female	1	11.1
Total	9	100



Eight (88.9%) of the administrators who responded were male; one (11.1%) was female. This shows that females are not well represented in the administration of schools. There are some schools where females are not included in the day to day running of schools given that from 3 schools only 1 female is in the administration board. This shows that even though the Zimbabwean government has embarked on affirmative action, there are some factors, which still affect the selection of women in administrative posts.

4.2.2 Distribution of SDA members by sex

Table 4.2 Distribution of SDA members by sex

(N = 24)

<u>Sex</u>	<u>N</u>	<u>%</u>
Male	15	62.5
Female	9	37.5
Total	24	100.0

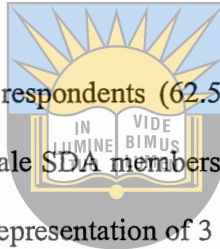
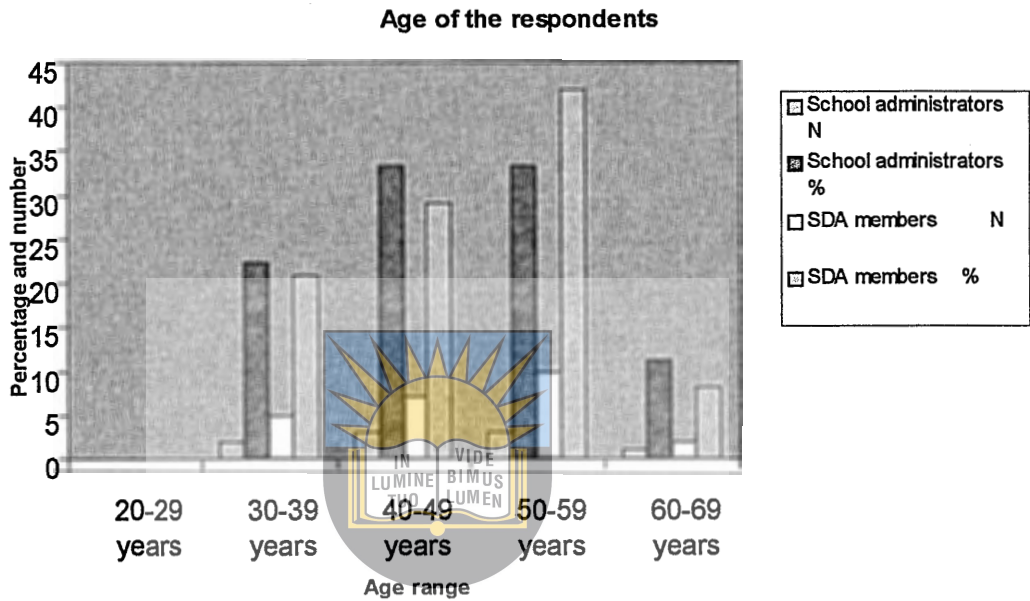


Table 4.2 shows that there were 15 male respondents (62.5%) and 9 female respondents (37.5%). This reflects that there are more male SDA members than females. This situation is better than that of SAs. Given that this is a representation of 3 schools, it can be assumed that at least each SDA committee has 3 female members because there were 9 female respondents.

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4.2.3 **Age of the respondents**

Graph 4.3 shows age of the respondents



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Graph 4.3 shows that the highest respondents of the SAs and SDAs are in the range of 50-59 years. The data reveals that most of the people who are chosen to lead are above the middle age though for the SAs the data shows that leaders can also come from the 40-49 years range. It is from this age (40-49) when people start to be mature parents and responsible members of the society. This can be the reason why there is a higher percentage of leaders as from this age for both SDAs and SAs.

4.2.4 Academic and professional qualifications of respondents

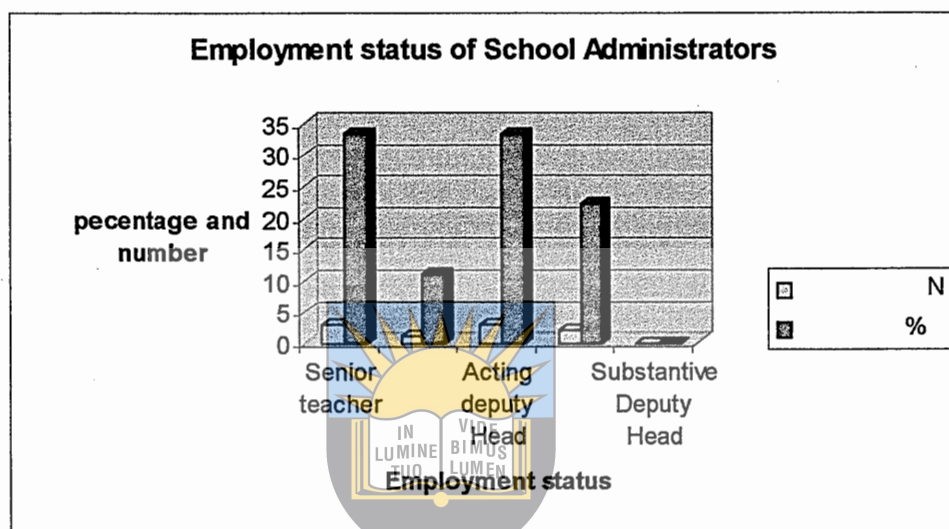
Table 4.4 shows the academic and professional qualifications of respondents

Qualification	SAs		SDAs	
	N = 9		N = 24	
	N	%	N	%
Standard 6	0	0	3	12.5
Junior Certificate	0	0	6	25
Ordinary Level	0	0	12	50
A'level + Tr Education	0	0	3	12.5
B/A BSc	1	11.1	0	0
B. Ed	3	33.3	0	0
B.Admin	3	33.3	0	0
M. Ed	2	22.3	0	0
Total	9	100	24	100

Table 4.4 shows that all the SAs are degreed. According to the education system of Zimbabwe this information means that the SAs have either O'level or A'levels accompanied by teacher education and a degree. 50% of the SDA members have got O'levels, 12.5% have A'levels and 12.5% have junior certificates. This shows that all the SDA members are literate. They can read and write.

4.2.5 Employment status of SAs

Graph 4.5 shows the employment status of SAs



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The graph shows that there are a number of schools where school deputy heads are acting. The heads appoints 33.3% of the deputy heads since they are acting. 11.1% represents acting heads. Only 22.3% of the SAs are official. The Ministry of Education appoints only substantive heads.

Table 4.6 shows that 66% of the SAs are not experienced. They have between 1-5 years of experience. There are few highly experienced administrators in schools as the table is showing. Only 11.1% for years between 6-19, 11-15 and 16-20. The percentage for administrators who stay longer at schools is better. The table shows that SAs are staying at schools for up to more than ten years.

4.2.6 Number of years experience for SAs and years they have been at present

schools

Table 4.6 shows work experience For SAs and the time they have been at present schools

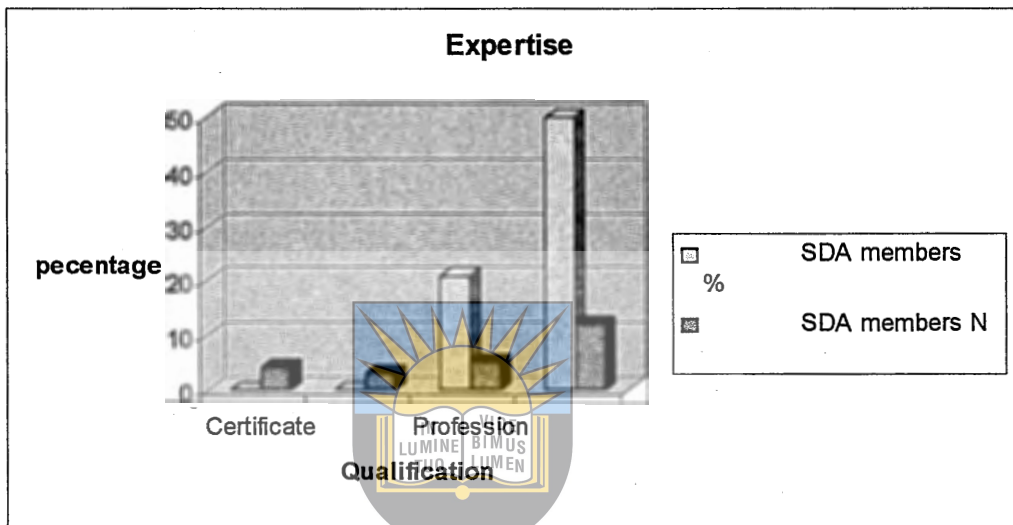
<u>Number of years</u>	<u>Experience</u>		<u>Years at present school</u>	
	N = 9		N = 9	
	N	%	N	%
1-5 years	6	66.7	3	33.3
6-10 years	1	11.1	3	33.3
11-15 years	1	11.1	2	22.3
16-20 years	1	11.1	1	11.1
Over 21 years	0	0	0	0
Total	9	100	9	100

4.2.7 SDA's employment status

Out of the 24 respondents 11 indicated that they are professionals ranging from nurses, teachers, those in the banking personnel and civil servants. 3 of the SDA members are those who are fully employed as SDA bursars after under-going some courses as accountants. There are some members from the business sector, those who run their own businesses and those who work on their own like vendors and indigenous business people. Two housewives are also part of this group of SDA members.

