SCHOOL GOVERNING BODY MEMBERS' PERCEPTIONS ABOUT THEIR
ROLE IN THE GOVERNANCE OF SECONDARY SCHOOLS IN LESOTHO

by

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PROMOTER:
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DECLARATION WITH REGARD TO INDEPENDENT WORK

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18th September 2015

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DEDICATION

The study is dedicated to my wonderful wife Constance Mats'ele Senekal and my lovely daughters, the MDs, Mojabeng Dorcas Senekal and Mochaoana Doris Senekal.

It is also to my mother Masebapalo (Maliphapang) Anna Senekal and my late father Ernest Mautoane Senekal who pushed me to school when I was young and ignorant of what lied ahead.

Above all, to God the Almighty who always made things that looked impossible, surmountable.

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To my colleagues at Qalo High School who made the atmosphere endurable for me to carry on with the study during its initial stage, I say thank you.

To all the School Boards and principals of schools in the Botha-Bothe and Leribe districts that availed themselves for this study, I thank you dearly.

To fellow congregants at the Botha-Bothe Camp LECSA, "Hitherto hath Jehovah helped us."

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May God bless you all.

ABSTRACT

Although the history of school governance can be traced back to the Dark Ages when boards of trustees were responsible for setting up and running English schools; in many developing countries school governance comes post democracy as part of the transformation of education systems that were highly centralized and segregated towards decentralized, democratic and inclusive systems. The rationale for the transfer of power to School Governing Bodies/Boards (SGB) was that local citizens and school personnel know their school best and, if given the chance, they are in the best position to solve most of the problems experienced by schools (i.e. local solutions to local problems). Empowering schools through SGB's has also been perceived as a way to increase efficiency, encourage innovation, and combat social inequality and segregation in education. Although decentralization has led to greater autonomy for school governing boards in making decisions at school level; many SGB's, particularly in the rural and less advantaged urban areas, seem to have difficulty in fulfilling their functions. Some critics argue that a pressing problem in many schools is that the SGB's do not have a clear understanding of their roles, duties and responsibilities. Similarly in Lesotho the Ministry of Education & Training (MOET) also argued that most of the School Board members have no formal training in management of education. Findings from other studies in Lesotho were that the contribution of the board members is always limited; maybe because they do not have the knowledge and experience. If the School Board members do not know their functions, it means they act oblivious of their mandate and this suggested that there was a problem worth researching. A key question that could be raised is: 'What are the possible factors that could contribute to the (in)effective functioning of SGB members?' Although there are many factors that could be attributed to dysfunctional SGB's, Bandura argued that individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not. Self-efficacy beliefs are therefore an important aspect of human motivation and behavior because they influence the actions that can affect one's life. Consistent with Bandura's four sources of self-efficacy four research questions were

then raised for this study. An example of one of the questions was to what extent do SGB members perceive themselves as having performed their duties successfully?

In this study the researcher was interested in the personal experiences of the SGB members which required a description or interpretation of the meanings of phenomena experienced by them as participants in the investigation. Consistent with the descriptions of the various types of phenomenology given in the literature the study adopted the descriptive or hermeneutical phenomenology as an appropriate approach. A total of 10 SGB Chairpersons, 17 School Principals and 39 ordinary board members were purposively sampled to take part in this study. Questionnaires were used to collect data from the 39 board members and interviews were used to collect data from the 17 school principals and the 10 chairpersons. The findings of this study showed as an example, that SGB members who participated in this study generally do not perceive themselves as having performed their duties satisfactorily.

This study therefore recommends that SGB members be nominated from those who have at least Cambridge Overseas School Certificate as a basic entry qualification. Basic training of the SGB members on school governance should be mandatory before one assumes duty. Frequent continuous training programmes should be organized in order for the school governance to become effective.

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ACRONYMS

COSC	Cambridge Overseas School Certificate
MoET	Ministry of Education and Training
ECoL	Examinations Council of Lesotho
SGB	School Governing Body
JC	Junior Certificate
B Ed	Bachelor of Education
M Ed	Master of Education
PhD	Doctor of Philosophy
MP	Member of Parliament
SEO	Senior Education Officer
PS	Principal Secretary
SASA	South African School Act

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In both the developed and developing worlds, government attempts to improve education have been mostly about providing more classrooms, more teachers, and more textbooks to schools. There is growing evidence, however, that more inputs are not enough to make schools work better. One important reason why education systems are failing to provide children with a solid education is the weak accountability relationships among policy makers, education providers, and the citizens and students whom they serve (Collins, 2004 and Bruns, Filmer & Patrinos, 2011)). School-based management (SBM) puts power in the hands of the frontline providers and parents to improve their schools. Its basic premise is that people who have the most to gain or lose—students and their parents—and those who know what actually goes on in the classroom and school—teachers and school principals—should have both greater authority and greater accountability than they do now with respect to school performance (Collins, 2004). For this reason governance of schools through School Governing Bodies/Boards (SGB's) is becoming an increasingly important issue as educators begin to realize how crucial it is to empower participants in any educational process.

Although the history of school governance can be traced back to the Dark Ages when boards of trustees were responsible for setting up and running English schools; in many developing countries school governance comes post democracy as part of the transformation of education systems that were highly centralized and segregated towards decentralized, democratic and inclusive systems. Prior to independence in many African countries the education systems designed by the colonial master did not allow stakeholder-inputs in matters concerning the governance of their schools. This resulted in an education system which was viewed as not advancing the interests of the indigenous people. Poor educational standards as well as the issue of non-

representation in the governance of schools, then led to widespread opposition and pressure for change from indigenous communities. Recommendations post-democracy were that the colonial education systems be transformed and a new system of educational decision making and management be designed to ensure participation of all interested parties in governance at local level. In countries that share this view it has always been strongly argued that the vehicle to reach both inclusivity and decentralization was the establishment of School Governing Bodies/ Boards (SGB's). These transformation efforts are concerned with these two important principles i.e. inclusivity and decentralization (Waghid, 2000). Inclusivity means participation of parents, educators, non-teaching staff, leaners and other people who might be willing and able to make a contribution to the school. Decentralization means that decisions ought to be made by people who are closest to the situation (Backman & Trafford, 2007). In the case of schooling this means that instead of the central government making all the decisions, many decisions are made at the grassroots level. According to Hooge, Burns & Wilkoszewski, (2012) decentralization in this sense of participative democracy refers to enhancing direct participation in education policy making and implementation at the local level. However a major problem with the new decentralised system is that SGB's seem to experience several difficulties in reaching some of these objectives. An immediate question would be what theory can help us explain some of these observations.

1.2 THEORETICAL BRIEF

The importance of utilizing a theoretical framework in a dissertation study cannot be stressed enough. According to Grant & Osanloo (2014), the theoretical framework is the foundation from which all knowledge is constructed for a research study. It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis. Hence a research without a theory is like trying to fly a plane without a compass. This is particularly so in areas such as school governance where considerable efforts have been made to study SGB's, yet no single competent and integrative theory or model to explain the roles played by governing

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boards has been agreed upon (Hung, 1998). While there are a number of influential theories and models in the field of school governance, this study was anchored in Bandura's (1977) Self-Efficacy Theory which was developed within the framework of the broader Social Cognitive Theory. Although a more detailed explanation of the theory will be given in the literature review chapter; basically Bandura (1989) argued that the perceptions people hold about themselves (self– efficacy) affect the way they carry out their functions. People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles. Perceived self-efficacy is theorized to influence performance accomplishments both directly and indirectly through its influences on self-set goals. In short self-efficacy beliefs will influence how people think, feel, motivate themselves and act. This study argued that SGB members will perform their school governance roles effectively when they believe they are good at the task while those with low self-efficacy run the risk of performing tasks below their actual ability level because they believe they can only perform to that level, and they may not recognize their aptitude to do the work. Self-efficacy is not concerned with the global perspective of what a person thinks about oneself but rather self-efficacy is concerned about the perception or judgment of being able to accomplish a specific goal. Individuals' self-efficacy judgments also have been shown to influence certain thought patterns (e.g. goal intentions, worries, causal attributions) and emotional reactions (e.g. pride, shame, happiness, sadness) that also influence motivation (Bandura, 1977). These judgments are a product of a complex process of self-appraisal and self-persuasion that relies on cognitive processing of diverse sources of efficacy information (Bandura, 1990). Bandura (1977, 1986) categorized these sources as past performance accomplishments, vicarious experiences, verbal persuasion, and physiological states. These four sources then formed the axle around which this study revolved.

1.3 STATEMENT OF THE PROBLEM

The rationale for the transfer of power to SGB's was that local citizens and school personnel know their school best and, if given the chance, they are in the best position to solve most of the problems experienced by schools (i.e. local solutions to local problems). Empowering schools through SGB's has also been perceived as a way to

increase efficiency, encourage innovation, and combat social inequality and segregation in education (Waslander, Pater & de Weide, 2010). So in short decentralization primarily aimed at improving the quality of education and in fact research on participative democracy seems to show a positive impact on schooling and/or greater effectiveness or efficiency in education (Fung & Wright, 2001). Although decentralization has led to greater autonomy for school governing boards in making decisions at school level; many SGB's, particularly in the rural and less advantaged urban areas, seem to have difficulty in fulfilling their functions (Asmal, 1999). Some critics nowadays regard boards as non-players—structural relics of early-twentieth-century organizational arrangements with little bearing on what actually happens inside classrooms (Shober & Hartney, 2014). These critics go further to argue that SGB's may be responsible for buildings and budgets but do little that has much impact on student learning. Similarly Squelch (2001) argued that a pressing problem in many schools is that the SGB's do not have a clear understanding of their roles, duties and responsibilities. Besides this lack of understanding of their roles, many governors, especially parent governors, do not have the necessary capacity to fulfil their duties. Similarly in Lesotho the Ministry of Education & Training (MOET) also argued that most of the School Board members have no formal training in management of education (MOET, 2005). Findings from other studies in Lesotho (Mncube & Makhasana 2013; Motsamai, Jacobs & de Wet, 2011) were that the contribution of the board members is always limited; maybe because they do not have the knowledge and experience. If the School Board members do not know their functions, it means they act oblivious of their mandate. The conclusion that can be drawn from these observations is that SGB's are not functioning as expected of them in the schools where they have been formed – suggesting that there is a problem worth researching. In the literature a research problem exists if at least two elements are present. First, the current state differs from the ideal state (Sekaran, 2003). Second, there is not an "acceptable" solution available. The absence of an acceptable solution can entail either there being no solution documented in the literature, or the solutions noted in the literature leading to mixed results or contradictions (i.e. not properly addressing the problem) (Creswell, 2005). In this case there is a perceived discrepancy between what is and what should be

in terms of why SGB's were formed. Despite this observation that SGB's have in many places been viewed as often educationally dysfunctional, the idea of local control and local accountability still has wide appeal; and it still seems preferable to a one size-fits-all behemoth of centralization. This dichotomy where on one hand SGB's are said to be dysfunctional yet on the other hand they are still preferred, suggests a pressing need for researchers to understand how they could be made more functional. However fewer studies have been conducted in Sub Saharan Africa (including Lesotho) and this suggests that this area has not attracted many researchers' attention (Onderi & Makori, 2012). This is the gap that this research needed to fill.

1.4 PURPOSE OF THE STUDY

A key question that could be raised is: 'What are the possible factors that could contribute to the (in)effective functioning of SGB members?' Although there are many factors that could be attributed to dysfunctional SGB's, Bandura (1977) argued that people's accomplishments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills. Individuals are more likely to engage in activities for which they have high self-efficacy and less likely to engage in those they do not (Van der Bijl & Shortridge-Baggett, 2002). Self-efficacy beliefs are therefore an important aspect of human motivation and behavior because they influence the actions that can affect one's life. The basic idea behind the Self-Efficacy Theory is that performance and motivation are in part determined by how effective people believe they can be. The issue of SGB members' self-efficacy beliefs has not been sufficiently addressed especially in Lesotho where only a few studies have been done on schools governance (Matsepe, 2014; Matalasi, 2000; Motaba, 1998). Given this gap in knowledge, the purpose of this study was to investigate the perceptions held by SGB members about their governance role in some selected schools in Lesotho.

1.5 RESEARCH QUESTIONS

Consistent with Bandura's four sources of self-efficacy the following four research questions were then raised for this study:

1. To what extent do SGB members perceive themselves as having performed their duties successfully?

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2. How do SGB members perceive their performances when compared with other members of the board both internally and externally?

3. To what extent do SGB members perceive other stakeholders' appraisals of their performances as encouraging/discouraging?

4. Do SGB members perceive their school governance tasks as challenges to master or as threats to be avoided?

1.6 SIGNIFICANCE OF THE STUDY

So why would it be important to study the self-efficacy beliefs of SGB members about their role in school governance? Despite concerns that SGB's are dysfunctional, the rationale behind their continued existence is that the democratic movement regards the community stakeholders' involvement and participation as a necessary condition for democracy as well as for the convenient and efficient running of schools. So SGB's still have a global appeal because they allow meaningful inputs from stakeholders and such sound policies are a key foundation of democratic governance and economic development in every country. Yet formulating such policies is only half of the puzzle. The other, more challenging, half is ensuring that the legal framework is properly implemented lest everything boils down to wishful thinking. All too often citizens are witness to wishful thinking expressed in legislative solutions that fail beneficiaries in practice because implementation is misaligned. This phenomenon, known as the implementation gap, is the difference between what solutions have been adopted in legal documents and their actual implementation in practice. An implementation gap, simply put, is the difference between laws on the books and how they are carried out in practice. While implementation gap manifests itself uniformly in countries around the world as the difference between laws as envisioned during the design process and the reality that prevails as they are put into practice, the reasons for why that happens vary. So one of the important reasons why this study was carried out was to attempt to close such an implementation gap.

With specific reference to the self-efficacy beliefs of SGB members, literature shows that self-efficacy beliefs can enhance human accomplishment and wellbeing in countless ways. They influence the choices people make and the courses of action they

pursue. Individuals tend to select tasks and activities in which they feel competent and confident and avoid those in which they do not. Unless SGB members believe that their actions will have the desired consequences in terms of school governance, they have little incentive to engage in those actions. According to this self-efficacy theory, whatever factors operate to influence SGB members' behavior, they are rooted in the core belief that they have the capability to accomplish that behavior.