4.2.8 Pool of expertise found within the SDA members

Graph 4.7 shows the pool of expertise within the SDA



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The above graph shows that most SDA members are chosen from those people who are still furthering their education. Half of the members (50%) have other qualifications besides those they are using at their work places. This means that most of the SDA members are academically active and they are aware of the importance of education, hence they keep on furthering their educational stands.

This information indicates that in the SDA meetings ideas come from people of different backgrounds and if there is co-operation the SDAs can work together for the good of the schools they work for. The fact that there are people from different walks of life shows that the departments of schools such as health, fund raising, budgeting, planning for the curriculum or school activities is catered for.

4.3 Socio-economic factors associated with the SDAs' performance in the governance of schools

The home background exerts direct and indirect influences on individuals' performance. It provides a net of physical, social and intellectual forces and factors, which affect one's performance. The family's level of encouragement, expectations and activities in the home is related to family members' performances. The importance of the home on members' achievements must not be neglected. Families play an active role on the performance of members. The more the family is associated with the roles and functions of individual family members the more profitable it will be.



The socio-economic status of a family contributes to a great extent towards the performance of SDA members in schools. Family wealth, income and occupation give individuals a wide range of advantages in management situations. Chinapah (1994:101), (Bellany 1999:73) and (Chivore 1994:36) established that the socio-economic factor is the most powerful predictor to achievement. The findings of this study reveal that family circumstances such as family income and wealth are a serious constraint on the performance of SDA members. The study revealed that home background factors such as family size, family instability and support are contributing factors to the performance of SDA members. Literature reveals that family involvement is correlated to higher performance and attitudes towards education (Griffith 1996:33-37)

4.3.1 Ownership of houses in town by SDA members

Table 4.8 shows ownership of houses in town by SDA members

<u>Ownership of houses</u>	<u>SDA Members</u>	
	<u>N = 24</u>	
	N	%
Yes	9	37.5
No	15	62.5
Total	24	100



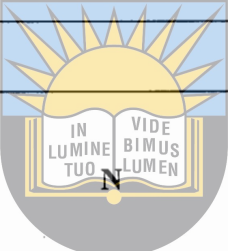
The table shows that 37.5% of the SDA members own houses. An analysis of these members' responses indicates that these members' houses are far from schools with the nearest being three kilometers and the furthest being fifteen kilometers away. The members who own houses are those who are between the age range of 40-60 years and some are pensioners and business people. The information shows that the members who own houses are the ones who manage to attend all meetings. This can be so since these members are mature and have some stable means of income by being pensioners and business people. Those who do not own houses are 62.5% and these fail to attend all meetings except for the SDA bursars. These members gave reasons such as transport costs.

Members indicated that they are always on transit due to conditions they experience at houses they will be renting. Members indicated that they could change residential places up to four times a year. These changes affects the way the SDA members execute their duties because

one can get better accommodation very far from the school and will not be able to attend meetings. One can also get better accommodation out of the school zone. Due to transport costs members might opt to be out of the SDA committee. This situation makes SDAs loose members every now and again and at times losing very co-operative and effective members.

4.3.2 SDA members' attendance of meetings

Table 4.9 shows frequency of meeting attendance by SDA members

<u>Meeting attendance</u>	<u>SDA Members</u>	
		<u>N = 24</u>
		%
Yes	7	29.1
No	17	70.9
Total	24	100

The above table shows that only 29.1% of the SDA members attend all scheduled SDA meetings. 70.9% of the members do not manage to attend all the meetings. Those who manage to attend all the meetings are SDA bursars who are full-time workers of the SDA and they are always at the schools and a few members who are pensioners and have nothing else to do. Most SDA members indicated that they could only spend not more than three hours a month doing SDA work because they are not full-time SDA workers. All the members showed that they are parents who have children to take care of with the biggest

number of children in one family getting to eight. SDA members with large families pointed out that it was difficult for them to leave their family duties.

Members pointed out that they cannot attend all meetings reasons being:

- a) They are employed full-time somewhere so they cannot be away during working hours and after hours they will be too tired to do any extra work;
- b) family commitments such as trying to get extra money for the family and looking after the children for housewives and doing some household duties;
- c) some stay far from the schools, (as far as 6km to 15km) so they cannot afford transport costs with the high transport costs in Zimbabwe;
- d) some are self-employed so if they go away they won't get money for those hours they will be away; and
- e) some pointed at the Zimbabwean economic situation, saying that commodities are very expensive and money is hard to come by so they would rather try to get money instead of wasting time at schools where they are not paid.



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4.3.3 School payment of monthly bills and equipment repairs by SDAs

Table 4.10 shows school payment of monthly bills and equipment repairs by SDAs

<u>Responses</u>	<u>SAs</u>	
	N	%
	<u>N = 9</u>	
Yes	3	33.3
No	6	66.7
Total	9	100

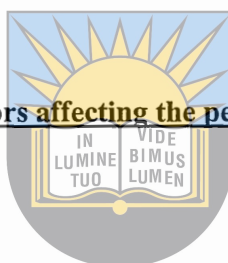
Table 4.10 indicates that SDAs are having difficulties in maintaining the materials/structures and equipment they already have. This shows that the SDAs are failing to raise money for the schools or their budgeting is not being done well hence their failure to pay for bills and repairs. Only 33.3% are able to meet their monthly expenses. At one of the schools the researcher found that the school had been without telephone services for two weeks. The services had been disconnected because the school hadn't paid. The respondents who indicated that they fail to meet their bills had the following as reasons:

- a) Levies paid to the schools are too low as compared to the expenses
- b) Parents do not pay the levies in time
- c) Increments on levies approved by the Ministry of Education are very low
- d) Unavailability of signatories when money is needed for use.

4.3.4 Summary

The findings revealed that socio-economic status of a family plays an important role on how family members execute their duties. The respondents' responses supported what literature had reviewed. The problems experienced by SDA members are all linked to their income, wealth, social life and the local communities' economic positions. The study revealed that SDA members who do not own houses have problems in attending meetings; poor community members fail to pay levies thereby affecting SDAs' payment of school bills.

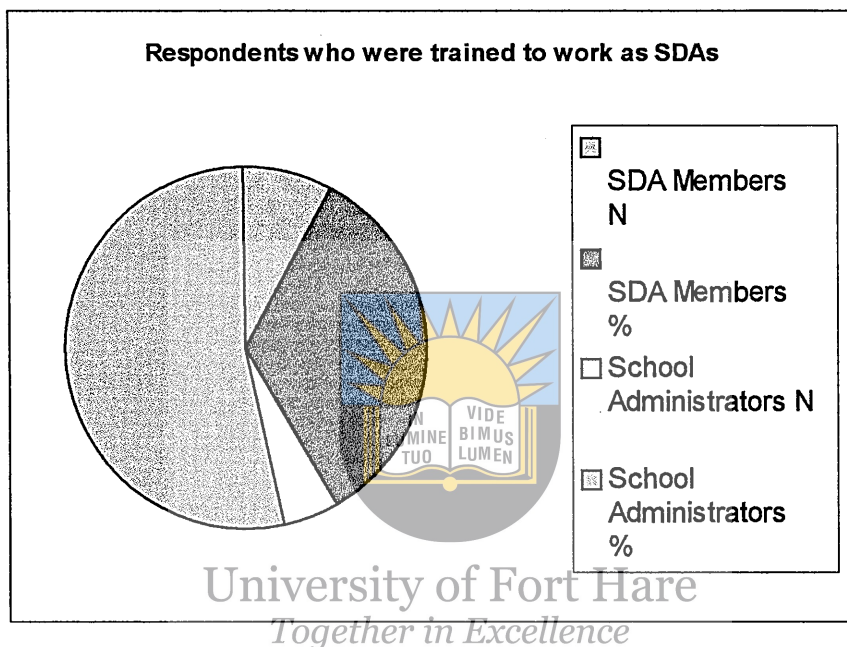
4.4 Educational background factors affecting the performance of SDAs in the Governance of schools



Education is seen as a gate to best performances for any activity. Literature reveals that educated people foster educational ambitions and promote higher attainment in schools Musgrove (1966:28). The respondents in this study (SDA members) indicated that they are having problems in executing their duties effectively because of some of their members' educational standards. SDA members indicated that they were not trained for the work they are supposed to do. Descriptions of SDA members by School administrators showed that some members are having difficulties because they don't know what they are supposed to do in schools as SDA members.

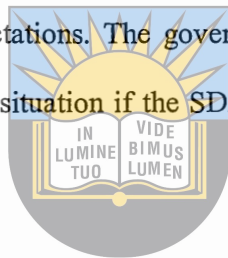
4.4.1 Training of SDA members

Pie-chart 4.11 shows SDA members who were trained and those who were not



The pie chart shows that only 20.8% of the SDA members and 33.3% of the School Administrators were trained to work as SDAs. Large numbers of SDAs and SAs (79.2% and 66.7% respectively) have not been trained though they are within the group, which is expected to run school affairs. The reason why there are very few trained SDA members can be the fact that the members are selected after every year. This is a Ministry of Education regulation. The regulations also do not allow a member to run for more than three consecutive terms. On the part of the SAs, there are three members who have been trained and these happen to be school heads only.

This information can be an indication of why SDA members are facing a lot of problems as they try to execute their duties. No one can execute duties well when one hasn't undergone training. The lack of training has resulted in SDA members working without knowing exactly what they are supposed to do and how. Very few SDA members showed that they are aware of the Ministry of Education regulations, which govern the functions of the SDAs. Out of the 24 respondents only 4, (16.6%) are aware of the regulations and could spell out some of their duties as stipulated by the Ministry of Education (School Governance Act Amendment, 1991). 83.4% showed that they have never heard of these functions and duties. This means that there are members who do not know what they are supposed to really do and they cannot be blamed for failing to meet the expectations. The government, through the Ministry of Education must do something about this situation if the SDAs are to execute their duties as expected.

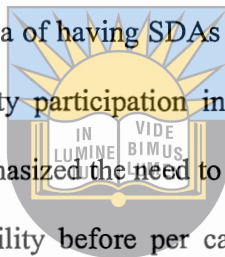


Records of the Ministry of Education on the training of SDA members shows that a small number of the committees have received initial two-day courses. This was made possible by devolving the responsibility for training to the Ministry's regions. This achievement is however relative. The major constraint facing the training programme has been that of limited financial resources even for the two-day initial sessions designed to equip members with rudimentary skills and mere familiarity with their roles. In addition, these initial achievements were eroded by the inevitable loss of trained committee members as a result of the mandatory annual elections of such office bearers.

Because the training programme is incomplete, none of the SDAs is as yet receiving its per capita grant allocation directly from the Ministry of Education as originally envisaged. In the meantime, all such grants are being channelled through the Ministry's regional offices. The

process of giving sufficient training to SDA members should spread throughout the country so as to enable them to appropriately handle large sums of money in the form of annual per capita grants. At the present rate, it might take many years to train SDA members.

In a bid to address the shortage of money available for training SDA members, the Ministry of Education turned to donor support. To this end a project document, "A Training Programme for Strengthening the Financial Management of School Funds in Zimbabwe was produced by Simkins and Williams of Sheffield Hallam University, United Kingdom (Ministry of Education Administration and Finance Circular No 6: 7-10. 1994). In their report, the consultants commended the idea of having SDAs on the grounds that it enhanced government policy to increase community participation in the provision of education in Zimbabwe. However, the consultants emphasized the need to train school heads and members of the SDAs in their areas of responsibility before per capita grants could be disbursed directly to them. Unfortunately, the programme has stalled over lack of financial resources even from donors.



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Most of the SDA members indicated that they would really like to undergo some sort of training so that they get to know what they are supposed to do. Some indicated that they were using experiences from their work places, their businesses and even from their day-to-day living to make some decisions. It was interesting to note that most SDA members who are not trained indicated that they were trying to use different skills to carry out their duties effectively. This shows that the members are dedicated to doing their work as SDA members.

The SDA members who are trained indicated that the training they underwent is of great importance. They could spell out the duties and the functions of the SDA committees as

stipulated by the Ministry of Education. They pointed out that they could never be manipulated by anyone since they could stand their grounds. The trained SDA members also pointed out that their fellow members should be trained since they have problems at times with the untrained members failing to understand what is expected of them. They complained that this was a great hindrance, which should be dealt with urgently.

4.4.2 **Involvement of SDAs in curriculum development**

Table 4.12 shows SDAs who involve themselves in curriculum development and those who do not



<u>SDA involvement in curriculum</u>	<u>SDAs</u>	
	N	%
Yes	3	33.3
No	6	66.7
Total	9	100

33.3% of the SAs indicated that some SDA members tried to be involved in curriculum development at their schools.66.7% indicated that SDAs have never attempted to be involved. The SAs indicated that although some SDA members contributed towards their schools' development, they were however, less inclined to involve themselves deeply and

directly in the issues of curriculum development and implementation. The School Administrators indicated that SDA members felt that all curriculum issues were matters for the school head and the teaching staff. One can put the blame on SAs for not opening doors to SDAs for fear of interferences.

The conclusion drawn from this can be that SDAs themselves do not seek to involve themselves in curriculum issues, especially its development. The situation is perhaps worsened by the fact that SDA members are not exposed to their duties through training and that parental involvement by the Ministry of Education in curriculum development needs to be more evident than at present.



4.4.3 **The extent to which SDAs function as required by the statutory instruments governing them**

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The operations of the SDAs are guided by the provision of Statutory Instrument 87 of 1992, Statutory Instrument 70 of 1993, the 1987 Education Act, and the Education (Amendment) Act of 1991. It is the latter (Education Amendment Act of 1991) which saw the birth of the SDAs replacing the PTAs. SDAs were expected to play a duly developmental role in schools, with wider range of powers vested in them than the PTAs, which were more of advisory bodies lacking legal back up.

Pie chart 4.11 shows that only 20.8% of the SDA members had access to the legal instruments governing their operations through training services. This is unsatisfactory in view of the fact that each one of them can only understand his/her role in school development, and the manner and context within which he/she operates, only when they have

read and understood the documents. The above situation is worsened by the revelations in Table 4.12, which shows that 66.7% of the SDA members do not seek to involve themselves in curriculum development, which is one of their major functions.

The Education Amendment Act of 1991 directs that SDA members be elected on an annual basis. However, one of the SDA members indicated that at his school this statutory requirement had been clearly violated. The Chairperson and Treasurer had remained in office for up to two years. The member concerned pointed out that persons from well-recognized political party occupied the two posts. As such the school parents never expressed the desire to change the incumbents. He went on to state further that there were several other members of the SDA whose successive re-election was curious. This suggests that SDAs in such socio-cultural and socio-political contexts may, in practice, fail to operate as per regulations. In light of the foregoing findings, the study concluded that SDAs did not satisfactorily meet the requirements of the statutory instruments governing their functions. Dekker and Lemmer (1993:18) maintain that knowledge of rules and regulations by parents carries with it the responsibility to support the school. In support of this (Bray and Asare 1986:74) says that informed parents are a viable asset of a school. With such weaknesses, on the part of SDAs one may begin to wonder how much expertise there is within the SDAs and how much positive contributions they are contributing towards their schools.

4.4.4 Summary

Educational standards of SDA members have been identified as being crucial if these committees are to function effectively. SDA members themselves indicated that they have problems because of their educational levels. This was in line with literature which revealed

that for best results and for more production its wiser to have highly educated staff. Education make one a competitive and dependable member of society.