Self-efficacy beliefs also help determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will be in the face of adverse situations. The higher the sense of efficacy, the greater the effort, persistence, and resilience. So SGB members with a strong sense of personal competence are likely to approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They have greater intrinsic interest and deep engrossment in activities, set themselves challenging goals and maintain strong commitment to them, and heighten and sustain their efforts in the face of failure. Moreover, they more quickly recover their sense of efficacy after failures or setbacks, and attribute failure to insufficient effort or deficient knowledge and skills that are acquirable. SGB members with such self-efficacy beliefs would be an asset to the school as they have hope rather than total despair.

Self-efficacy beliefs also influence an individual's thought patterns and emotional reactions. High self-efficacy helps create feelings of serenity in approaching difficult tasks and activities. Conversely, SGB members with low self-efficacy may believe that things are tougher than they really are, a belief that fosters anxiety, stress, depression, and a narrow vision of how best to solve a problem. As a consequence, self-efficacy beliefs can powerfully influence the level of accomplishment that SGB members ultimately achieve. This function of self-beliefs can also create the type of self-fulfilling prophecy in which one accomplishes what one believes one can accomplish. That is, the perseverance associated with high self-efficacy is likely to lead to increased performance, which, in turn, raises one's sense of efficacy and spirit, whereas the giving

in associated with low self-efficacy helps ensure the very failure that further lowers confidence and morale.

The mediational role that judgments of self-efficacy play in human behavior is affected by a number of factors. There may be disincentives and performance constraints; that is, even highly self-efficacious and well skilled people may choose not to behave in concert with their beliefs and abilities because they simply lack the incentive to do so, because they lack the necessary resources, or because they perceive social constraints in their envisioned path or outcome. In such cases, efficacy will fail to predict performance. An individual may feel capable but do nothing because he feels impeded by these real or imaginary constraints.

It is hoped that the findings of the study will inform the School Boards about the expectations of the Ministry of Education & Training (MOET) in relation to performance of the functions. School Board members are believed to individually hold different perceptions about performance of some specific functions as shown above. This could be owed to their level of education or lack of experience in the management level. This study is intended to show and address such mismatch between the members' perceptions and what is expected of them.

1.7 DEFINITION OF OPERATIONAL TERMS:

Active participation: For the purposes of the study it refers to engaging oneself fully and positively in all the activities that are within one's jurisdiction as guided by the functions in the law.

Governance: Deciding on all the functions as described in the schools Act e.g. school policy, school development, school discipline and school finances (Joubert and Bray, 2007). Marzano, Waters and McNuty (2005) argue that it refers to the extent to which the school has established structures that allow for parents and community to be involved in decision making relative to school policy. There is not any difference between the two definitions given above. Hence the study will retain the two meanings.

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Management: Bloisi (2007) attests that it refers to delegating power, sharing of information as well as opening communication and cutting away of debilitating tangles of corporate bureaucracy. Jude (2005) says it is bringing together people and jobs in a way that sees that the jobs are properly carried out and that the people are satisfied with their jobs. For the study it refers to day to day running of the school towards achievement of its vision, actively leading the way in the purposeful functioning of a secondary school.

Post–primary: For the purposes of this study it refers to an institution offering secondary education up to COSC/LGCSE that has been operational for a period of at least three years in Lesotho.

Secondary School: For the purposes of the study it means any institution of learning offering secondary education up to COSC/LGCSE that has been operational for a period of at least three years.

School Board: A body that runs the school under the 2010 Education Act of Lesotho.

School Governing Body: A body that is responsible for the running of a school in other countries.

1.8   METHODOLOGY

This part shows the approach taken in the collection of data as well as analyzing it. It shows the population as well as the sample of the study.

1.8.1 Research Approach

Data were collected by means of interviews and questionnaires. The interviews were personal and telephonic. The former gave interviewer the chance to observe the subject and the whole situation as responses were being given. Personal interviews provided an opportunity for questions to be repeated or responses clarified. It is, therefore, a very flexible method. The latter was done with relatively low cost and completion was done over a short period of time (Ary, Jacob and Razavieh, 2002)

The qualitative approach was employed where the respondents gave their personal view and opinion on the ability to carry out functions based on the level of education and experiences they individually have. This displays ethnographic method of the approach.

In quantitative approach, the testing of the hypotheses and theory is very important. This is done with the empirical data available to see if they are supported. In line with this approach, questionnaires were constructed with which the present School Board members were visited for their view about their involvement in the governance of their schools. This was gathering information with the sole purpose of understanding the characteristics of the schools (population). This is a survey method of the quantitative approach.

1.8.2 Population

The population of this study consisted of the School Boards of about 300 secondary schools in Lesotho. These are School Boards of schools that are both in the highlands and lowlands of Lesotho.

1.8.3   Sample

The data for this study were collected from the School Board members in the Botha-Bothe and Leribe districts in Lesotho. There were 10 chairpersons interviewed while the principals were 17. This made a total of 27 interviewees. Data were also collected from 39 members of the School Board other than the chairperson and the principal.

1.8.4   Data Collection Procedures

Data were gathered through questionnaires as well as interviews. Cooper and Schindler (2003) contend that interviewer can probe for answers, use follow-up questions and gather information by observation. This was intended in the collection of data. Triangulation was maintained by use of various methods and instruments to collect data.

1.8.4.1 Pilot Study

Pilot testing was conducted to detect the weaknesses in design and instrumentation. It was also to provide proxy data for selection of a sample (Cooper *et al*, 2003). Pilot testing was conducted with the School Board members from the school where the

researcher works. The pilot study was used to refine the questionnaire to meet the validity and reliability of the tool.

1.8.5 Data Analysis.

Analysis of data normally involves reducing accumulated data to a size that can easily be managed. It involves developing summaries and looking for patterns as well as applying statistical techniques (Cooper *et al*, 2003). Data collected, with some items of the questionnaire picked, were interpreted mindful of their relationship with the research questions.

1.9 LIMITATIONS OF THE STUDY

The study was constrained by time and finances. This hampered the researcher from reaching other members of the School Board for interview. Some intended interviewees (chairperson/principal) would be reported to have left the place which had been decided as the meeting place without the knowledge of the researcher. The researcher would only get there to bounce and be informed of where the chairperson/principal was when he (researcher) was already at the initially agreed place. If the funds had been available, the researcher could have followed the person so as to have the interview at that place where he/she would be, especially when they did not show any problem of being interviewed there. There was an attempt to telephonically interview them but it was only one who was able to offer that kind of interview. The rest could not be found on the same day and when contacted on another day they would give an excuse of other commitments.

The study concentrated on the School Board members only for data collection. It is contended that it could have been worthwhile for having ordinary educators giving their views on the performance of their own School Boards. Their educational attainment could be later secured to compare a viable School Board comparing it with each member's educational qualifications. One believes that a significantly good information towards the study could have been secured.

Some parent School Board members did not return their questionnaires. It was found out that some of them could not have done so because they did not want the principal to

see and know their educational attainment. This could be curbed in future by asking the principals to strictly adhere to sending the completed questionnaires back to the researcher using the self-addressed stamped envelope and taking it to the post office. It had been found out that most principals did not use the given envelopes. Instead gave them out not enveloped and asked the subjects to return the completed questionnaires back to them (principals) so they may easily be available for collection from their offices.

1.10   LAYOUT OF CHAPTERS

Chapter one shows the overview of the study as well as the limiting factors while the second chapter deals with literature reviewed on the study. Chapter three lays down the theoretical rational where the theory behind the study is detailed. Chapter four deals with the methodology where the approach taken for the study was given while chapter five detailed the presentation and analysis of the data. Chapter six discussed the findings of the study while chapter seven put down the summary, conclusions as well as the recommendations of the study.

1.11 CONCLUSION

Chapter two is going to look into the literature that was already in place about the School Boards. The chapter is going to look into the establishment of the School Boards in the two other countries and the in Lesotho. School Boards were considered in terms of how they are composed and their functions. This shows that the manner in which the School Boards govern their schools in relation to their terms of reference will be detailed in the next chapter. This will be done with reference to the functions of the School Boards in Lesotho which actually forms the basis of our study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The purpose of this chapter is to review the literature on research that has been done in relation to the understanding that the School Boards have on their functions that are stipulated in the law. It will start with the theoretical framework in which the research was grounded. This will be followed by the historical overview of school governance from an international right down to a local Lesotho perspective. The aim is also to establish through reviewed literature whether the School Board performs the same functions as the law expects. A direct reference of the law is made to the Lesotho Education Act, 2010. MOET (2005) shows that in an effort to improve service delivery through institutional capacity strengthening an effective and efficient education delivery system will be put in place. This would be founded on a decentralized mode. It would be under this decentralized mode that more authority would be extended to school communities and boards. It is conceded that the efficiency and effectiveness demanded by decentralization process would call for significant investments in management abilities of, among others, members of the School Boards. This chapter, therefore, puts into perspective the issues that need to be done by the School Boards in the secondary schools in carrying out their functions as shown in the Education Act, 2010.

2.2 THEORETICAL FRAMEWORK

Lysaght (2011:572) highlighted the necessity of identifying one's theoretical framework for a dissertation study:

> A researcher's choice of framework is not arbitrary but reflects important personal beliefs and understandings about the nature of knowledge, how it exists (in the metaphysical sense) in relation to the observer, and the possible roles to be adopted, and tools to be employed consequently, by the researcher in his/her work.

The theoretical framework is the "blueprint" for the entire dissertation inquiry. It serves as the guide on which to build and support one's study, and also provides the structure

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to define how one will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole. Eisenhart (1991), defined a theoretical framework as "a structure that guides research by relying on a formal theory…constructed by using an established, coherent explanation of certain phenomena and relationships" (p. 205). Thus, the theoretical framework consists of the selected theory (or theories) that undergirds one's thinking with regards to how one understands and plans to research their topic, as well as the concepts and definitions from that theory that are relevant to one's topic. Lovitts (2005) defines criteria for applying or developing theory to the dissertation and argues that such a theory must be appropriate, logically interpreted, well understood, and align with the question at hand.

2.3 BANDURA'S SOCIAL COGNITIVE THEORY

Rooted within Bandura's social cognitive perspective is the understanding that individuals are imbued with certain capabilities that define what it is to be human. Primary among these are the capabilities to symbolize, plan alternative strategies (forethought), learn through vicarious experience, self-regulate, and self-reflect. These capabilities provide human beings with the cognitive means by which they are influential in determining their own destiny. There are four cognitive processes that encompass Bandura's Social Cognitive Theory; Self-Evaluation, Self-Observation, Self-Reaction, and Self-Efficacy (Redmond, 2010). These components are interrelated, each having an effect on motivation and goal attainment and Figure 1 depicts these components.

Figure 2.1 Bandura's Social Cognitive Theory- Process of Goal Realization (Redmond, 2016:2)

Self-observation: Self-Observation is the cognitive process of a person observing and monitoring themselves as they work towards their goal (Zimmerman, 2001). Observing oneself can inform and motivate. It can be used to assess one's progress toward goal attainment as well as motivate behavioural changes. There are two important factors with regards to self-observation: regularity and proximity. Regularity means the behaviour should be continually observed, whereas proximity means the behaviour should be observed while it occurs, or shortly after. Alone, self-observation is insufficient because motivation depends on one's expectations of outcomes and efficacy (Zimmerman & Schunk, 2001).

Self-evaluation: Self-Evaluation is the process of a person cognitively comparing their performance to the desired performance needed to achieve their goal or desired performance (Bandura, 1991). It is affected by the standards set and the importance of the goals. Goals must be specific and important; therefore, goals such as, "do your best" are vague and will not motivate. Schunk and Zimmerman (1994) state that "specific

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goals specify the amount of effort required for success and boost self-efficacy because progress is easy to gauge." If one has little regard for his/her goal, he/she will not evaluate performance. There are two types of self-evaluation standards: *absolute and normative*. For example, a grading scale would be an example of a fixed or absolute standard. A social comparison such as evaluating one's behaviour or performance against other individuals is an example of a normative standard (Zimmerman & Schunk, 2001). People gain satisfaction when they achieve goals that they value. When individuals achieve these valued goals, they are more likely to continue to exert a high level of effort, since sub-standard performance will no longer provide satisfaction (Bandura, 1989).

Self-reaction: Self-Reaction is the cognitive process a person goes through in which they modify their behaviour based on their evaluation of their progress towards their goal (Bandura, 1991). Reactions to one's performance can be motivating. If the progress made is deemed acceptable, then one will have a feeling of self-efficacy with regard to continuing, and will be motivated towards the achievement of their goal. A negative self-evaluation might also be motivating in that one may desire to work harder provided that they consider the goal to be valuable. Self-reaction also allows a person to re-evaluate their goals in conjunction with their attainments (Bandura, 1989). If a person has achieved a goal, they are likely to re-evaluate and raise the standard (goal); whereas, if a person has not achieved the goal, they are likely to re-evaluate and lower the standard (goal) to an achievable goal.

Self-efficacy: Self-Efficacy is an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1997). One's belief in the likelihood of goal completion can be motivating in itself (Van der Bijl & Shortridge-Baggett, 2002). "Self-efficacy refers to people's judgements about their capability to perform particular tasks. Task-related self-efficacy increases the effort and persistence towards challenging tasks; therefore, increasing the likelihood that they will be completed" (Barling & Beattie, 1983), as cited in Axtell & Parker

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(2003). These processes are dependent on one another and to successfully complete a goal a person goes through these cognitive processes.

Bandura's (1977) theory of self-efficacy was further developed within this framework of the social cognitive theory. Although, originally, the theory was proposed to account for the different results achieved by diverse methods used in clinical psychology for the treatment of anxiety, it has since been expanded and applied to other domains of psychosocial functioning including health and exercise behaviour (McAuley, 1992; McAuley & Mihalko 1998; O'Leary, 1985), and sport and motor performance (Feltz, 1988).

Determining Efficacy Judgments

Performance Outcomes

"Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task" (Bandura, 1977).

Vicarious Experiences

"People can develop high or low self-efficacy vicariously through other people's performances. A person can watch another perform and then compare their own competence with the other individual's competence" (Bandura, 1977).

Self-Efficacy

Verbal Persuasion

"Self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform" (Redmond, 2010).

Physiological Feedback

"People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy" (Bandura, 1977).