4.5 **School environmental and organisational factors affecting SDAs' performance in the governance of schools**

There is need for schools to be effective because these schools promote high levels of achievement despite the fact that some schools do not have enough resources. Education administrators should empower and share power with staff, learners and the community, which in turn, transform the society. Thus, SAs play a very pivotal role in the running of schools. In this study the school environmental factors such as resource materials, ineffective leadership and management focuses, attitudes and relationships were identified as contributing to the performances of SDAs.



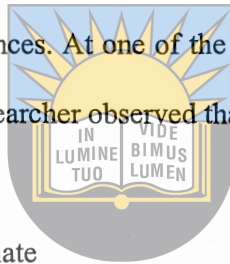
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4.5.1 **The relationship between the SDAs, the school and the community**

The SDA members indicated that their relationship with the school was generally good. Most of them pointed out that they worked well with those very close to them, the SAs. Some SDA members (especially the treasurers) indicated that at times they clashed with heads on issues such as the payment of levies when they are sending students home to get money. All the SDA members indicated that they had problems with the local community. Members of the community were said to be very uncooperative. SDA members indicated that their local communities always accused SDAs of misusing funds and mismanaging the school programmes. Some SDA members indicated that some of

the community members were not aware of the importance of SDAs thus why they are against their existence and functions.

The SDAs indicate that at times the communities disturbed their functions by not attending meetings, not paying their dues or paying very late. This, as indicated by some of the SDA members was the behaviour of some community members who are of poor background and those whose education level is a bit low. The SDA members indicated that community members in this category do not take active part in school activities they are just good at pointing fingers. This suggests that, as indicated by (Black 1998: 83) parents can sometimes be interferences. At one of the schools the researcher attended an SDA meeting with parents. The researcher observed that:



- a) community members came very late
- b) there were very few community members present
- c) not all SDA members were present
- d) meeting procedures were followed with minutes being written (an agenda for this meeting is provided as appendix D)
- e) as the discussions progressed there were some community members who were not cooperative. They were just making useless arguments.

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4.5.2 Availability of vision/mission statements in schools

Table 4.13 shows the availability of vision/mission statements in school

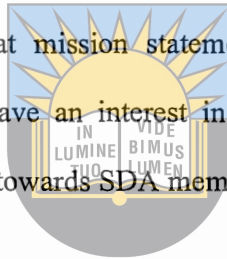
<u>Availability of</u>	<u>SDA members</u>	
<u>vision/mission</u>		
<u>statements</u>		
	<u>N = 24</u>	
	N	%
Yes	8	33.3
No	16	66.7
Total	24	100

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33.3% of the SDA members indicated that there were vision/mission statements at their schools. 66.7% indicated that there were no vision/mission statements at their schools but the researcher saw vision/mission statements at all the three schools. 66.7% of the SDA members indicated that they were only not aware of the vision/mission statements but the vision/mission statements are there at all schools as required by the Ministry of Education. The 66.7% who did not know the vision/mission statements indicated that they were not aware of the importance of these instruments. This is another indication of the importance of training SDA members.

The 33.3% respondents who were aware of the vision/mission statements indicated previously (pie-chart 4.8) that they have been trained for their work as SDAs. They also indicated that vision/mission statements are guiding principals in schools. All school activities should be done targeting the fulfillment of the vision/mission statement. This shows that a vision/mission statement is very important and all those in the governance of schools must know it so that they can plan and work towards its fulfillment.

The fact that there are some SDA members who are not familiar with their schools' mission statements is an indication that the SAs of those schools are not working well with the SDA members. Literature has reviewed that mission statements are not established by one individual but by all members who have an interest in the school. This can be a clear indication of the attitudes of some SAs towards SDA members. SAs are not mentoring SDA members.



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4.5.3 Available school materials/equipment as indicated by School Administrators

Table 4.14 shows available material/equipment in schools

N = 9

<u>Item</u>	<u>Satisfaction</u>				<u>Total</u>	
	Yes		No		N	%
	N	%	N	%		
Classrooms and furniture	0	0	9	100	9	100
Electricity	9	100	0	0	9	100
Safe drinking water	9	100	0	0	9	100
Computers	3	33.3	6	66.7	9	100
Laboratory	9	100	0	0	9	100
Video machine	4	44.5	5	55.5	9	100
Cassette player	3	33.3	6	66.7	9	100
Photocopier	2	22.2	8	77.8	9	100
Library/resource center	9	100	0	0	9	100
Enough textbooks	0	0	9	100	9	100
Telephone	9	100	0	0	9	100
Teachers' resource books	5	55.5	4	44.5	9	100

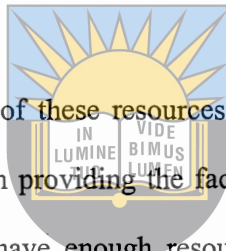
Information on Table 4.14 shows that all the schools are electrified have safe drinking water, telephones, libraries/resource centers and laboratories. However the respondents pointed out

that the laboratories and libraries are not well equipped. The materials and books used are below standard and are out-dated. The researcher observed that some of the textbooks are so torn that most of the first pages are missing. The library books available are just those old storybooks. It was at one school that the researcher saw some good library books, which were donated by the Coca Cola group of companies, but the books were not enough for the school. 100% of the respondents indicated that there are not enough classrooms, textbooks and furniture in schools.

The researcher observed that students are sharing textbooks at a ratio as high as 1:5 and each classroom and furniture inside is used by up to ninety students per day. All the three schools, as observed by the researcher are practicing what they call 'hot-sitting'. This is a situation where students take turns to use school facilities. This is like having two schools using one school. One group starts from seven in the morning to mid-day and the other group from twelve to five in the evening. Only 33.3% of the SAs indicated that there are computers for students at their schools. At other schools computers are still for administration purposes only.

The information below shows that though SDAs exist in Zimbabwean schools they still have a lot to do. The schools, which were used for this study, are government secondary schools. They were handed to SDAs with safe water, telephones, electricity and some classroom blocks. The available information indicates that the SDAs are maintaining what the government has established because it was only at one school that the researcher was shown a classroom block, which was built by the SDA committee.

It can also be seen that the SDAs are even failing to maintain what has been there because libraries and laboratories are not well equipped as was indicated by some of the administrators. (Table 4.10 supports this) The shortage of classrooms and textbooks is a pathetic situation being experienced at all the three schools as observed by the researcher. Modern technology such as the use of video machines, cassette recorders computers and photocopiers is still to be made available at the schools. At one of the schools the researcher was told that students are sometimes late for school because they will be browsing the Internet, playing computer and video games at the nearby shopping center. This indicates that students need these facilities but they are failing to get them.



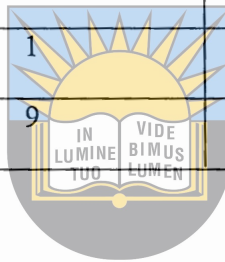
The unavailability and inadequateness of these resources is blame on the SDAs. It means there is something hindering them from providing the facilities to the schools because it is their duty to make sure that schools have enough resources since resources as noted by (Farrant 1988:87) facilitates the teaching and learning process which enhances the achievement of set objectives in schools.

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4.5.4 Support for SDAs' involvement in the governance of schools

Table 4.15 shows the kind of support SDA get

<u>Support for SDA involvement</u>	<u>School Administrators</u>	
	<u>N = 9</u>	
	N	%
Yes	8	88.9
No	1	11.1
Total	9	100



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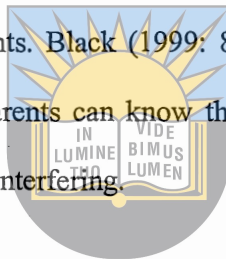
The table shows that 88.9% of the SAs support the involvement of SDAs in the governance of schools. They gave reasons, which indicated that they really know why SDAs as representatives of parents should be involved in school activities. Some of the reasons given are:

- a) SDAs as stakeholders are instrumental to the existence of schools
- b) SDAs are a strong arm of the school system and they provide the opinion of parents
- c) SDAs can motivate other stakeholders to make donations to the school
- d) Involvement of SDAs brings ownership of schools to the community at large

The reasons given by the 88.8% of the SAs supports authors like (Chinapah 1997:89) and (Kirner 1982:16) who believe that SDAs (parents) should participate in the education of their children because they are the first educators and have a long term responsibility for

their children. The authors also believe that parents' participation has a positive influence on the academic performance of their children.

11.1% indicated that SDAs should not be involved in school affairs giving the reason that there is a tendency of SDAs developing interests in monetary gains from the school funds. It was also indicated that some parents end up being an interference wanting to be involved in areas where they are not supposed to get to. Cooper (1988: 285-298) echoed the same sentiments when they pointed out that schools should assess whether parents are able to provide home environments that are conducive to learning before they are encouraged to be actively involved in school environments. Black (1999: 83) suggested that schools should build “bridges and buffers” so that parents can know their limits and allow teachers and administrators to do their work without interfering.



The discussion shows that SDAs are of great importance in the running of schools. They have a lot to do if done properly. Some measures should be taken so that SDAs do not go beyond their limits.

4.5.5 Respondents' views on the technical support pledged by government to SDAs since their advent in 1991

Table 4.16 shows respondents' views on the type of support SDAs are getting From the government

<u>Government support</u>	<u>SAs</u>		<u>SDAs</u>	
	N = 9		N = 24	
	N	%	N	%
Yes	3	33.3	2	8.3
No	6	66.7	22	91.7
Total	9	100	24	100

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Information from the nine SAs indicated that only three members (33.3%) agreed that the government, through the Ministry Education was supporting the SDAs. 66.7% disagreed. 8.3% of the SDA members also agreed that they were getting support from the government but 91.7% disagreed. Pie chart 4.11 indicates that only 20.8% of the SDAs were trained meaning that 79.2% had not been trained. Training is necessarily a gradual process, which should occur in a systematic and consistent manner over a certain length of time. Haphazard training programmes could easily turn out to be ineffective and a waste of resources. So far, the training workshops run for SDA members have not been satisfactory. The Ministry of Education confirmed that due to lack of resources, the training programmes had not proceeded well. There was little training that took place during 1995 and to date because of

the Ministry's regulations and urban movements (table 4.11) most of the trained members are out of office. In short, more vigorous training is crucial if SDAs are to be efficient and effective.

SDAs applauded the government for supporting them with the payment of grants, salaries for non-teaching staff and the School Service Fund (SSF), which is jointly used by the school, and the SDAs. SDA members also indicated that the government pays to schools money for textbooks, which is called Equalization Fund (EF) though they complained that the money is very little and that only SAs manage it.



4.5.6 Summary

The findings have shown that both school environmental and organisational factors affect SDAs' participation in school governance. Attitudes of the community and parents should be positive since they are the ones who pay fees, help in planning for the school's future, and encourage their children to come to school. SDA members indicated that they are not getting enough support from the SAs, the parents and from the Ministry of Education. Respondents indicated that parents are not supportive, they do not attend meetings or they come late (observed by the researcher) and make a lot of unfruitful arguments. The negative attitudes and poor economic status of parents make them fail to contribute financially to schools there by creating financial problems for SDA members.

4.6 An over- view of general remarks as indicated by SAs and SDA members

4.6.1 Views on factors affecting SDAs' performances

According to the SAs SDA members are failing to execute their duties effectively because of the following:

- a) Little technical support from the government through the Ministry of Education
- b) Poverty among the community members and the SDAs. SDAs cannot raise levies because parents can't afford to pay
- c) The poor economic situation of the country. People cannot afford the daily basics so education comes second
- d) Lack of technical skills among the SDAs
- e) Work, family and personal commitments due to the harsh economic situation of Zimbabwe.



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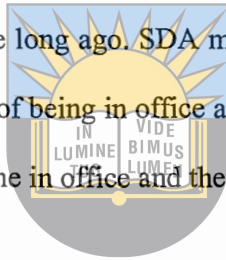
In her comments one of the SAs indicated that SDA members cannot perform well specially given the high inequitable distribution of resources and poor supervision strategies provided by the Ministry of Education staff who are demoralized themselves because of the economic situation of the country.

Most of the SDAs indicated that they were not happy with their work giving the following reasons:

- a) They are not getting any incentives from the government

- b) Government support is very small
- c) Some Ministry regulations are against their operations
- d) Poor management skills within their committees
- e) Poverty among themselves and the local communities
- f) Harsh economic conditions

Some SDA members indicated that they blamed the government for all their problems because it is like the government is no longer interested in the education of Zimbabwean citizens. The members pointed out that the government is not following up even on reviewing the regulations, which were put in place long ago. SDA members indicated that some of the regulations such as the one on duration of being in office are not practical. Members said that SDA members should be given more time in office and the necessary training.



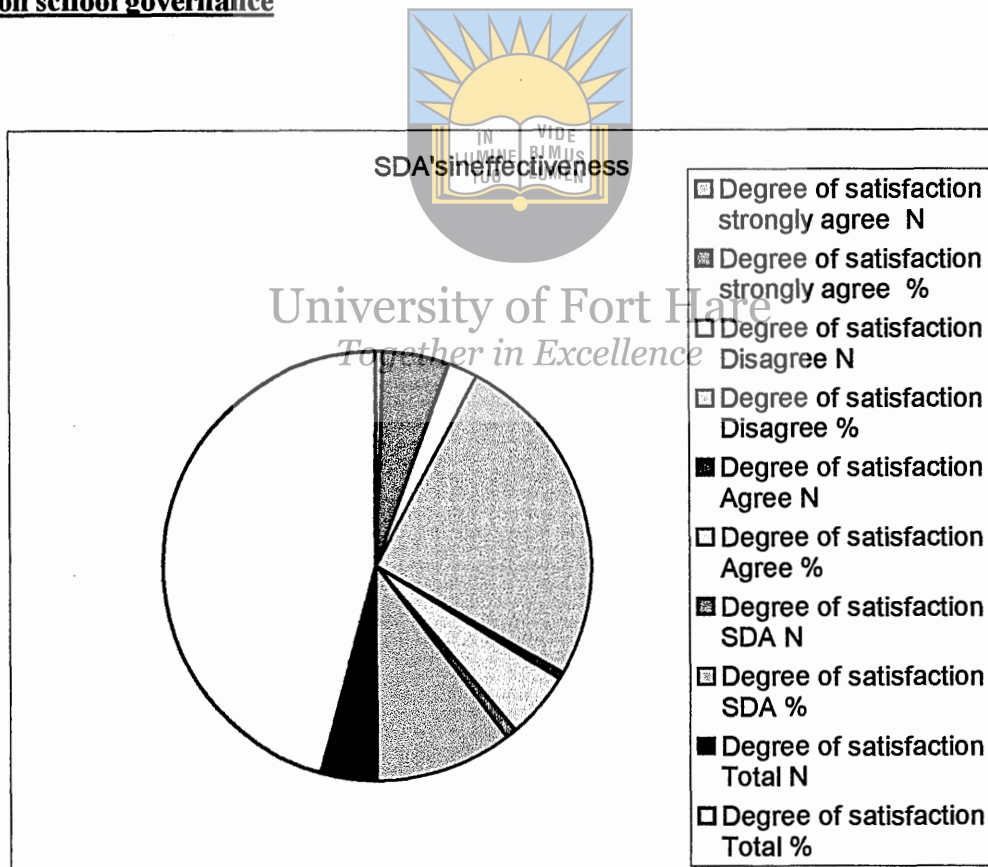
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Five SDA members indicated that with the situation in Zimbabwe, whether one is dedicated to the education of his/her children or not, money comes first. These members were suggesting that because they are not paid for their services there is no way they can devote most of their time to SDA duties.

4.6.2 SAs' remarks

4.6.2.1 SAs' opinions on effects of SDAs' ineffectiveness, socio-economic status, educational background and the lack of resources on the governance of schools by SDAs

Pie-chart 4.17 shows SAs' opinions on the effects of SDAs' ineffectiveness, socio-economic status, educational background and lack of resources on school governance



55.6% of the SAs indicated that SDA ineffectiveness wasn't affecting the overall performance of their schools. The percentage shows that according to more than half of SAs SDA members are effective. 22.2% agreed that SDAs' ineffectiveness affected

overall school performance. This may be a reflection of a serious disparity in opinions when trying to make corrective measures on the performance of SDAs. The presence of contradictions between the SAs may also be a reflection of the level of information known on what the Ministry of Education expects from the SDAs.