Figure 2.2 Self-Efficacy Theory (Redmond, 2016:3)

Since Bandura first introduced the construct of self-efficacy in 1977, researchers have been very successful in demonstrating that individuals' self-efficacy beliefs powerfully influence their attainments in diverse fields. In his 1997 book, *Self-Efficacy: The*

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Exercise of Control, Bandura set forth the tenets of his theory of self-efficacy and its applications to fields as diverse as life course development, education, health, psychopathology, athletics, business, and international affairs. In his book, Bandura also further situated self-efficacy within a social cognitive theory of personal and collective agency that operates in concert with other sociocognitive factors in regulating human well-being and attainment. Bandura (1986; 1995) notes that people's self-efficacy beliefs defined as their capabilities to organize and execute the courses of action required to manage prospective situations are significant for people adding that they won't exert any effort to realize anything if they believe that they are not capable of yielding any result. According Bandura (1977), self-efficacy beliefs are based not only on people's expectations to acquire knowledge and skills but also their expectations to overcome problems and realize certain actions required to accomplish under social pressure and distress. In other words, people should have self-efficacy beliefs, apart from knowledge and skills, which enable them to put knowledge and skills into practice effectively to perform in life with success. Thus, people who carry out the same tasks and have knowledge and skills outperform one another according to their levels of self-efficacy. They may fail when they do not possess sufficient knowledge or are deprived of self-efficacy beliefs required to provide the necessary skills (Bandura, 1986, 1997). Of all the thoughts that affect human functioning, and standing at the very core of social cognitive theory, are *self-efficacy* beliefs, "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (p. 391). Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. This is because unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties. Much empirical evidence now supports Bandura's contention that self-efficacy beliefs touch virtually every aspect of people's lives—whether they think productively, self-debilitatingly, pessimistically or optimistically; how well they motivate themselves and persevere in the face of adversities; their vulnerability to stress and depression, and the life choices they make. Self-efficacy is also a critical determinant of self-regulation.

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Bandura (1977) outlined four sources of information that individuals employ to judge their efficacy: performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal). These components help individuals determine if they believe they have the capability to accomplish specific tasks. Williams and Williams (2010) note that "individuals with high levels of self-efficacy approach difficult tasks as challenges to master rather than as threats to be avoided" (Williams & Williams, 2010).

Performance Outcomes: According to Bandura, performance outcomes or past experiences, are the most important source of self-efficacy. Individuals engage in tasks and activities, interpret the results of their actions, use the interpretations to develop beliefs about their capability to engage in subsequent tasks or activities, and act in concert with the beliefs created. Typically, outcomes interpreted as successful raise self-efficacy and those interpreted as failures lower it. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task (Bandura, 1977). For example, if one performed well in a previous job assignment, they are more likely to feel confident and have high self-efficacy in performing the task when their manager assigns them a similar task. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results. The opposite is also true, where if an individual experiences a failure, they will most likely experience a reduction in self-efficacy. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge (Bandura, 1977). "Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can master whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" Albert Bandura (1997). The influence of past performance experiences on self-efficacy beliefs also depends on the perceived difficulty of the

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performance, the effort expended, the amount of guidance received, the temporal pattern of success and failure, and the individual's conception of a particular "ability" as a skill that can be acquired versus an inherent aptitude (Bandura, 1986; Lirgg, George, Chase, & Ferguson, 1996). Bandura has argued that performance accomplishments on difficult tasks, tasks attempted without external assistance, and tasks accomplished with only occasional failures carry greater efficacy value than tasks that are easily accomplished, tasks accomplished with external help, or tasks in which repeated failures are experienced with little sign of progress.

Vicarious Experiences: In addition to interpreting the results of their actions (performance outcomes), efficacy information can also be derived through a social comparison process with others. Bandura used the term *vicarious experience* to describe the situation where people construct their self-efficacy beliefs through observing the performance of one or more other individuals, noting the consequence of their performance, and then using this information to form judgments about one's own performance (Maddux, 1995). This source of information is weaker than mastery experience in helping create self-efficacy beliefs, but when people are uncertain about their own abilities or when they have limited prior experience, they become more sensitive to it. The effects of *modelling* are particularly relevant in this context; especially when the individual has little prior experience with the task. Even experienced and self-efficacious individuals, however, will raise their self-efficacy even higher if models teach them better ways of doing things. Vicarious experience is particularly powerful when observers see similarities in some attribute and then assume that the model's performance is diagnostic of their own capability. For example, an SGB member will raise his/her perceived efficacy on seeing another SGB member models the execution of certain functions that are expected of SGB members. Observing the successes of such models contributes to the observers' beliefs about their own capabilities ("If they can do it, so can I!"). Conversely, watching models with perceived similar attributes fail can undermine the observers' beliefs about their own capability to succeed. When people perceive the model's attributes as highly divergent from their own, the influence of vicarious experience is greatly minimized. It is worth

noting that people seek out models who possess qualities they admire and capabilities to which they aspire. A significant model in one's life can help instil self-beliefs that will influence the course and direction that life will take. The effectiveness of modelling procedures on one's self-efficacy judgments has also been shown to be enhanced by perceived similarities to a model in terms of performance or personal characteristics (George, Feltz, & Chase, 1992; Weiss, McCullagh, Smith, & Berlant, 1998).

A person can watch another perform and then compare his own competence with the other individual's competence (Bandura, 1977). If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy. An example of how vicarious experiences can increase self-efficacy in the work place is through mentoring programs, where one individual is paired with someone on a similar career path who will be successful at raising the individual's self-efficacy beliefs. This is even further strengthened if both have a similar skill set, so a person can see first-hand what they may achieve. Example of how the opposite can be true is in a smoking cessation program, where, if individuals witness several people fail to quit, they may worry about their own chances of success, leading to low self-efficacy for quitting, or a weight-loss program where others do not achieve the results you are hoping for.

Verbal Persuasion: Individuals also create and develop self-efficacy beliefs as a result of the *social persuasions* they receive from others. These techniques include verbal persuasion, evaluative feedback, expectations by others, self-talk, positive imagery, and other cognitive strategies. Persuaders play an important part in the development of an individual's self-beliefs. But social persuasions should not be confused with knee jerk praise or empty inspirational homilies. Effective persuaders must cultivate people's beliefs in their capabilities while at the same time ensuring that the envisioned success is attainable. Just as positive persuasions may work to encourage and empower, negative persuasions can work to defeat and weaken self-efficacy beliefs. In fact, it is usually easier to weaken self-efficacy beliefs through negative appraisals than to

strengthen such beliefs through positive encouragement. Individuals tend to avoid challenging activities in which they have been persuaded that they lack the capabilities or they give up quickly. The extent of the persuasive influence on self-efficacy has also been hypothesized to depend on the prestige, credibility, expertise, and trustworthiness of the persuader.

According to Redmond (2010), self-efficacy is also influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform, such as a manager telling an employee: "You can do it. I have confidence in you." Using verbal persuasion in a positive light generally leads individuals to put forth more effort; therefore, they have a greater chance at succeeding. However, if the verbal persuasion is negative, such as a manager saying to the employee, "This is unacceptable! I thought you could handle this project" can lead to doubts about oneself resulting in lower chances of success. Also, the level of credibility directly influences the effectiveness of verbal persuasion; where there is more credibility, there will be a greater influence. In the example above, a pep talk by a manager who has an established, respectable position would have a stronger influence than that of a newly hired manager. Although verbal persuasion is also likely to be a weaker source of self-efficacy beliefs than performance outcomes, it is widely used because of its ease and ready availability (Redmond, 2010).

Physiological Feedback (emotional arousal): Somatic and emotional states such as anxiety, stress, arousal, and mood states also provide information about efficacy beliefs. People can gauge their degree of confidence by the emotional state they experience as they contemplate an action. Strong emotional reactions to a task provide cues about the anticipated success or failure of the outcome. When they experience negative thoughts and fears about their capabilities, those affective reactions can themselves lower self-efficacy perceptions and trigger additional stress and agitation that help ensure the inadequate performance they fear. So according to this theory one's emotional state can be an additional source of information in forming efficacy perceptions. Positive affect, such as happiness, exhilaration, and tranquillity, are more likely to enhance efficacy

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judgments than are negative affective states, such as sadness, anxiety, and depression (Maddux & Meier, 1995; Treasure, Monson, & Lox, 1996). Schunk (1995) suggested that emotional symptoms that signal anxiety might be interpreted by an individual to mean that he or she lacks the requisite skills to perform a certain task, which in turn, influences efficacy judgments. Of course, judgments of self-efficacy from somatic and emotional states are not necessarily linked to task cues. Individuals in a depressed mood lower their efficacy independent of task cues. One way to raise self-efficacy beliefs is to improve physical and emotional well-being and reduce negative emotional states. Because individuals have the capability to alter their own thinking and feeling, enhanced self-efficacy beliefs can, in turn, powerfully influence the physiological states themselves. As Bandura (1997) has observed, people live in psychic environments that are primarily of their own making. People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy (Bandura, 1977). Some examples of physiological feedback are: giving a speech in front of a large group of people, making a presentation to an important client, taking an exam, etc. All of these tasks can cause agitation, anxiety, sweaty palms, and/or a racing heart (Redmond, 2010). Although this source is the least influential of the four, it is important to note that if one is more at ease with the task at hand they will feel more capable and have higher beliefs of self-efficacy. These categories of efficacy information, based on Bandura's theory of self-efficacy, then shaped the four research questions that were raised in this study as follows:
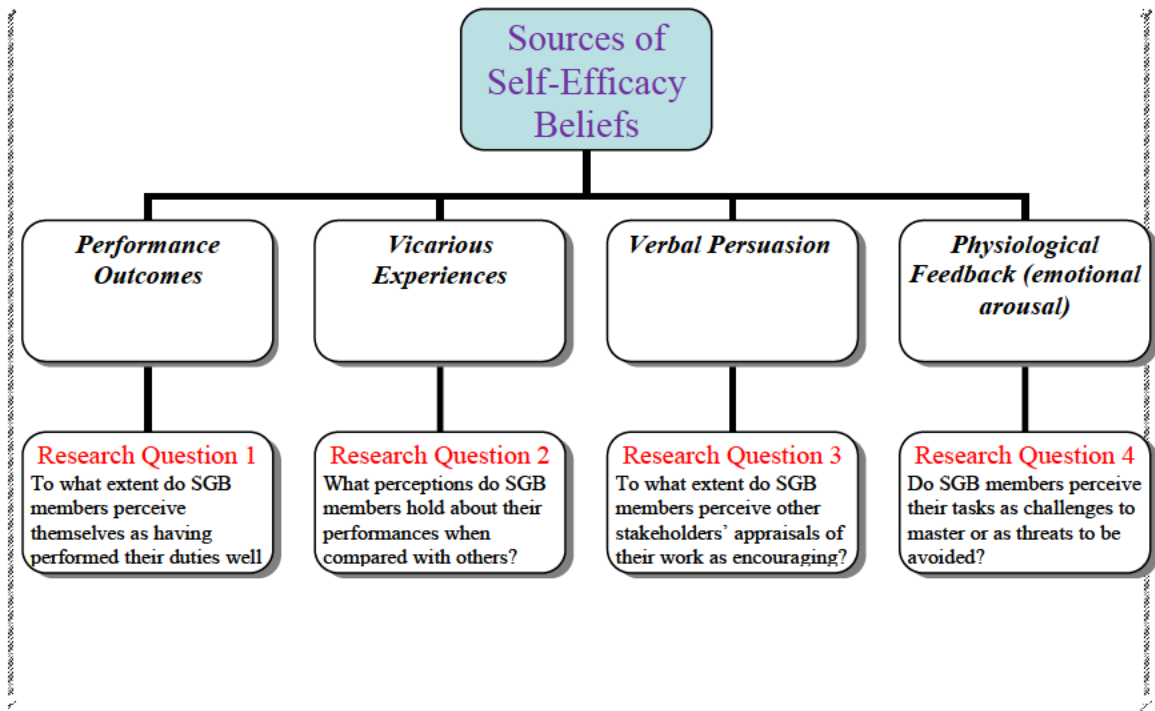
Figure2.3` Conceptualizing the links between the sources of self-efficacy beliefs and the research questions.

As can be seen from this conceptualisation; Research question 1 addressed the issue of SGB members performance outcomes or past experiences regarding their governance role, Research Question 2 addressed the issue of SGB members' social comparison process with others within their board or in other school boards elsewhere, Research Question 3 addressed the issue of SGB members' perceptions about the social persuasions they receive from others, and Research Question 4 addressed the issue of SGB members' thoughts and fears about their capabilities in their governance role. The categories are not mutually exclusive in terms of the information they provide, though some are more influential than others. Bandura's (1997) key contentions with regards the role of self-efficacy beliefs in human functioning is that *"people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively true"* (p. 2). For this reason, how SGB members behave could be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing. These self-efficacy perceptions help determine what SGB members do with the knowledge and skills they have. This helps explain why people's behaviours are sometimes disjoined from their actual capabilities and why

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their behaviour may differ widely even when they have similar knowledge and skills. Belief and reality are seldom perfectly matched, and individuals are typically guided by their beliefs when they engage the world. As a consequence, people's accomplishments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills.

2.4 HISTORICAL BACKGROUND OF SCHOOL GOVERNANCE

In order to trace the historical developments of SGB's it is important that we start with an understanding of the whole concept of decentralization and school based management. According to Malen et al. (1990), school-based management (SBM) is a form of decentralization that identifies the individual school as the primary unit of improvement and relies on the redistribution of decision-making authority as the primary means through which improvements are stimulated and sustained. Other scholars (Maile, 2002; Mbatsane, 2006; Mestry, 2013; Mncube, 2009) use the term school governance to refer to the same concept of school based management. For example Mncube (2009) defines school governance as the institutional structure that is entrusted with the responsibility or authority to formulate and adopt school policy on a range of issues including, but not limited to, school uniforms, school budgets, developmental priorities; endorsement of a code of conduct for pupils, staff and parents; broad goals on the educational quality that the school should strive to achieve; school community relations; and curriculum programme development. The principle guiding the whole notion of school based management involves the decentralization of authority from the government to the school level (Caldwell, 2005). Previously a school was viewed as an alien body, owned by the government or the church and that the common people / parents have no say in its functioning. The current view is that teachers, parents and children are the primary stakeholders of an education system and it is they who bear the brunt of the faulting school system. They need to be given opportunities and support to bring about a change in the education system. The role of central government is to make them realize that they hold the powerful key to initiate the process of reversing the decline in schools, through their constructive and collective engagements with the school and other stakeholders. This means that in School Based Management, the responsibility for, and decision-making authority over, school

operations is transferred from government or the church (owners of schools) to principals, teachers, old students, parents, and other select community members.

There are many forms and types of SBM programs that vary as to who has the power to make decisions, how much decision-making power they have, and over what aspects of education they may exercise that authority.There is also an array of terms used to name them including but not limited to: Parents Teachers Associations (PTA's), School Committees (SM's), School Governing Boards (SGB's), School Management Committees (SMC's), School Based Management Committees (SBMC's) and School Boards (SB's). Basically all these terms are used in the literature to refer to a statutory body of people who are elected to govern the school, together with the school principal or head-teacher, and members who are co-opted but not elected to the body. Consistent with the Lesotho terminology, in this study the term School Board (SB) shall be used to refer to such school based management committee. In this context the School Board (SB) is an elected body that is entrusted with the responsibility and authority to formulate and adopt school policies, govern the school in terms of the relevant Act.

Traditionally, schools tended to keep parents out, using the argument that a professional skill such as teaching must be carried out without interference. Hence the school was considered as something outside of the parents and communities. However the problems with the centralized, public provision of education are well-known: citizens may lack adequate voice in making their preferences known to politicians, political leaders may pass ambiguous legislation and give unclear mandates to the education ministry, the education ministry may be unable to translate policy and program objectives into the necessary resources and capacities, and the service provider may have weak incentives to directly respond to parental pressure. In short centralized education has been unpopular because of its lack of collective participation and accountability. In our modern era of scientific and technological advancement there has been relentless agitation for accountability from public institutions by interested parties. In the education system this agitation is highly visible hence the transfer of educational

decision-making authority and responsibility from the center to regional and local systems has become an increasingly popular reform around the world.

2.4.1 Global trends in school governance

School Based Management (SBM) is very popular worldwide but SBM-type of reforms have been introduced in countries with diverse educational systems, such as Australia, Canada, Israel, and the United States—some going 30 years back. Literature is unanimous that SBM reforms are far from uniform as they encompass a wide variety of strategies. Each program is shaped by the objectives of the reformers and by the broader national policy and social context in which it is created. Given this diversity in SBM programs tracing the developments of SBM in specific countries would neither be possible nor desirable. World Bank reports provide comprehensive summaries that help to see some important commonalities and trends with regards decentralization of education in certain groupings of countries. For example a World Bank report by Barrera-Osorio, Fasih, Patrinos & Santibáñez (2009), looked at the trends in terms of devolution of decision making to different School Based Management Committees (SBMC's). The authors argued that there are two key dimensions to the devolution of decision making—the degree of autonomy being devolved (what) and the people to whom the decision-making authority is devolved (who). Within these two dimensions SBM programs lie along a continuum of the degree to which decision making is devolved to the local level—from limited autonomy, to more ambitious programs that allow schools to hire and fire teachers, to programs that give schools control over substantial resources, to those that promote private and community management of schools, and finally to those that eventually may allow parents to create their own schools. Figure 2.4 depicts this "weak"-to-"strong" continuum and positions some of the countries that have implemented SBM reforms along it.
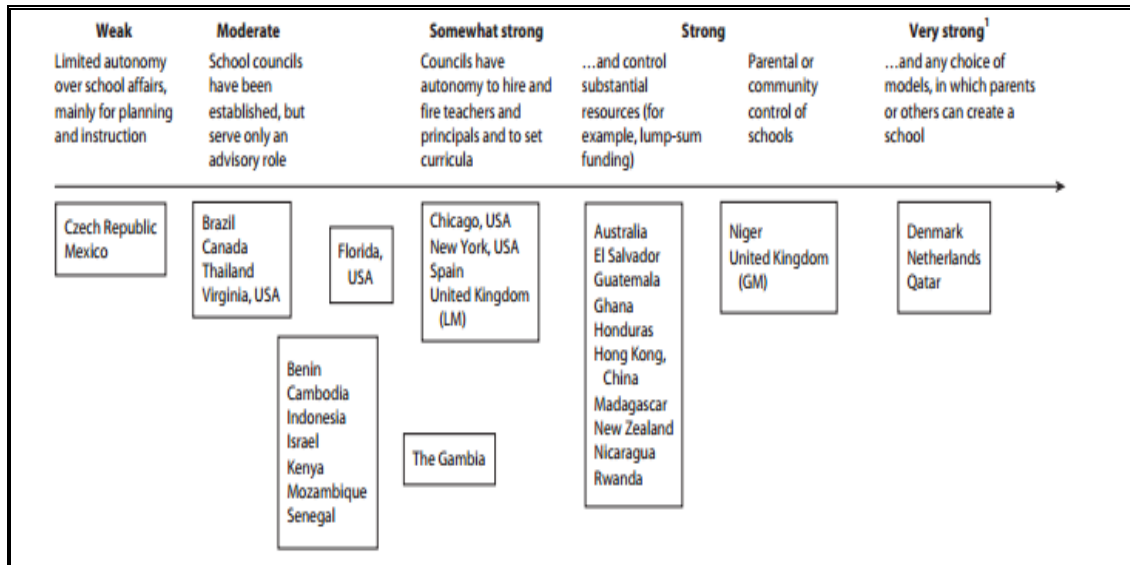
Figure 2.4 Classification of School-Based Management Reforms Implemented in Various Economies (Barrera-Osorio et al. 2009)

It is important to note, however, that Barrera-Osorio et al., (2009) do not use the terms "weak" or "strong" to classify any SBM system as better/worse than any other system. Rather, they use the terms simply to define the degree of autonomy awarded to the school level. For instance, they define "weak" SBM reforms as those in which schools have only limited autonomy, usually over areas related to instructional methods or planning for school improvement as in Mexico and Czech Republic. At the "very strong" end of the continuum are local public education systems in which parents have complete choice and control over all educational decisions; where schools are stand-alone units; and where all decisions concerning schools' operational, financial, and educational management are made by the school councils or school administrators. In these cases, parents or any other community members may even establish fully autonomous, publicly funded private schools, as in the Netherlands; and, in a few cases, fully autonomous public (charter) schools, as in the United Kingdom and some U.S. states (Abu-Duhou 1999). With so many possible combinations of these two dimensions, almost every SBM reform is unique.

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What can we learn from such devolution of decision making? Although there are various reasons why devolution of decision making in schools has had global appeal the main driving force has been the improvement of educational quality which is usually evidenced by better learner performance. Busemeyer (2012) used a graph Figure 5 with the two dimensions (autonomy of school vs. reading performance) to analyze the different countries performances on the Programme for International Student Assessment (PISA) for the year 2006. PISA is the most comprehensive and rigorous international programme to assess student performance and to collect data on the student, family and institutional factors that can help to explain differences in performance. PISA represents a commitment by governments to monitor the outcomes of education systems in terms of student achievement on a regular basis and within an internationally agreed common framework. It aims to provide a new basis for policy dialogue and for collaboration in defining and implementing educational goals, in innovative ways that reflect judgments about the skills that are relevant to adult life
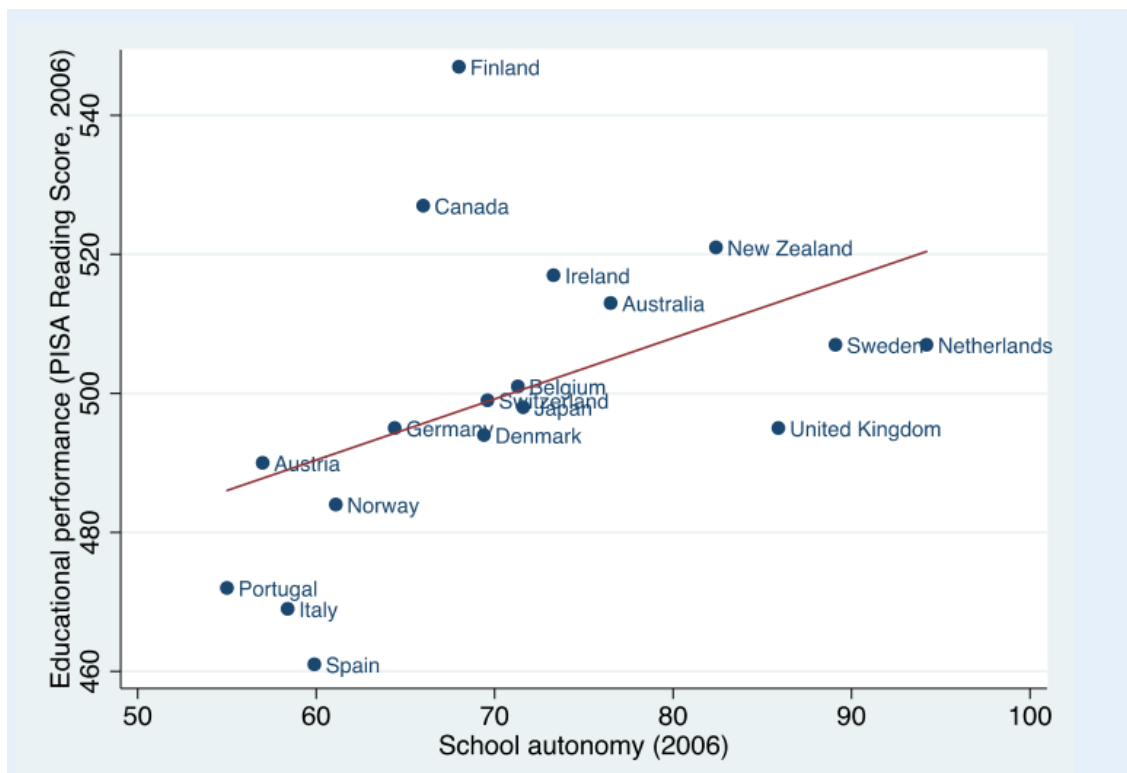
Figure 2.5 school autonomy and educational performance (Busemeyer, 2012:13)

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On this graph Busemeyer shows the levels of school autonomy (horizontal axis) on a scale from 50 – 100 where 50 would denote an equal sharing of decision making with central government. Towards the "very strong" end (100) of the continuum are local public education systems in which parents have complete choice and control over all educational decisions. On the vertical axis the score of 460 at the bottom denotes Level 2 proficiency which is considered as the basic level of positive attainment. According to the PISA reading scale, some tasks at this level 2 require the reader to locate one or more pieces of information, which may need to be inferred and may need to meet several conditions. Others require recognizing the main idea in a text, understanding relationships, or construing meaning within a limited part of the text when the information is not prominent and the reader must make low level inferences. Tasks at this level may involve comparisons or contrasts based on a single feature in the text. Typical reflective tasks at this level require readers to make a comparison or several connections between the text and outside knowledge, by drawing on personal experience and attitudes. What this graph shows is that most students in the Organization for Economic Cooperation and Development (OECD) countries are enrolled in schools in which teachers and stakeholders play a major role in deciding what courses are offered and how money is spent within the school. So a trend can be seen across the countries in the OECD toward increasing autonomy, devolving responsibility, and encouraging responsiveness to local needs, all with the objective of raising performance levels (OECD 2004). The graph shows a strong positive relationship between school autonomy and student performance. Although this may not be interpreted to mean a causal relationship (i.e. school autonomy causes better performance), that positive correlation itself triggered more interest from researchers wanting to establish whether this causal relationship could be established.

Following this interest a number of more rigorous studies have been carried out in a number of countries mainly outside Africa. Barrera-Osorio et al., (2009) then provide a table showing evidence of impact of SBM from what they saw as the most rigorous studies. It is interesting to note that Kenya is also among those countries where rigorous

studies have been done to try and establish the impact school based management has had on the quality of education.

Country	Year	Results
Kenya	2006 - 2008	Increased reading scores and decreased absenteeism, higher student test scores, lower teacher absenteeism, small changes in dropout rates
El Salvador	1996- 2003	Positive impact on test scores, increased probability of students staying in school
Mexico	2000 - 2003	Positive impact on test scores, positive impact on dropout, failure and repetition rate
Brazil	1981 - 1993	Positive impact on repetition and dropout rates

Table 2.1 Evaluations and Impacts: Evidence of School Based Management from the Most Rigorous studies, 1995 onwards: Adapted from Barrera-Osorio et al., (2009:85 – 87).

These studies provide more robust evidence that school based management indeed has potential to make a difference on the quality of education in those countries who have given their local authorities and schools substantial autonomy over adapting and implementing educational content, allocating and managing resources, or both.

Several other studies have attempted to analyze how decentralization variables may affect student performance on international tests. For example Wößmann (2003) examined the performance of 39 countries on the Trends in International Mathematics and Science Study (TIMSS) using institutional settings information available from the Organization for Economic Co-operation and Development (OECD) survey. Wößmann found that improvement in student performance can be explained by educational standards, curricula design, and size of school budget being set at the central level; personnel-management and process decisions being made at the school level; and administration of education being managed at the intermediate level.

Subsequently, Wößmann and Fuchs (2004) carried out a similar analysis of the 32 countries participating in the Programme for International Student Assessment (PISA).

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Their two studies found that test scores are higher when schools manage their own budgets and recruit and select their own teachers, but there is no impact on test scores when schools fire teachers and control teachers' salaries. However, test scores are also higher when education ministries set central examinations and determine the curriculum. Furthermore, there is an improvement in student performance when teachers make decisions individually, but not through a teachers union, on class supplies and textbooks. All these studies seem to suggest that decentralization of school governance indeed works.

2.4.2 Trends of school governance in Africa

Despite the fact that the historical developments of decentralisation originate in the developed world, empowerment of local communities in school management has also received growing attention from both academics and practitioners in developing countries including Africa. Globally the rationale for education decentralization involves improving efficiency, effectiveness and democracy. Improved equity, too, is a rationale for decentralization, although it is also often acknowledged that because decentralization makes localities more reliant upon their economic and social endowments, some aspects of equity may suffer in the absence of adequate compensatory mechanisms. According to Winkler (2003) there is no silver bullet because what is equitable may not be efficient, what is efficient may not be democratic, what is democratic may not be equitable. So in practice, reform strategies must attempt to optimize the sometimes inevitable trade-offs between efficiency, equity, and democracy while seeking to improve on all three.