33.3% indicated that there are some family circumstances such as illiteracy and poverty, which contribute towards SDAs' ineffectiveness. SDA members who indicated that they fail to attend and execute their duties all the time because of family commitments/circumstances and transport costs supported this. 77.8% indicated that lack of resource materials in schools result in poor performance of SDAs. SDAs fail to pay bills because of the unavailability of funds in their school accounts. They also fail to purchase computers, videos and other necessary equipment for their schools.



SAs indicated that the quality of SDA performances is adversely affected by shortages of resources. One of the School Administrators indicated that shortages of funds have contributed to the decline in the services rendered by SDAs. Most heads indicated that they do not have enough classroom accommodation because of the movement of learners due to the economic hardships and drought in the country. Several families are moving into towns, where they can survive on unskilled means such as vending taking with them their children. This is raising the enrolments in schools hence the shortages experienced.

The researcher established from the SAs' comments that District Education Officers (DEOs) are no longer frequenting schools. They indicated that supervision of both teachers and SDA activities was inadequate hence the failure of the Ministry of Education to notice some problems experienced by SDAs. The researcher observed the district

office reports at one of the schools and discovered that the school was last visited some seven months ago. SAs indicated that they are not satisfied with the work of their SDAs. They indicated that SDA ineffectiveness was rampant in schools. One school deputy head indicated that there was not even one meeting they have had where all the SDA members were present. This situation makes it very difficult for the committee to progress.

SAs indicated that parental assistance to the school; parental income and smaller family sizes gave SDAs a wide range of advantages. They indicated that parental involvement was lacking in schools and this was one of the most important causes of SDA's failure. This could be an indication of socio-economic class, as parents may be willing to participate in school activities but unable to do so because they cannot afford much in terms of money. One senior teacher indicated that differences in the performance of SDA members could be associated with differences in the level of socio-economic status, parental education and professional backgrounds. One SA indicated that SDAs' performances couldn't only be improved by the availability of resources in school; the home environment plays an equally important role. The same finding was established in the literature review.

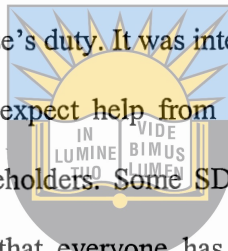
In conclusion SAs suggested that if the following could be done, the SDAs' performance can be improved:

- a) Introduction of financial incentives for SDA members
- b) Formation of an association for SDAs (like the one for teachers, Zimbabwe Teachers' Association)
- c) Ministry of Education must give total control of SDA workers to SDA committees

- d) Ministry must review SDA regulations to cater for communities of lower socio-economic status
- e) SDA members should be given longer office terms
- f) There must be continuous training for SDA members

4.6.2 SDA members' remarks

Most of the SDA members indicated that they are not happy with their schools. They indicated that SDAs can be blamed for failing to provide resource materials and equipment but it is also everyone else's duty. It was interesting to note that SDA members could point out areas where they expect help from the government, community, and students and even from other stakeholders. Some SDA members especially those who were once educators pointed out that everyone has a part to play in improving the education system of Zimbabwe.



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SDA members blamed the non-supportive community environments and government for their failure. They indicated that the government was demoralizing educators by not paying them accordingly so they now had little interest improving the education system. This was confirmed by one SDA member who indicated that they often receive highly qualified teachers who are very effective but now they do not stay for long. Teachers are heading for greener pastures.

On what they think could be done to improve their performance SDA members identified the following:

- a) government must keep on training SDA members and make follow-ups on all SDA activities
- b) SDA members should be given more time in office
- c) government must make SDA members permanent workers or introduce incentives for them
- d) The statutory instruments should be amended constantly

One of the SDA members indicated that as long as the government's bureaucratic procedure is implemented SDAs couldn't progress because it takes time for them to get approval from the Ministry whenever there is something they want to do. This affects them even when they want to have fund raising activities at the schools.



4.7 The observation guide for schools

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Observation guides were used to obtain first hand information on the three schools. Direct observations established that all three schools do not have enough classroom accommodation and furniture. The classrooms and the furniture available are properly looked after. The researcher observed workers cleaning the classrooms, windowpanes and maintaining the school grounds. All three schools were observed to be very smart, even the students' toilets were clean.

The researcher observed that the 'hot-sitting' arrangement was a good relief; it was only bad in that the available resources were over-used and they didn't last long. The researcher observed that all three schools had school buses, which were donated by the SDAs.

From the observations, it can be concluded that though SDAs are failing on some areas, they are really doing well on school cleanliness, the maintenance of classrooms and furniture. At one school the researcher was told that their policy on school property was that if anyone breaks anything he/she has to replace.

All in all the observations established that:

- a) SDAs are doing well in the maintenance of classrooms, school grounds, toilets and furniture
- b) SDAs are putting in place good policies at schools to guard against misuse of school property
- c) If corrective measures are taken SDAs have the potential of improving the services they are giving to Zimbabwe's education system.



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4.8 Summary

This chapter focused on data presentation, data analysis and interpretation, which were done with reference to the objectives and research questions as outlined in chapter one. The findings suggest that there are several factors that affect SDAs' participation in the governance of secondary schools in Harare, Highfield circuit. The main findings of the study, which are the major factors that affect SDAs' participation in the governance of secondary schools could be summarized as follows:

- a) Inequitable distribution of expertise among SDA members because of lack of training.

- b) Poor economic status of the SDAs and local communities due to the economic hardships experienced in the country.
- c) Ministry of Education ineffectiveness and poor administrative focuses.
- d) Little support from the Ministry of Education, community and the SAs
- e) Family commitments.
- f) Lack of incentives for SDA members.

Some of these factors were established by the literature review and the pilot study. This can be translated to mean that SDA members in Highfield circuit are failing to execute their duties due to critical shortage of resource materials in schools because parents are failing to support schools financially. Other factors are lack of proper expertise among SDA members, poor administration approaches together with inadequate training and supervision of SDAs by the Ministry of Education and non-supportive communities.



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The next chapter presents summary, conclusions and recommendations that may assist in improving the way SDAs execute their duties in secondary schools in Zimbabwe in particular, and in the developing countries in general.

Chapter v

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented, analysed and interpreted the data of the investigation. This chapter presents the discussion of findings, conclusions and recommendations of the investigation and suggestions for future research.



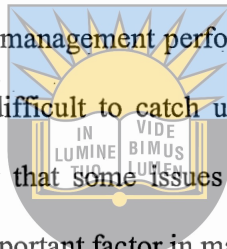
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5.2 Summary

Data obtained revealed that the three secondary schools do not have sufficient classrooms, textbooks, teaching guides, furniture, equipped libraries and laboratories, computers for students and other important information technology systems. In Zimbabwe all these are supposed to be provided by SDAs. The shortage of all these resources means that SDAs are failing to raise enough money to purchase all the school needs. This stands to suggest that educators and students in these schools cannot perform their best without the basic resources. 'Hot-sitting' reduces the number of hours students have to be in class with their teachers and this adversely affect learners' performances.

Collected data also revealed that most parents do not care much about their children's education. They do not come to meetings and to support the SDAs' projects especially in fund raising. Parents' involvement in the school and in the education of their children is low. The levels of socio-economic status, educational and professional backgrounds, family size and family income have been found to be associated with the performance of SDAs. This implies that the family background plays a vital role in the management outcomes of SDAs.

The data collected revealed that constant absenteeism on the part of the SDA members is a factor that contributes to the poor management performances. Members who are often absent from meetings will find it difficult to catch up with others and make positive contributions especially considering that some issues will be discussed during his/her absence. Regular attendance is an important factor in making the best contributions.



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The study established that SDAs receive inadequate supervision and support (technical, financial and supervision) from the Ministry of Education hence their management becomes ineffective. This discrepancy was confirmed by more than half of the respondents. Most of the SDA members are not aware of the recent management strategies, which emphasize the need to meet the goals of stakeholders. One cannot shoulder the blame on SDA members for all these shortcomings but on the government through the Ministry of Education for failing to support the structures they established.

5.3 Conclusions

Generally the findings of the study suggest that there are factors that are contributing to the ineffective and inefficient execution of duties by SDAs in secondary schools in Highfield circuit.