Although decentralisation comes as part of this broad and global program to improve service delivery to the poor, by involving them directly in the delivery process (World Bank 2004), the African context is different from that found in Eastern Europe or Latin America. In Africa education decentralization occurs in the context of a renewed commitment to Education for All (EFA). The commitment to achieve universal primary education was first made by most of the countries of the world in Jomtiem, Thailand, in 1990 with the goal of attaining that goal by the year 2000. That goal was not met, but the commitment was renewed at the Dakar Education for All Forum in 2000. This

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renewed commitment followed an observation that there is no alternative to accelerated progress towards EFA and governments must act with a renewed sense of urgency and political commitment. The Dakar EFA forum then took on added seriousness when one hundred and eighty-nine countries committed themselves to eight Millennium Development Goals (MDG) aimed at eradicating extreme poverty and improving the welfare of their peoples by the year 2015. Progress towards Education for All is one of the defining development challenges of the 21st century because there is a global consensus on the view that only educated citizens can achieve economic growth. A number of Global Monitoring Reports (GMR) have been written to assess the progress towards achieving this goal of EFA. One of such reports argued that equity must be at the centre of the EFA agenda because people who are denied this full broad-based education are less likely to participate actively in their societies and influence decisions that alter their lives and those of others. For that reason education is also fundamental to democracy and government accountability. Despite this basic assumption centralized education has been unpopular because of its lack of collective participation and accountability. In a world bank report by Barrera-Osorio et al., (2009) they observed that one important reason why education systems are failing to provide children with a solid education is the weak accountability relationships among policy makers, education providers, and the citizens and students whom they serve. In our modern era of scientific and technological advancement there has been relentless agitation for accountability from public institutions by interested parties. School based management provides an enabling environment for achieving this vision. It builds the capacity of each school to manage its own affairs within a framework of policies, standards and accountability – through a powerful alliance of professional educators and key stakeholders. School-based management (SBM) puts power in the hands of the frontline providers and parents to improve their schools. Its basic premise is that people who have the most to gain or lose—students and their parents—and those who know what actually goes on in the classroom and school—teachers and school principals— should have both greater authority and greater accountability than they do now with respect to school performance. It is for this reason that the transfer of educational decision-making authority and responsibility from the center to regional and local

systems has become an increasingly popular reform especially in Africa. In this context a world-class school of the new millennium is viewed as having a strong alliance of stakeholders, including parents, teachers and community members working in partnership to develop the potential of each and every student to the fullest extent.

So contrary to many regions of the world, where decentralization policies have been almost exclusively designed and implemented from the top down, much education decentralization in Africa is by and large a grass roots phenomenon. In Africa the failure of the state has taught people to be more self-reliant and to draw on their cultural strengths, and the tradition of mission schools provides a familiar, alternative model. In countries like Ghana, Niger, Senegal, Madagascar, Kenya, Burkina Faso, South Africa, Mozambique and Lesotho have already embraced variants of this approach for their education systems.

Given that school based management originates in the developed world, what lessons has African countries learned from the international world and what has been the experiences of adopting similar models of school based management? The main aim of these changes was "to put governing bodies and head teachers under the greater pressure of public accountability, for better standards and to increase their freedom. It is that combination of unpaid but increasingly experienced governors and senior professional staff that is best placed to identify what is required" (DES, 1992:18). The clear assumption in this statement is that governing bodies would be better able, both to manage and be accountable than central government.

Another lesson learnt is that SBM reforms are far from uniform and they encompass a wide variety of strategies. According to Barrera-Osorio et al (2009) each program is shaped by the objectives of the reformers and by the broader national policy and social context in which it is created. There are two key dimensions to the devolution of decision making—the degree of autonomy being devolved (what) and the people to whom the decision-making authority is devolved (who). With so many possible combinations of these two dimensions, almost every SBM reform is unique. Given this

uniqueness it is estimated that there are more than 800 SBM models in the United States alone, and globally SBM reforms vary even more widely (Rowan, Camburn, and Barnes 2004). SBM programs lie along a continuum in the degree to which decision making is devolved to the school. "Weak" SBM reforms at one end of the continuum can be described as those in which schools have limited autonomy, usually over issues concerning instructional methods or planning for school improvement. A weak version of SBM might be characterized by school councils that play only an advisory role (as happens, for example, in schools in Edmonton [Canada], Senegal, and Thailand). A "strong" form of SBM is characterized by school councils that receive funds directly from the central or other relevant level of government and have been granted the responsibility for hiring and firing teachers and principals and/or for setting curricula. Strong forms of SBM include education systems in which parents have complete choice and control over public education and where all decisions concerning the operational, financial, and educational management of schools are in the hands of school councils or school administrators (as, for example, in the Netherlands or the charter school reforms in Qatar).

In practice, an SBM program usually adopts a blend of the four models depending on the degree of autonomy being devolved (what) and the people to whom the decision-making authority is devolved (who). Based on the country cases and on the reviewed literature on African education decentralization, Winkler (2003) provides Table 2 that summarizes the African experience with respect to several of the lessons learned from international experience with respect to these dimensions.

International Lessons Learned	African Experience [Graded 1-5, where 1 best]		Comments
	Description	Grade	
Accountability is critical for results.	Weak formal accountability mechanisms	5	Informal accountability mechanisms work well in community schools.
Assignment of functions and responsibilities must be clear and not overlapping.	Role of local governments poorly defined and/or overlapping.	5	Significant divergence between legal statements of roles and reality.
Parental *participation* and empowerment are essential to good governance.	Parental participation in school councils often encouraged.	2	Tradition of community schools contributes to parental involvement.
Well-trained *principals* are crucial for well-managed schools.	Role and capacity of principals not well-developed.	4	Very little evidence of serious attention to the issue.
Design of *financial transfers* determines equity and efficiency.	Very mixed experience—some good, some bad.	3	Increasing use of capitation grants to subnational governments and/or schools.
Ministries of education must be restructured to support the decentralization process.	Few examples of restructuring to provide information, technical assistance, etc.	4	Failure to restructure and reorient ministries is causing them to fight to retain their traditional role.

Table 2.2 Assessing African Education Decentralisation Experiences (Adapted from Winkler, 2003)

In the first column of this table Winkler highlights what the international experience has established as an indicator of what should happen for school based management to function effectively. In the second column Winkler presents observations from the African experience against each of those indicators. He uses a scale of 1 – 5 (where 1 is best and 5 is worst) to make such comparisons. The overall picture is that the African experience is not encouraging but Barrera-Osorio et al (2009) caution that in developed countries, SBM is introduced explicitly to improve students' academic performance. In developing countries, how school decentralization eventually will affect student performance is less clear given that there are at least eight, often interrelated, goals that are seen as driving the change from centralized to school based management. These include: accelerating economic development by modernizing institutions; increasing management efficiency; reallocating financial responsibility, for example, from the center to the periphery; promoting democratization; increasing local control through deregulation; introducing market-based education; neutralizing competing centers of power such as teachers unions and political parties; and enhancing the quality of education (for example, by reducing dropout rates or increasing learning). Each of these goals can be a subject of an evaluation report. This suggests that we must also try to define ways in which SBM can increase other indicators such as participation, transparency and improved school outcomes.

2.4.3 Empirical evidence on the positive impact of decentralization in Africa

In Kenya a recent study compared different interventions involving additional resources, teacher incentives, and some level of institutional changes (Duo et. al. 2011). They found that, training the community to specifically monitor teachers combined with reduced class size and teacher incentives yielded significant gains in various outcomes. In the intervention where the communities were involved in monitoring, the crowding out effect of teachers' effort dropped significantly, leading to some improvement in learning outcomes. In another study done by Bennell & Akyeampong (2006), to measure the impact of Whole School Development (WSD) in Kenya they found no effect of the intervention on learning outcomes measured by a comprehensive test in Mathematics and English. However, they found that the intervention led to a reduction in student and teacher absenteeism respectively by nearly 5 percentage points

from a base of 24%, and about 3 percentage points from a base of about 13%. Their findings suggest that, the WSD can work in areas with higher adult literacy at the baseline. Based strictly on their point estimates, they concluded that a minimum of 45% adult literacy is needed for the WSD to start showing effects on learning outcomes. In summary, they found little to no evidence that a comprehensive intervention such as the WSD can help improve learning outcomes, except when baseline capacity is sufficiently high.

In Botswana Boaduo, Milondzo & Adjei (2009) surveyed 45 selected primary and secondary schools in Botswana (total of 2880 respondents) with the aim to identify how parent and community involvement in the governance of schools affect teacher effectiveness and improvement of learner performance. Generally, the consensus was that it is necessary for parents and the community to get involved in the administration, management and organisation of schools in their communities (90%). Their explanation was that some of them have been teachers and have some talents and expertise that they can share with the teachers, especially the new and inexperienced ones as well as other capabilities that they can pass on to both learners and teachers. Arts and crafts and coaching in soccer, football, netball and other extra curricula activities were mentioned. All the school heads and teachers (100%) completely agree that parents and communities have very significant role to play in the affairs of the schools in their communities. The learners sampled for the study also made valid contribution in relation to the problem under investigation. The majority of the learners (95%) are of the view that parents' involvement, especially in relation to checking them at home if their homework and assignments have been done will help them to work hard not only at school but at home too. This means that they would be able to complete their home-work and make the work of the teacher easy by only submitting them for marking and not chasing after them to complete their work. They also indicated that the more parents ask and check their work when they are at home the more it will make them to pay attention in class and do their work knowing that they would also be checked by their parents. This is a good mark of collaborative effort where both the teacher and the parents would be monitoring children's activities not only at school but at home too. The summarized findings were that parental and community involvement help to: (a).

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Improve discipline (b). Punctuality of learners to school (c). Make learners responsible and take their school duties seriously (d). Make teachers feel confident that parents and community are with them in whatever they do at school adding. The conclusion that could be drawn from this study was that in schools where parents and community involvement is visible, teachers are highly effective and this contributes to learners' positive behaviour and improvement in their performance.

In Gambia, Blimpo & Evans (2011) evaluated a school based management policy called the Whole School Development (WSD). Intermediate results one year post-intervention showed some basic changes in many practices at the school level in the WSD schools, such as records keeping. Two years post-intervention, they found no effect on test scores but some modest positive effect on student and teacher participation measured by the prevalence of absenteeism. After three years into the program, they found no effect of the WSD intervention on learning outcomes measured by a comprehensive test. However, they found a large effect on participation. They found that the intervention led to reductions in student and teacher absenteeism respectively by nearly 5 percentage points from a base of 24%, and about 3 percentage points from a base of about 13%. Since this intervention emphasized local capacity building, they also analysed the heterogeneity of the effectiveness of the program by initial capacity. Their findings suggest that the WSD may be effective when adult literacy at the baseline is sufficiently high. Based on this study, they were able to draw the following conclusions and policy implications. First, a structural feature that matters for an effective local management program, such as the one envisioned and studied here, is local baseline basic human capital such as literacy in the communities. They hypothesized that in general, the gap between local capacity at the central level and the local level is a key determinant of the success of this kind of policies. In countries where this gap is small, regardless of the levels, a decentralized policy would be superior because of the added value of localized information. However, if the gap is sufficiently high in favour of the central government, then the localized information play less of a role because the communities are not well equipped to act on them. Their findings show that Gambia may belong to the latter group.

In Mali a research conducted by DeStefano (2004) shows that the national public education system has failed to provide basic education to all children, accommodating only 22 percent of Mali's school-age population. To date, no evaluation has been carried out to show which specific school autonomy features resulted in improved learning outcomes. However, not only are community schools effective at increasing access to basic education and raising the completion rate of primary education, but also students from community schools perform as well as or better than students in traditional public schools as measured by language and mathematics test scores.

Another study in Ethiopia is reported by Winkler & Yeo (2007). In the early 1990s, Ethiopia was reorganized into a federation, and many education responsibilities devolved to regional governments. Through the Basic Education Strategic Objective (BESO) program, USAID supported the government's decentralization reforms in part by stimulating parent and community involvement and by providing resources to schools to develop and implement improvement strategies. According to World Learning's 2002 study, enrolment rates for school aged children increased by over 40 percent after four years. An in-depth qualitative study of BESO found increased participation to have several important effects on school quality; parents more closely monitored their children's attendance and school behavior; increased parent-teacher collaboration resulted in greater security for and enrolment of girls; parents contributed to strategies that improved school quality.

In Uganda the government perceived many benefits of decentralizing educational governance. It conceived that decentralization would: (a) eliminate what it saw as unnecessary bureaucratic channels, (b) reduce corruption by minimizing the number of office levels to be consulted, (c) boost the level of monitoring since there would be physical proximity of local governments, (d) result in the management of the education system according to local priorities (e) improve financial accountability since local people and personnel would be motivated to monitor local governance, and (f) raise local revenue to fund services. As a result of decentralized education Namukasa & Buye (2007) used World Bank reports to show that the education sector in Uganda has changed dramatically over a period of ten years. The most notable change was in access

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to primary education. In 1992, 2.4 million children enrolled with a gross enrolment ratio (GER) of 68 per cent and a net enrolment ratio (NER) of less than 40 per cent. Today more than 7 million children are enrolled, the GER is over 120 per cent, and the NER over 80 per cent. There have also been significant changes in the number of and proportion of trained teachers, the classrooms built and available and the textbook purchase and distribution system. The implementation of the UPE program has meant an increase in resource flows from higher government in terms of grants, materials and construction funds. (Murphy, 2005, p. 139). A rare but detailed analysis of the Ugandan reforms shows that in fact some of the touted theoretical benefits of decentralization can occur in practice. Specifically, sub-county government officials are well-aware of the preferences of parents even if institutional rigidities prevent them from matching those preferences well.

In Zimbabwe some studies have also been carried out on school based management. Zimbabwe gained national independence in 1980 at a time when socialist political ideals were sweeping through Sub-Saharan Africa. In keeping with the spirit of popular participation, self-reliance, and democratic decision-making, architects of the new nation sought not only to make services such as education universal but also to decentralize public services as much as possible within the framework of a unitary system of government. In a study by Mupindu (2012) the findings were that the School Development Committees/Associations were generally viewed as a good idea that allows parents to have a say in the education of their children. They help to decentralize school decision making down to the customers of the service. The focus group respondents argued that, the School Development Committees/Associations are actually acting as bridges between the communities and the schools. In this study the issue of continuity was found to be key reason why most secondary schools experienced the problem of inadequate instructional resources leading to the underperformance of the Ordinary Level candidates. It was found that there was no consistency in the process of managing school projects because 88 % of the School Development Committees/Associations members served less than two years in the committee because they are elected annually during the annual general meetings. It was found out that 45%

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of the elected members confirmed that they had the capacity to execute the responsibilities if only they were given the power to make decisions and be exposed to some training sessions. However, from the focus group discussion, it was observed that some respondents did not know the selection process of the School Development Committees/Associations. Referring to the involvement of School Development Committees/Associations in the school projects, one school principal said that, the School Development Committees/Associations organize parents to support school programmes such as fund raising and provision of educational materials. Further, they help to improve the attitude of the community and students towards the school. Nevertheless, the study indicated that, availability of infrastructure and instructional resources in schools play a vital role in ensuring that teaching and learning take place in a conducive environment. Acknowledging the work done by School Development Committees/Associations in the secondary school the focus group respondents argued that, if one looks at the history of the development of the secondary schools there was a time when teaching and learning was taking place under trees, and later on we had situations where there were just two classrooms for eight classes. They added that pupils were sharing limited infrastructure, but now generally for the ordinary classes there is adequate teaching space which is standard. Among other things, the School Development Committees/Associations have constructed infrastructure, procured instructional resources and allowed for parental involvement in the education system thereby promoting participation and collaboration. It is frequently argued that citizen participation improves the efficacy of public services. The provision of infrastructure in the form of classrooms and teachers' houses enhances the quality of education. The study also found out that through fund raising the School Development Committees were able to raise funds for various projects including dairy project investment, paying extra money in the form of allowances to teachers and other workers within the school as incentives, building of houses for staff members as well as buying teaching and learning materials. All these achievements by the School Development Committees/Associations revealed that education decentralization policy implementation is not a white elephant even though it had some of its own failures motivated by the harsh economic atmosphere in Zimbabwe.