The main findings of the study could be summarized as:

Factors, such as lower parental income, low educational levels of the community and the SDA members, family commitments, insufficient support from the community and the Ministry of Education, school organizational and leadership focuses and lack of resources were identified. Insufficient parental involvement/participation and negative attitudes in school activities and in the education of their children is one of the most important factors for the ineffective and inefficient participation of SDAs.



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The study established that differences in the participation of SDA members are strongly associated with differences in the level of the parents and SDAs' socio-economic status, educational and professional backgrounds, family income and employment status. Thus participation of SDAs cannot be improved by solely improving Ministry contributions and training of SDA members, the home environment plays an equally important role.

5.4 Recommendations

In light of the findings of this research the following recommendations are made:

5.4.1 There is need for well-coordinated capacity building programmes. The government, through the Ministry of Education should take an active role in the support of the schools under its ambit. Regional education offices need to conduct training sessions with SDA members and the School Administrators. These sessions would provide SDA members with current management strategies, so that they can be innovative and effective under unfavourable conditions as those found in the Highfield circuit. Such training should also comprise longer courses which focus on the development of skills such as prioritisation of needs, familiarisation with legal instruments, strategies for mobilisation of community support and diversification of sources of funds.



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5.4.2 Distribution of resources from the government such as the SSF must favour disadvantaged schools first.

5.4.3 The Ministry of Education must revisit the legal and statutory instruments governing the operations of the SDAs since some of the rules and regulations have been found to be hindrances. For example, the term of office and the bureaucratic procedures. SDA members should be given more time in office to allow for more stability and continuity. This would also allow for more time for returns on resources invested in training such members.

5.4.4 There is need to encourage participation of parents through the creation of parent educators associations, local education supervisors and other structures involving parents who work to establish problems facing their SDAs and finding ways of addressing them.

5.4.5 It is recognized that SDAs cannot provide quality management at schools when they are not paid or given some incentives and have other income generating activities to do. So, the Ministry of education must employ full- time SDA members like what is happening with the SDA bursars.



5.4.6 In special circumstances SDAs could be allowed to apply to the Ministry directorate for permission to charge fees beyond the upper limit set by the local authorities. This may assist in the purchase of textbooks, school equipment, and construction of more classrooms.

5.4.7 Based on the insights gained from this case study, a national survey on the impact of SDAs is justifiable. A study of that scope would offer a more comprehensive, clearer and informative picture of the factors affecting SDAs' participation in the governance of secondary schools on a large scale. In any case, it is more than ten years after the establishment of these SDAs, and yet a full-scale national study is not in place.

5.5 Suggested areas for further research

The following areas were suggested for further research:

- There is need to investigate how SDCs (for non-governmental secondary schools) are performing in school governance.
- Research is needed to find out why there is inadequate SDA supervision from the Ministry of Education.
- There is need to investigate why SDAs are getting inadequate support from the community.



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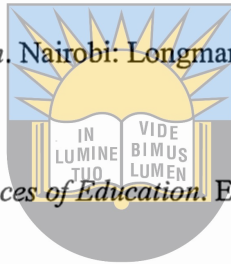
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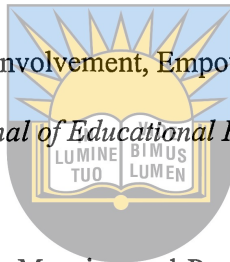
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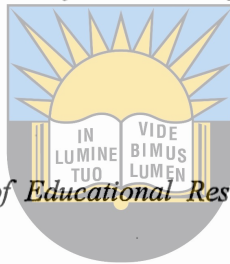
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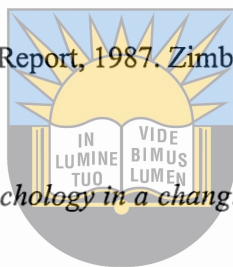
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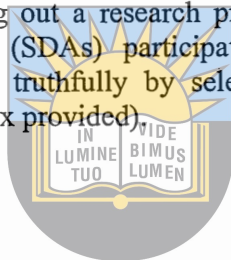
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APPENDIX A

QUESTIONNAIRE GUIDE FOR SCHOOL ADMINISTRATORS (SAs) (HEADS/DEPUTY HEADS AND SENIOR TEACHERS) OF SECONDARY SCHOOLS

I am a university of Fort Hare student in the Republic of South Africa, doing a Master of Education Degree. I am carrying out a research project on 'Factors affecting School Development Associations' (SDAs) participation in the governance of secondary schools. Kindly answer truthfully by selecting the most appropriate response to each item. (Tick on the box provided)



GENERAL BACKGROUND

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF HEAD/DEPUTY HEAD AND SENIOR TEACHERS

1. Sex:

Female	[]
Male	[]

2. Age:

20-29 years	[]
30-39 years	[]
40-49 years	[]
50- 59 years	[]
60- 69 years	[]

3. Employment status

Senior Teacher	[]
Acting Head	[]
Acting Deputy Head	[]
Substantive Head	[]
Substantive Deputy Head	[]

4. Highest academic/professional qualifications

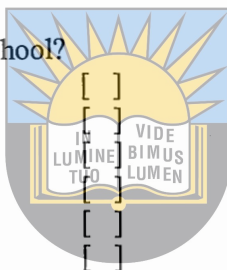
- "A" Level and teacher education []
- B/A Bsc []
- B Ed []
- B. Admin []
- M.Ed []
- Other (specify)

5. How long have you been a Head/Deputy Head/Senior Teacher?

- Less than 1 year []
- 1-5 years []
- 6-10 years []
- 11-15 years []
- 16-20 years []
- Over 20 years []

6. How long have you been in this school?

- Less than 1 year []
- 1-5 years []
- 6-10 years []
- 11-15 years []
- 16-20 years []
- Over 20 years []



7. Do you support the involvement of SDAs in the governance of schools?

- Yes []
- No []

Give reasons.

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

8. Have you been trained to work with the SDAs?

- Yes []
- No []

If no, how do you manage to work with the SDA members?

.....
.....

9. How would you describe your SDA members in relation to the duties they are carrying out?

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

10. Have your SDAs sought involvement in curriculum development as provided for by the statutory instruments governing them?

Yes []

No []

SCHOOL MATERIALS/EQUIPMENT AND FACILITIES

11. Does your school have enough classrooms and furniture?

Yes []

No []

12. Does your school have electricity?

Yes []

No []

13. Does your school have fresh drinking water?

Yes []

No []



14. Does your school have computers for students?

Yes []

No []

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15. Does your school have a laboratory?

Yes []

No []

16. Do you have enough teachers' resource books?

Yes []

No []

17. Does your school have a video machine?

Yes []

No []

18. Does your school have a cassette player?

Yes []

No []

19. Does your school have a photocopier?

Yes []

No []

20. Does your school have a library/resource center?

Yes []
No []

21. Do you have enough textbooks at your school?

Yes []
No []

22. What is the average learner textbook: ratio

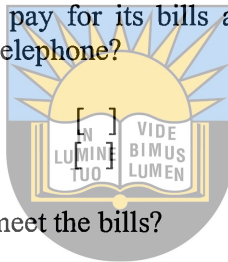
23. What is the classroom: learner ratio

24. Does your school have a telephone?

Yes []
No []

25. Does your school manage to pay for its bills and equipment repairs every month? (For example, electricity and telephone?)

Yes
No



If no, Why does the school fail to meet the bills?

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26. Which factors hinder effective and efficient execution of duties by SDAs?

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

27. Have SDAs received sufficient support from the Ministry of Education as pledged since its advert in 1991?

Yes []
No []

Support your answer.

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

OTHER ISSUES

Put a cross in the box, which reflects your opinion

- | | |
|-----|-------------------|
| [4] | strongly agree |
| [3] | agree |
| [2] | disagree |
| [1] | strongly disagree |

28. SDAs' ineffectiveness has greatly affected the overall performance of this secondary school.

[4] [3] [2] [1]

29. Family circumstances like illiteracy and poverty contribute towards the ineffective performance of SDAs.

[4] [3] [2] [1]

30. Lack of resource materials in secondary schools result in poor performance of the SDAs?

[4] [3] [2] [1]

31. What other factors do you think will contribute towards the performance of your school's SDA (put them in order of importance)

1.
2.
3.
4.
5.

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Thank you for your co-operation.