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2.4.4 Summary of lessons from these studies

From the few studies that have been cited it can be concluded that decentralization, especially manifested through school autonomy, has the potential to affect several of the characteristics of effective schools such as:

High expectations: By empowering parents and giving them information about the school's performance relative to national standards or benchmarks, decentralization may increase parents' participation in school governance, raise their expectations of school performance, and lead to increased pressure on teachers and schools to perform.

Educational leadership: School autonomy gives headmasters and school administrators the tools and the responsibility to effectively lead the school. Headmasters can encourage school-based reform when they display good leadership and receive sufficient training to lead and manage the school community and, especially, the teacher corps.

Consensus and cohesion: School level decentralization is often accompanied by policies requiring teachers, parents, and administrators to jointly prepare school improvement plans, with grant funding provided on a competitive basis by the education ministry. The joint preparation of school improvement plans can create a shared commitment to raise quality as well as incentives to work together to implement it. Teachers who shirk this duty may face disapproval from their colleagues. In addition, the increased power given to headmasters under decentralization gives them the opportunity, if not the obligation, to develop a vision and mission for the school that is shared by both the faculty and the community. Under school autonomy, headmasters often acquire increased management powers to recruit, select, monitor, evaluate, and train teachers and to use the school's discretionary monies to fund that training. This combination of new powers allows headmasters to select teachers who share values and a common vision for the school's development. They also provide incentives for teachers to improve their classroom performance.

Parental involvement: Decentralization often promotes both the formal and informal participation of parents in the school. Formally, parents participate in meetings to select their representatives on the school management committee. Informally, parents are encouraged to donate money to the school, gaining a stronger interest in monitoring its finances and becoming more involved in their children's education. Involving parents more directly in the education of their children may also lead to changed behavior in the home, resulting in parents more closely monitoring their children's study habits.

Effective learning time: Decentralization is unlikely to have a large impact on how teachers use classroom time, but it can have an important effect on teacher attendance. Teachers may be pressured by parents to reduce their absenteeism from the classroom and parents may play a role in monitoring teacher attendance. The potential gains from reducing teacher absenteeism are given in which shows the absenteeism rates found in seven public expenditure tracking surveys.

Low-cost education: SBM has the potential to be a low-cost means of making public spending on education more efficient by increasing the accountability of the agents involved and by empowering the clients to improve learning outcomes. And by putting power in the hands of the service end users (people who are doing the educating or have children being educated), SBM eventually produces better school management that is more cognizant of and responsive to the needs of those end users, thus creating a better and more conducive learning environment for the students.

Exercise of new responsibilities: The evidence to date on the impact of decentralization suggests that simply changing the organization of education—creating school councils or moving responsibilities to sub-national governments—has little, if any, impact on the delivery of education. It is the exercise of new responsibilities that has an impact. The effective exercise of those responsibilities may be dependent on the training and existing capacity of school personnel. There is consistent evidence of the positive impacts of giving schools budget authority and of involving parents in school governance. The magnitude of the impact, however, depends on the details about the

scope of budget authority, the type of training to manage funds, and the degree of parental involvement. There is also evidence that central government education ministries have important new roles to play in decentralized systems: setting standards, managing national examinations, and disseminating information to beneficiaries, which are positively related to school performance.

Reduced Grade Repetition: Several studies found that introducing SBMC reduced grade repetition, grade failure, and school dropout rates. This was true in several countries, including Brazil, El Salvador, Honduras, and Mexico.

Improved test scores: Although the studies that had access to standardized test scores yielded mixed evidence one of the studies showed strong positive evidence from a randomized experiment done in Kenya, where an SBMC initiative implemented in randomly selected schools had large positive effects on student test scores. These effects were the result of a combination of smaller class sizes, more teacher incentives, and greater parental oversight. Positive effects on student test scores also were found in El Salvador, Mexico, and Nicaragua.

2.4.5 Challenges experienced in south Africa and Lesotho

Lesotho is a landlocked country with only one neighbouring country i.e. South Africa. For this reason many of the country's policies may be influenced by what happens in South Africa. It is therefore important to compare the challenges experienced in those two neighbouring countries. In South Africa a number of studies have been done on school governance but there hasn't been much difference in the findings so one will just cite a few. For example Xaba (2004) argues that SGB members' roles are made difficult by how they gain membership to the SGB, that is, through a constituency support base, which seems to suggest that they serve the interests of their constituencies, which makes it difficult to promote the best interests of the school. In another study by Mncube (2009) the researcher investigated the perceptions of parents of their role in the democratic governance of schools in South Africa. The findings suggest that although parents are part of school governance, most of them are not fully on board. Even though those parents who are elected to the SGB's participate in decision-making processes, some parents, particularly those in rural schools, are not

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always given sufficient opportunity to participate in crucial decisions affecting the life of the school. They are implicitly or explicitly excluded. Even in the cases where parents are extremely knowledgeable about their rights, the findings show that parents do not always use their rights, e.g. the right to ask more questions about underperforming educators. The manifestation of power relations is clearly observed here; which is central to any understanding of the practices and processes of school governance, regardless of the cultural context in which they operate (Mncube, 2005; Mncube, 2007). This is what makes school governance a complex issue and why some functions such as appointment of staff, language policy and decisions about school fees have tended to be problematic (Sayed, 2002; Mncube, 2005). Mncube's conclusion was that while representation and debate are theoretically open and fair, structural and behavioural factors still inhibit the extent to which SGB's operate; the authoritarianism of school leadership and governance characteristic of the apartheid era have disappeared, yet issues concerning values, behaviour, attitudes and skills necessary for full democratic participation remain. In a later study Xaba (2011) parents cited difficulties involving other parent-governors and educator-governors as creating difficulties in promoting the best interests of the schools. They concurred with educators that most parents were not educated and as a result, were not confident in carrying out their school governance responsibilities. In addition, lack of commitment, poor attendance of meetings and lack of knowledge were cited as contributory factors. Parents blame educators for undermining them and looking down upon them because of their so-called illiteracy, while educators blame principals for being undemocratic and influencing parent-members of SGB's. In another study by Spaull (2015) he investigate the extent to which schools were accountable. This was premised on an observation that in South Africa, there is a widespread perception that the national, provincial and local levels of government are not held accountable for how they use public resources. The major findings were that many of the objections to accountability reforms made by educationists are on the grounds that these reforms demean teachers and undermine their professionalism and dignity. His recommendation was that in a democratic society, one has to find an equitable equilibrium by weighing up the relative concerns of all interest groups. This is especially the case when the concerns of one

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party (for example, parents) may diverge from the concerns of another (for example, teacher unions). From an ethical and public policy perspective, it is important to remember that one cannot focus on the rights and concerns of children to the exclusion of those of teachers, but neither can one focus on the rights and concerns of teachers to the exclusion of those of children. While it is true that it is unfair to hold teachers accountable for something they cannot do (for example, if they do not have the content knowledge to teach certain content areas), it is equally unfair, if not more unfair, to deprive parents of performance information on the basis that teachers do not currently have the capacity to respond to external pressures.

In Lesotho a study by Matalasi (2000) investigated the role of the SGB through a case study of four high schools. The study revealed that even though the Lesotho policy on school governance was established within a short time without adequate preparations, the structure is highly supported by the respondents. However the members of SGB's need regular training for the duties they are expected to perform and to know the powers they have. The findings also indicated that, if there are strong bonds and partnerships between the members of SGB's, teachers, students and the community at large, there will be cooperation and commitment. Motsamai, Jacobs & de Wet (2011) investigated financial management of the SGB arguing that if quality schooling is to be achieved, *inter alia* the finances of schools should be managed well. Findings of this study repudiate the argument that the existence of a financial policy will inevitably lead to sound financial management in Lesotho schools, and consequently quality education. This study shows several deficiencies of, as well as problems regarding the implementation of the policy. Most of the participants in this study indicated that parents' involvements in their schools' budgeting are minimal. In another study by Mncube & Makhasane (2013), they investigated the dynamics and intricacy of budgeting in secondary schools in Lesotho through case studies of three high schools. The findings of the study highlighted problems regarding the implementation of the policy – despite the Manual for Principals of Secondary Schools on financial planning and organisation, there are still problems regarding the collection and recording of school fees, budgeting, as well as a lack of administrative support. Findings further

suggest that during the process of budgeting, power relations surface where principals play a dominant role in decision making regarding both departmental budgets and the school's main budget. Findings also suggest that lack of policies on the use of fees affects issues of budgeting in these schools. Moreover, most school principals are not provided with sufficient capacity building on financial matters, which cripples them in performing the budgetary tasks. The implications of the study are that there should be adequate capacity building of the principals in regards to budgeting and systems should be put in place regarding policies on how the school fees are to be used. Matsepe (2014) investigated democratic involvement of students in high school governance in Lesotho. The researcher argued that in other countries like the neighboring Republic of South Africa students were involved in the governing bodies while the present practice in Lesotho was that students were not accommodated on the SGB's. The author's findings were that cultural values were a major reason why learners could not be accommodated on the SGB. The historical developments globally and on the African continent should then lead into the specific developments in Lesotho which is the focus of this study.

2.4.6 Historical developments of SGB's in Lesotho

Governance and management as well as leadership of education in Lesotho were conducted via a partnership between government through the Ministry of Education & Training (MOET) and the churches. In recent years parents and communities have been formally recognized as partners in the provision of education and the management of schools (Work in progress, 2009). The Lesotho Education Act 2010 shows its purpose as among others to decentralize the services. This could be clearly observed when one compares what was advocated for in the previous Act (Lesotho. Education Act, 1995) and the current one (Lesotho. Education Act, 2010). The Lesotho Education Act 2010 clearly shows that its purpose is to align the education laws with decentralization of services while the 1995 Act was quiet on that aspect. The responsibilities of the School Board under Education Act, 2010 are quite broad. The School Board liaises with relevant authority on matters related to the development of the school. The school Board submits audited statement of account to the proprietor and the Principal

Secretary. These are added tasks that actually keep the School Boards more hands-on than before.

The composition of the School Board was also beefed up as shown earlier, with an addition of a local councilor. This is a person who represents the local community of the school. This indeed is trying to bring all concerned parties to take the responsibility in the school issues. There is an argument that is made by Matsepe (2014) about inclusion of a learner in the School Board. The argument is that the learners' concerns will be well handled and responded to once there is a learner member in the School Board. The inclusion is further argued that it would help avert the strikes that learners make when their demands have not been met. Matsepe (2014) shows that learners have the biggest stake as they are the majority of the school community. As such, they deserve to be represented by their peer in the School Board. Matsepe claims that it is their democratic right to be part of decisions that concern them.

The establishment of the School Boards has been considered a great challenge to the Ministry of Education and Training. It was regarded as one of the educational services that were to be devolved to local government (MOET, 2006). It has been observed that, according to Motsamai (2011), even though there seems to be a fair attempt by principals to involve the School Boards on financial matters of the school, many of them express their lack of knowledge on such issues. This is evident when an auditor is brought to come and explain the audited report to them (School Board members) when they simply do not participate on account of lack of understanding.   This is one of the points which form the basis of this study. That is, to what extend do the School Board members understand their functions?

2.4.7 The role and functions of the School Boards

The Lesotho Education Act, 2010 shows that every school shall be governed by a School Board. This as shown above is a way of decentralizing power in the management and governance of schools. NGA (2012) attests that the primary purpose of governing bodies is to ensure the quality of education provision and to act as the accountable bodies for schools. Marishane (1999) in Van Wyk (2007) concurs that

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decentralization originates from the belief that the state cannot control schools but should share its power with other stakeholders, hence School Governing Bodies. Hence, according to Bagarette (2011), the SASA provides for the decentralization of a significant amount of authority and power to the school level through the establishment of the School Governing Bodies.

The expectations are great in the decentralization of power by governments to the School Governing Bodies. Van Wyk (2007) shows that this would lead to a healthier and stronger relationship between schools and communities and provide an alternative form of accountability to bureaucratic surveillance. The MOET expects that with decentralization of power, there would be more structures in education and decision-making powers would easily be devolved to those structures. The establishment of SGBs within a good working relationship with the principal creates an opportunity for the stakeholder to develop challenges and jointly compels both parties to take responsibility for the betterment and advancement of the school and its community (Bagarette, 2011).

With the devolution of decision-making powers, the local authority through the School Boards, have to then account on all the management functions in the school. Beckmann (2000) in Davids (2011) shows that accountability is the exercise of power, use of resources and implementation of policy. Davids (2011) further shows that a governing body is inextricably linked to democratic management and other related concepts such as participation, decentralization empowerment and transparency. In concurring, Ngidi (2004) attests that a governing body is expected to act in good faith, to carry out all duties and functions on behalf of a school and to be accountable for its actions. These are the aspired output of the School Board in its functions.

There are certain expectations, however, in terms of skills and that the members of the School Boards should have in order for them to efficiently and effectively perform their functions. These include, according to Van Wyk (2004) in Davids (2011), being able to work together, good relationship with the principal, effective time management and

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delegation, effective meetings, and knowledge of the school. While this is what is expected of governing bodies it is common cause that they do not meet that expectation. Davids (2011) shows that the School Governing Bodies do not have the required skills and experience to exercise their powers. It is further attested by Duma *et al* (2011) that many parents in the governing bodies do not have a great deal of education as well as expertise in school governance. This is considered a great hindrance on their functioning. Hence it is suggested in Van Wyk (2007) that School Governing Bodies should have members who were involved in education such as ex-principals, ex-educators as opposed to too many illiterate parents that form most bodies especially in the rural schools. Bararette (2011) attests that the lack of understanding manifests itself in their overstepping of the mark and moving onto the management issues of the principal. Concurring to this idea the, U.K. Department for Education (2014) shows that all governors need a strong commitment to the role and to improving outcomes for children, the intuitiveness to question and analyze and the willingness to learn.

The School Boards in Lesotho may not be exception to this contention as alluded to by MOET (2005) that most managers including the School Boards have no formal education, and therefore that seriously compromises efficiency and effectiveness that are demanded by decentralization process.   The functions will, therefore, be looked into with the support of the literature reviewed.

The individual functions of the School Board in accordance with the Lesotho Education Act 2010 are discussed. In the discussion to follow, there are two functions that will not be considered. One function is that which deals with transferring, demoting, promoting and appointing an educator in an independent school. The reason for its exclusion is that it is generally similar to the one in public schools as it has been discussed. The difference is that in an independent school the School Board makes a final ruling on the matter while in a public school the matter still has to be approved or disapproved by the Teaching Service Commission as the appointing authority. The other function is where they recommend to the appointing authority on advice of the inspector of schools or a

district education officer, the promotion or demotion of an educator. This one was not discussed on the basis that they are expected to comply with the recommendation because it is from a higher authority. That means it does not give them much room to consider rejecting it or not. In the following subsections, an account on how to address particular functions is going to be given with examples shown.

2.4.8. Overseeing the management and efficient running of the school

The MOET (2005) shows that as one of the activities to be done in achieving a goal of improving efficiency of the school systems by 2015, they were going to build management capacity at school level. Rakhapu (2002) refers to the directors of one workshop having to tell those in attendance that educators must perform their duties diligently and that they must strive to attain high standards of achievement. Lekhetho (2003) in his/her study shows that in the question: "What do you think can be done to improve the standard of learning in this school?" many participants showed collaborative determination and hard work by educators and learners as some of the key aspects. Another answer was the availability of facilities such as libraries as well as laboratories. It was also contended that the effective leadership of the principal was very important. In one's view, it is clear that all these responses circulate around good management of the school even though it may not have explicitly been expressed. This is believed so because it is the School Board that eventually avails the hard working educators either by recommending for employment the good ones or by encouraging and pushing those already at work to do their best. It is the School Board that eventually avails the facilities that are needed at school.

Rakhapu (2002) states that there is a need for the School Board members to acquire some professional experience in order to manage the school. Professional experience referred to here may be the formal education. The argument is that, if a school can be managed by educated people, there can be a better performance in that school in all respects than before. As a characteristic of effective governing bodies Ofsted's (2012) findings show that governors attend lessons to gather information about the school routinely. They do so regularly and talk with staff, pupils and parents. There have to be,

therefore, clear protocols for visits that ensure that there is an understanding on the purpose of visits by everybody.

According to UK Department for Education and skills (2004) the role of the School Governing Body is, among others, to set the school's vision and strategic aims and also agreeing on plans and policies as well as making creative use of available resources. The body also monitors and evaluates the performance and acts as a critical friend to the principal for offering support for good management of the school. The function is well echoed by Van Wyk (2007) where it is shown that the SGBs should also support the principal, educators and other staff in the school in the performance of their professional functions. It is further attested that the SGB should supplement the resources supplied by the state to improve the quality of education provided by the school. An example given here is the resolution given by the SGB that parents would have to be made to pay a certain fee that would help in attaining a particular goal in the school. As it has been shown, that is a specific issue that needs to be done for one to have performed their functions as given above.

In performance of its duties, the School Board recruits educators and other staff. Recruitment, according to Amos, Ristow and Ristow (2004) is a process involving many potential candidates from whom the ideal candidate can be selected. In recruiting one needs to select a person who is as cost effective as possible. There is, however, a strong feeling and contention that the issue of subject knowledge and writing ability must be foreground for interviews (Taylor, 2009). Taylor (2009) finds this to be a function that needs to be carried out by a governing body that is capable. It has to be one that is skillful enough to do the job. This is promoted by the notion that some educators in schools on one hand are not competent in their subject matter handling. These are apparently educators who on the surface may look qualified and capable of facilitating education. On the other hand, some schools are believed to perform the way they do simply because they lack qualified educators.

Ogalla (2003) claims that many qualified educators sideline the schools located in remote areas. That means therefore, that such schools are forced to work with under qualified or unqualified educators. The implication here is that facilitation of education is going to be poor and this directly impacts on the performance of the learners. So a competent governing body will carefully consider how it is going to attract those educators to these schools in the remote areas. These become a big challenge to the governing body because failure to act appropriately exposes the governing body. It is one's understanding that there has to be some kind of intellectual reasoning to perform that task well. A good School Board would entice the educators so as to motivate them for working even harder than before. Such measures could be some incentives organized for educators who would have produced a relatively significant number of passes in an external examination. In this way, the School Board would be managing the efficient running of the school.

Ntombela (1996) believes that parents have desperately entrusted their children to educators. That means parents have an understanding that their children get what they went to school for. They have trust that educators will do all they can to help learners and parents to achieve their goal. There may not therefore be room in parents' mind for acceptance of non-performance situation by the educators. The fact that sometimes educators are under qualified means they are not in a position to produce desirable results. That failure to live up to the expectations of the parents who sent their children to school makes educators to lose parents' favour. In this case a considerate School Board would have to take upon themselves to find what prevents the educators from performing to the expectation of the parents. That School Board would have to find out what could be the cause for the learners to be unable to perform as expected. Parents may not be aware of the educational qualifications of individual educator. All they hope for is that everything is in place for good education of their children.

When one has had an educational enlightenment, they become confident in what they do or say. Collett (2002) shows that one engages in furthering their studies because they desire to make a better contribution to their society by becoming better qualified. That

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means, education as a function of performance, makes a person contribute effectively in the community. Considering the School Boards in place, it is directly implied that an educated person would be better in terms of performance in schools than an uneducated one. So, this means that for an efficient School Board, all the board members have to be educated.

2.4.9 MANAGING AND ADMINISTERING THE SCHOOL

The school Board, among other functions, has to manage the school. This happens with the understanding that there is a principal in place who manages the school on daily basis. The School Board also would not be acting appropriately to micro-manage the principal. Thiers is to allow the principal do things but they should be sure that in deed things do happen as they are supposed to.

2.4.10 SCHOOL POLICIES

A number of examples will be quoted here that show failure by the School Board to implement policy or good policy at the detriment of the school and learners. Policy making is widely described as being the School Board's principal function. Good policies are said to usually contain, among others, reflection of the board's vision for school system as well as specifications of goals and objectives.

Every school needs to have a clear policy for different management areas. These management areas such as educators, need clear policies that govern their performance and function in a school. For example, educators need to know that they are expected to be on school campus all the time from the first bell of the day to the last even when they are without lessons. This has to be clearly spelt out to educators especially because some schools let educators wonder around their houses of residence when they are not having classes. Some even allow the educators to completely get out of school campus when they do not have lessons. The practice that puts the very educators at risk of being late for lessons. Even on matters that relate to finances, educators have to be clear if there are policies so that, as an example, one does not plan to borrow money from school and only to learn when he/she is desperate that it is not possible.

Learners as well, need to have their policies well set out on both curricular and extra-curricular matters. They have to know which subjects are core and which ones are electives. This is because electives differ from school to school. So, it is the duty of the management to make sure that learners are aware of their electives in the school. This could be achieved through the use of the prospectus of the school where such an issue would be contained. They have to know well as a policy for example, whether attending sporting activities is binding even when one is not partaking. Such policy will serve as a guideline for the behaviour of the role players. Van de Venter and Kruger (2005) shows that the responsibility of making education policy is that of the governance of the school among others. Governance of a school is solely the responsibility of the School Board in terms of the Lesotho Education Act 2010. This function of the governance includes the admission and the language policies. It is the responsibility of the School Board to ascertain that the fees are where they are supposed to be as well as the language that becomes the medium of instruction in a school.

The function includes establishing codes of conduct for learners as well as carefully observing the religions of the learners. It does not in any way sideline the rights and the responsibility of the stakeholders. Van de Venter *et al* (2005) goes on to show that policy making is not a once-off planning action. It means once a policy is in place, it needs to be looked after in terms of how it works and whether it is worth having or it needs immediate modification. This exercise of policy making needs people who have educational enlightenment beyond just reading and writing only. One believes that the monitoring of the policy as well needs someone who has some assessment and evaluation skills.

Some School Board members would argue that the principal should admit too many learners. This may be done with the hope of having a large school. The School Board may pressurize that the principal should admit learners unaware of lack of classrooms and other infrastructure. That gives rise to over-crowdedness in the school. That would immediately reduce the facilities and teaching materials in that school. This is to say that, if a set of instruments was meant for a class of forty learners, overcrowding

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learners to more than the number would certainly make other learners sit in class without equipment. These in one's view would be signs of weak management by the School Board. So, there has to be a clear admission policy for a school.

In a paper submitted, at Southern African Association for Educational Assessment (SAAEA) conference in Maseru in 2013, Ramaili recommends that the schools have to use language that both parents and learners can easily understand, especially when reporting the learners' work. It is with the understanding that it would help parents get more informed about the education of their children. This includes even the format of some schools' reports that parents find so hard to comprehend. This finding does not show oversight on the side of the educators only, even on the side of the School Board. It shows lack of check and balance mechanisms in the School Board in that a report that fails to convey an intended message has made it to the parents without their knowledge. This greatly impacts negatively on the credibility of the School Board. It shows that internal school policies established by the School Boards may affect management and administration of schools for better or worse.

2.4.11 RECOMMENDING APPOINTMENT, PROMOTION, DEMOTION OR TRANSFER OF AN EDUCATOR

A good governing body appreciates the importance of recruiting and retaining good educators and support staff. Personal development is promoted and supported to meet future demands. This is according to Governors Wales (2009). Van Wyk (2004) shows that according to the Employment of Educators Act of 1998 (RSA 1998), the appointment of staff is a matter of partnership between governing body and representatives of the employee organizations who act as observers in the interviewing process. Apparently the same process is followed even in staff promotion. In Van Wyk (2007) it is asserted that the governing bodies recommend the appointment of teaching and other staff at the school and that they also deal with disciplinary hearings of teachers.

In a study conducted on this point where the SGB seemed to be doing their job well, respondents had their different views. While some were content with argument that the

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school belongs to the SGBs, and that their involvement would rightly give them more power to select the educators for their children, and that they would be more involved in teaching and learning as they are the ones directly recommending the educators of their own choice, others saw it differently. Those who did not support it argue that the School Governing Body does not have expertise to do so. They argue that the School Governing Bodies, with their low education interview educators who are very knowledgeable about the career when they themselves did not know much. So this exercise of recruitment interviews or even promotion interviews is still not very convincing to some people as to whether it is well handled by the SGB or not considering their level of education and skills (Van Wyk, 2007).

According to the UK Department for Education and Skills (2004), governing bodies that do not have a great deal of experience in selecting and appointing senior staff as their duty, employ the help from governors of their schools. This collaboration arrangement is said to be helping the School Governing Bodies and the school very much. There is also local authority and diocesan staff who provide valuable technical and legal support from an education and employment perspective. While that is the case, Mahlangu (2008) shows that one of the primary duties of the School Governing Body in a public school is to recommend which educator's should be appointed. Mahlangu had found that in fact this function of the School Governing Body had not been done. It had been shifted to another team close to the SGB. This was due to the experience the other group had. This puts possession of experience into perspective.

Van Wyk (2007) shows that in as much as appointment of educators is the responsibility of the School Governing Body, many educators are opposed to that. The claim they make is that the members of the SGB do not have any expertise to carry out that function. Educators claim that the SGB members only look for people they know who may even not be qualified for the position. The principal on the other hand argues that the School Governing Bodies have to continue with the functions as they are aware of the needs of the school and community. It is that reason that makes them the right candidates to know exactly which educators to select or promote.

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2.4.12 Recommending disciplinary action

The recommendation in terms of this function is made after a disciplinary inquiry has been done. The disciplinary inquiry is carried out with reference to the (Lesotho. Codes of good practice, 2011). According to Naidoo (2005), in New Zealand, the United Kingdom and in several Australian and USA states, School Boards can hire and fire educators including the principal.

2.4.13 Teaching codes

The (Lesotho. Education Act 2010) states that the Minister may prepare and publish codes of practice for the purposes of providing practical guidance. These codes are code of conduct; grievance code; disciplinary code as well as the code on dispute resolution. As it has been shown in chapter 1, the codes are fully implemented by the School Board hence their relevance cannot be overemphasized in this study.

The implementation is in line with performance of one of the functions of the School Board. The function according to the (Lesotho. Education Act 2010) is recommending to the appointing authority a disciplinary action against a principal or head of department.

2.4.14 PURPOSE OF THE CODES

Code of conduct: It is intended to guide educators in the conduct of their relationships and dealings with their employers and the public at large;
The grievance code: It prescribes the procedure to be followed in dealing with educators' grievances;

The disciplinary code: It is a guide to follow when instituting disciplinary action against a teacher in the event that a misconduct has been committed;

Code of dispute resolution: It guides towards resolving disputes that cropped up in a workplace speedily so as to avoid long standing unattended conflicts.

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2.4.15 School Board and the codes

The code of conduct is clear as it communicates the dos and don'ts to the educators. It does not involve the School Board on a hands-on basis. Those dos and don'ts have to be known to the School Board because they are referred to when a disciplinary inquiry is held.

The grievance code is a bit more demanding than the code of conduct. It says an aggrieved educator or principal shall raise his/her grievance with his/her immediate supervisor. If it is an educator who is aggrieved, the immediate supervisor is the Head of Department (HOD). In that case there is not much problem since the HOD is a professional. The HOD can be expected to deal with the situation in a manner that it deserves. If it is the deputy principal who is aggrieved or an educator in a small school, it means a School Board member other than the principal will be involved to preside over the case. If then that School Board member has not acquired any skills other than just the basic skills of reading and writing, it is going to be a great challenge to him/her to handle the matter in the manner befitting.