APPENDIX B

QUESTIONNAIRE GUIDE FOR SCHOOL DEVELOPMENT ASSOCIATION MEMBERS (SDAS)

I am a university of Fort Hare student in the Republic of South Africa, doing a Master of Education Degree. I am carrying out a research project on ' Factors affecting School Development Associations' (SDAs) participation in the governance of secondary schools'. Kindly answer truthfully by selecting the most appropriate response to each item. (Tick on the boxes provided).



1. Gender

2. Age: (tick where appropriate)

20-29 years []

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30-39 years []

40-49 years []

50-59 years []

60-69 years []

3. Your highest academic qualification

Standard 6 []

J.C []

“O” Level []

A'level []

Other (specify)

4. Occupation

5. Position held in the SDA

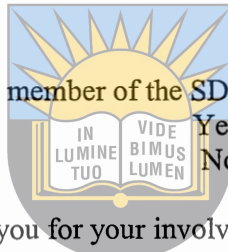
6. Do you have any other form of qualification?

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

7. What is the average amount of time you spent on your responsibilities and the activities that you engage in as a member of the SDA?

.....
.....

8. Have you received any training as a member of the SDA?



Yes []
No []

If yes, how has that training prepared you for your involvement in the SDA?

.....
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.....

If no, how do you manage your duties in the SDA?

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

9. To what extent does your SDA function as required by the statutory instruments governing you?

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

10. To what extent is the pool of expertise (technical, administrative and managerial) found in your SDA appropriate for developmental mission at your schools?

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

11. How many children do you have?

12. How far do you stay from this school?

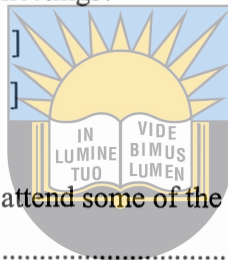
13. Do you have a house of your own or you are renting?

If you are renting how often do you change?

14. Do you manage to attend all SDA meetings?

Yes []

No []



If no, What makes you fail to attend some of the meetings?

.....
.....

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15. How often are SDA meetings held?

.....
.....

16. Describe the SDA's relationship with the school and the local community?

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

17. Have you, as SDAs received sufficient technical support from the Ministry of Education as pledged since 1991?

Yes []

No []

Support your answer.....
.....

.....

18. Does your school have a vision/mission statement?

Yes []

No []

If yes, briefly explain how this vision/mission statement underpins and guides the work of the SDA of the school?

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

19. What can you point out as hindrances to effective and efficient execution of your duties?

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



20. What kind of support would you enjoy from the Government, through the Ministry of Education to improve the performance of the SDAs?

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

21. Besides what we have pointed out above, what other comments would you want to make about the functions, performance and duties of the SDA in your school?

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

Thank you for your co-operation.

APPENDIX C

OBSERVATION GUIDE FOR SCHOOLS

The researcher shall complete this observation schedule.

PHYSICAL STRUCTURES



1. School **University of Fort Hare**
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2. Does the school have enough classrooms?
3. Does the school have a library?.....
4. Does the school have a laboratory?.....
5. Does the school have reliable sources of fresh water?.....
6. Does the school have enough toilet facilities?.....

7. Does the school have equipped workshops for practical subjects?.....

8. Does the school have designated places to put rubbish?.....

CLASSROOM FACILITIES

9. Does the school have enough of the following amenities?



Amenities	Yes	No
textbooks		
stationery		
furniture		
computers		
photocopier		
Video cassette		
Radio cassette		
telephone		
Teachers' resource books		
School bus		
Library books		

10. Does the school have a vision/mission statement?

Where is it displayed?

11. How is the state of the classroom structures?.....

12. Is the school environment conducive to learning?



13. Can the researcher access SDA minute books?.....

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14. General comments as seen by the researcher.

.....

.....

.....

.....

APPENDIX D

Highfield High 1 School Development Association Meeting

Date. 28th July 2003 at Highfield High 1 at 10:00 Am

<u>Present.</u>	Mr Hwami	Chairperson
	Mr Magede	Treasurer
	Mr Nyagura	Head
	Mrs Gwara	Senior Woman
	Mrs Masakara	SDA Bursar
	Mr Dumba	Committee Member

MOTPM

- 1.1 A prayer from Reverend Chipso Anglican Church.
- 1.2 Reading and passing of previous meeting's minutes.



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Matters on the Agenda

- 1.3 Concern on delay on the previous meetings' resolutions.
e.g. auditing of school financial books.
- 1.4 Purchasing of library books.
- 1.5 Resolutions on Schools' tendering system.
- 1.6 State of buildings especially the outer sides.
- 1.7 Community participation in school activities.
- 1.8 Presentation of teachers' preparatory work for mid-year examinations.
- 1.9 Preparations for prize giving day 2003.
- 1.10 Treasurer's report.
- 1.11 Any other business



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**FACULTY OF MANAGEMENT,
DEVELOPMENT AND
COMMERCE**

SCHOOL OF EDUCATION

PRIVATE BAG X1314 ALICE 5700

PROVINCE OF THE EASTERN CAPE – SOUTH AFRICA

TELEPHONE 040 – 6022075/ 6022412/ 6531943

CELL: 082 200 3369

E-mail: blindeque@ufh.ac.za or benlindeque@procomp.co.za

18 June 2003

The Regional Director
Harare Region
P O Box Cy 1343
Causeway
Harare

Dear Sir/Madam

**REQUEST TO BE GRANTED PERMISSION TO CONDUCT RESEARCH WITH
YOUR SCHOOLS**

I am kindly requesting you to permit Ms Patricia Punungwe (200261347) a second year Master of Education in Education Management and Policy student at the University of Fort Hare, to conduct research with your schools in Highfield, Harare.

The research to be conducted in July 2003 will target school heads, deputy heads and School Development Committee members of three selected secondary schools. The research entitled "Factors affecting School Development Associations' participation in the governance of secondary schools" will be academic, and information obtained shall be used for the research project only.

I wish to thank you in advance.

Sincerely,

Ben Lindeque
Professor and Associate Dean

Faculty of Management, Development and
Commerce
University of Fort Hare
P. Bag x1314
Alice
South Africa

22 July 2003

The Permanent Secretary
Ministry of Education
P Bag CY 1343
Causeway
Harare



Dear Sir/Madam

RE. Request To Be Granted Permission To Conduct Research With Your Schools

University of Fort Hare
Together in Excellence

I am kindly requesting to be permitted to conduct research with your schools in Highfield. My topic is "Factors affecting School Development Associations' (SDAs) participation in the governance of secondary schools". The research will target school heads, deputy heads, senior teachers and SDA members of three secondary schools. The schools are Highfield High 1,2 and Mukai.

The research shall be strictly academic, information obtained shall be used for the research project and might be of use in trying to support the Zimbabwean government's decentralisation policy in schools.

Thanking you in advance.

Yours Faithfully
Punungwe Patricia

Ref: C/426/3

*all communications should be addressed to
"The Secretary for Education Sport and Culture"
Telephone: 734051/59 and 734071
Telegraphic address : "EDUCATION"
Fax: 794505*



ZIMBABWE

Ministry of Education Sport and Culture
P.O Box CY 121
Causeway
Zimbabwe

28 July 2003.

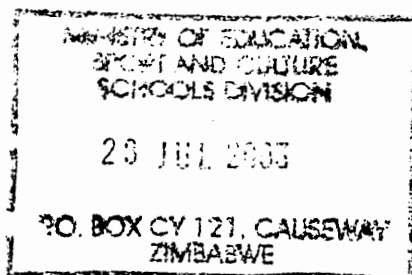
Ms. P. Punungwe
University of Fort Hare
Private Bag X 1314 Alice 5700
Province of Eastern Cape.
South Africa.

**RE: PERMISSION TO CARRY OUT RESEARCH ON THE FACTORS
AFFECTING SCHOOL DEVELOPMENT ASSOCIATIONS (SDAs)
PARTICIPATION IN THE GOVERNANCE OF SECONDARY SCHOOLS.**

With reference to your application to carry out research on the above mentioned topic in the Ministry of Education's institutions, permission is hereby granted. You are, however, required to liaise with the Provincial Education Director Harare for clearance before carrying out your research.

You are also required to supply the Ministry of Education, Sport and Culture with a copy of your research that may contain information instrumental to the development of Education in Zimbabwe.

L.P. Muranzi
For: SECRETARY FOR EDUCATION, SPORT AND CULTURE



Authority granted