The disciplinary code as well calls for knowledgeable parties to deal with especially where the person to be dealt with is a principal. This warrants the intervention of the School Board member either as presiding or as a complainant. As a complainant, it is still as challenging as when presiding. As the complainant it means gathering information that substantiates the charge. Then that will be followed by the writing of the charge itself. That collection of information and writing of a charge is enough challenge to anyone who is not in that field. It would be even more demanding to anybody who has not had any schooling exposure above just reading and writing.

Code on dispute resolution has a lot of technicalities that really would be very much confusing to any one whose educational achievement does not go beyond primary school qualifications only. One understands that should there be a small problem with following the procedure in the issues that concern the given codes, one loses the case. It, therefore, is a wise move to put a person whose educational attainment or experience

can allow him/her not to make mistakes that could have otherwise not have happened if he/she was appropriate.

It is true that any verdict that is reached from the use of the codes that considers dismissal has to be communicated to the Teaching Service Commission (TSC) in a form of recommendation. The TSC, as the appointing authority, upon receiving the recommendation may then confirm, reject or modify the verdict and then deliver it to the defendant. So even though it is the TSC that gives the final word, the processes of inquiry are so long. They take a long time before they come to a finalization. The time taken is simply too long to imagine a loss emanating from a wrongly handled procedure by the School Board. Therefore, there is a need for well-trained or trainable personnel in the membership of the School Board. One believes that they are trainable on this particular function if their education has reached a level higher than just being able to read and write. So this function is one of those that are seriously challenging to the School Boards.

2.4.16 Liaison with local authority

According to UK Department for Education 1995, one of the principles of effective schools is the home-school partnership. This is when the relations between home and school are supportive and cooperative. It is when parents get actively involved in their children's work and in the life of the school. Development of a school can be judged, on the one hand in terms of its gains infrastructurally. This entails the buildings and all other physical facilities the school may have. On the other hand, it can be assessed in terms of the performance of the learners in examinations and acquisition of skills. It is on this notion that UK Department of Education 1995 shows that knowing the current performance of a school provides a basis for improvement. This provides for a well drawn development plan which sets out targets over the following years and how the school would meet them. The School Board on this point should ask themselves questions such as what are the key priorities. This is because there could likely be more objectives and targets which they would ideally like to meet than will be realistically achievable. It is in this regard that the plan has to state the priorities. It remains the duty of the School Board to seek help in order to work towards realization of their dreams.

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This is because the School Board would have first asked itself whether it has the resources to utilize to achieve the set target. So, given the budget constraints the School Board must consider whether the resources are likely to be available to meet all its targets and if not, whether there are other ways of achieving them (UK. Department of Education, 1995).

According to Bush and Heystek (2003) as cited in Davids (2011), research indicates that there are considerable variations in the level of School Governing Body involvement and the anticipated role that School Governing Bodies play in school development. It is further argued that School Governing Bodies' decisions are peripheral and their influence rarely makes an impact upon teaching and learning. This is in terms of advising for the purposes of developing perhaps towards facilitation of learning. The understanding is that the board members are not well capacitated in that regard. The emphasis still stands that an effective governing body systematically monitors its school's progress towards meeting agreed development targets. The body is said to share information about what is going well and why. They also discuss reasons around what is not going well (Ofsted, 2015). The argument goes on to show that governors use the skills they bring and the information they have about the school. They ask challenging questions focusing on improvement. They hold educators to account for pupils' outcomes. They manage time efficiently because they have very clear procedures for delegating tasks set. Such tasks are delegated to the committees. There are also clear terms of reference put in place for those committees as they execute their assignment.

House of Commons Education Committee (2012) show that subject-specific professional development is instant in both primary and secondary schools, because inspired teaching depends on both deep subject knowledge and strong teaching skills. The committee shows that many school leaders are reluctant to prioritize professional development for their teachers because of the expenses involved as well as disruption it causes in school, whereas the sacrifice is long-term gain. It is also deemed the principal's responsibility of the School Board to secure adequate funding to support

academic achievement according to Land (2002). It is contended that it is the School Board's role to identify and find effective policies and programmes and cull those that are ineffective.

The governors, according to the UK Department for Education 2004, play a role in promoting leadership development in schools. They do so by bringing knowledge of leadership development opportunities from both inside and outside education. The governing bodies should establish a strategic framework for leadership development as well as championing continuous professional development for all school staff. This means that the School Board is able to put aside some funds for looking into such developmental issues of the school.

2.4.17 Submission of audited financial statement

As it has been shown earlier, the SGB may request that a fee be paid by the parents for a certain goal. Such funds are, according to Van Wyk (2007), administered by the governing body. The South African School Act No. 84 of 1996, according to Baruth (2013) prescribes the guidelines for the SGB and the school principal on key roles and responsibilities in managing the finances of the school. It is further shown that according to SASA, it is the responsibility of the SBG to oversee the financial management of the school fees and any other funds and donations received. To ensure effective fulfillment of this role by the SGB, there has to be strategic finance policy in place. This would serve to create a sense of ownership and legitimacy on the part of the SGB. Such a policy in place means that the governing body has a clear manner in which they deal with the school funds. This would not at all be difficult for a governing body in such a school to have their financial operations be audited and submitted to the respective authorities.

Ndou (2012) shows that even though it is a requirement that the schools send their financial statements quarterly to the circuit managers, some appeared not to have honoured that policy. Some schools would not have sent them for a few quarters, while others would have failed to send them for most of the quarters.

This state can be suspected to stem from the lack of involvement of the SGB in the management of the school funds. Baruth (2013) attests that one chairperson lamented that they did not know what was happening with their school fees and their annual budget. The chairperson complained that the principal was not being honest about the school funds as the SGB did not know how their subsidy from the department was being used. This suggests that the financial statements that are due on a quarterly basis to the circuit managers are not collectively prepared or approved, if at all they are available.

According to the UK Department for Education 1995 the governing body has a right to discuss, question and refine proposals. This should always be done respecting the professional role of a principal and other staff and their responsibilities for the management of the school. The governing body there has the duty to answer for its actions and performance. This puts into perspective the accounting role played by the governing body.

The School Board is responsible for the whole management of the school as well as management of the principal. The School Board manages the principal as well. In order to open the school to innovations, its members of the School Board have to be skillful. It is claimed that even the 1995 Act showed that the appointment of the School Board membership was made by the proprietor and approved by the Minister without any specific criteria. The Lesotho Education Act 2010, the one that replaced the 1995 one, is just the same on this subject. It is quiet about the yardstick used by the Minister to approve the ones he/she appoints to the School Board.

The argument is that the Minister may be tempted to lose objectivity on this matter and in approving appointments allow herself/himself to be influenced by party politics regardless of the strengths and weaknesses of the appointees. Such an eventuality may compromise management of the school in question.

Rakhapu (2002) contends that the education level of members of the School Board is not taken into consideration in the Lesotho Education Act 2010. It is further argued that qualities that are necessary for effective governing body members include relevant experience, appropriate qualifications and genuine interest. Rakhapu (2002) asserts that it is only the principal and the educators' representative who are educational professionals; the rest are not, and their academic qualifications are not required by the Act. This means it becomes difficult for a chairperson who does not have any academic qualifications to give educational direction to a group of people charged with the responsibility of managing a school. Even worse of when that group is of educators, the people who are professionals in their own right. This, therefore, shows and emphasizes how the School Board could fail in its management functions. DeHoff (undated) shows that effective School Boards evaluate their effectiveness regularly. In evaluating themselves they should consider the perception of parents, staff administration and even learners about them. The assessment should mainly be with regard to the School Board's response to policy development.

It is also unthinkable to expect unskilled and inexperienced lay people who form a School Board to make a productive contribution to the meetings of the School Board. Rakhapu concludes that considering that the School Board decision is reached through majority of members present and voting, looking at its composition, decisions to be reached and agreed upon are likely to be of no use towards the performance of the functions. This means the school led by such a School Board is likely to underperform and to be underdeveloped due to its School Board failure to perform as expected. Joubert (2006) attests that one can sometimes understand their function but fail to perform the function. Joubert shows that understanding does not necessarily mean availability of capacity to perform. That could be the state of affairs with some School Boards.

2.4.18 Conclusion

It has already been shown in Chapter One that it is really intriguing that the School Boards of many schools in the country are made up of mainly people who are not satisfactorily educated. The situation as it stands now, puts the schools in a very terrible

disadvantage in terms of leadership and guidance. The schools are not led by the right people even though they may have resources at their disposal. Considering that even the Lesotho Education Act 2010 is written in English is indeed a great challenge to people who do not have a certain educational achievement. A question to ask would be whether the country is doing enough in empowering those that need help in the School Boards or not. It is a general phenomenon that it is difficult to find skilled governors as Knights (2012) concedes that in a study conducted in 2011 evidence showed that about 60% of respondents had difficulty finding skilled governors. This is why Knights (2012) maintains that training of governors be done. The next chapter is going to look into the theories that underpin the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design and methodology, including sampling and data collection and analysis. Methodology and research design direct the researcher in planning and implementing the study in a way that is most likely to achieve the intended goal. It is a blueprint for conducting the study (Burns & Grove 1998:745). Different authors call it differently, e.g. Leedy and Ormrod talk about designs while Huysamen (1994) refers to approaches. The aim of this study was to investigate the perceptions held by the School Boards about their governance role in secondary schools in Lesotho.

3.2 RESEARCH DESIGN

This was a qualitative study. Brink & Wood (1998:335) describe qualitative research "as modes of systematic inquiry concerned with understanding human beings and the nature of their transactions with themselves and with their surroundings". Leininger (1985:5) defines qualitative research as the methods and techniques of observing, documenting, analyzing, and interpreting attributes, patterns, characteristics and meanings of specific, contextual or gestalt features of a phenomenon. Qualitative research is contextualized in different philosophical paradigms which center on diverse conceptions of reality (Guba & Lincoln, 2000; Denzin & Lincoln, 2008). The philosophical basis of qualitative investigation stems from phenomenology (as a philosophy), from hermeneutics and from existentialism (Lucca Irizarry and Berríos Rivera, 2013). According to Padilla-Diaz (2015) all qualitative research has a phenomenological aspect to it, but the phenomenological approach cannot be applied to all qualitative researchers. The philosopher Immanuel Kant used the term phenomenology in his classic work, *Critique of pure reason*, in which he differentiated between the mental representations of objects, understood as the thing in itself (*a priori* knowledge independent from experience), and objects understood on the basis of

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experience: *a posteriori* or empirical knowledge (Parodi, 2008). In this study the researcher adopted a phenomenological research design and methodology to achieve the objectives. The word phenomenology derives from the Greek, and one of its meanings is the following: "apparition or manifestation" (Padilla-Diaz, 2015). It has also been defined as the *philosophy* or school that explains being and consciousness on the basis of the analysis of observable phenomena (Litchman, 2006). Langdridge (2007:4) defines phenomenology as a discipline that "aims to focus on people's perceptions of the world in which they live in and what it means to them; a focus on people's lived experience". She further clarifies that phenomenology as a qualitative method focuses on human experience as a topic in its own right. It concerns with meaning and the way in which meaning arises in experience. Phenomenological studies examine human experiences through the descriptions provided by the people involved. The goal of phenomenological studies is to describe the meaning that experiences hold for each subject. In phenomenological research, respondents are asked to describe their experiences as they perceive them. Similarly in this study SGB members were asked to describe their experiences (as they perceive them) of their role in school governance.

The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s). Phenomenology is concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. Although it is completely appropriate to say that all qualitative research has a phenomenological aspect to it, this does not imply that the phenomenological focus must be used as a strategy of data collection in all qualitative researches. Rather, it is used in particular cases depending on the research problem studied. The characteristic scaffolding of phenomenology as research focus is discussed in the following section. Padilla-Diaz (2015) cautions that in order to accurately describe the scaffolding or staging of phenomenology, it is appropriate to begin with it's different types and

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classes. Descriptive or hermeneutical phenomenology refers to the study of personal experience and requires a description or interpretation of the meanings of phenomena experienced by participants in an investigation. Eidetic (essence) or transcendental phenomenology analyses the essences perceived by consciousness with regard to individual experiences. "Egological", genetic or constitutional phenomenology refers to the analysis of the self as a conscious entity. This type of phenomenology appeals to universal consciousness. Creswell (1998) posits that the best criteria to determine the use of phenomenology is when the research problem requires a profound understanding of *human experiences* common to a group of people. The author suggests that the studied group should consist of 3 to 15 members. The members of the group need to be able to articulate their lived experiences. The role of the phenomenological investigator or researcher is to "construct" the studied object according to its own manifestations, structures and components (Ponce, 2014). In this study the researcher was interested in the personal experiences of the SGB members which required a description or interpretation of the meanings of phenomena experienced by them as participants in the investigation. The constitution of school governing boards is usually within the range 3 – 15 members. Consistent with the descriptions of the various types of phenomenology given above and the criteria articulated by Creswell (1998) the study adopted the descriptive or hermeneutical phenomenology as an appropriate approach.

Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom.

Although in research the terms population and sample are discussed with the intention of making inferences from samples about the population; it is important at this stage to point out that pure phenomenological research seeks essentially to describe rather than explain (Husserl, 1970). Phenomenological studies make detailed comments about individual situations which do not lend themselves to direct generalizations in the same

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way which is sometimes claimed for survey research. Although this might be viewed as a weakness; phenomenological research can still be robust in indicating the presence of factors and their effects in individual cases, but must be tentative in suggesting their extent in relation to the population from which the participants or cases were drawn. Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. After collection of data, the researcher then seeks from the data an understanding of the phenomena observed, rather than some generalizable knowledge or explanation. Adding an interpretive dimension to phenomenological research, enables it to be used as the basis for practical theory, allows it to inform, support or challenge policy and action.

3.3 POPULATION

The population of this study was made up of the School Boards in all the schools offering secondary education in Lesotho. As defined by Drew, Hardman & Hosp (2008), population is comprised of all constituents of any clearly described group of people, events or objects who are the focus of an investigation.

3.4 SAMPLE

Seventeen (17) schools were sampled in the Leribe district while in Botha-Bothe it was ten (10) schools. From each of these schools 1 school principal, 1 SGB chairperson were selected as participants for the study. There were two other members than the principal and the chairperson who were selected for the questionnaires from whom a total of 39 questionnaires were available for collection. As Krathwohl (1998) cited in Bowes (2009) puts it, sample of a study is the selection of a small number of units from the population to enable researchers to make reliable inferences about the nature of that population. That means a sample is a component of the subject on study. It provides the material on which generalizations are made in order to explain the situation in question. It follows that sample is always part of the population. So the schools or the School Boards of these schools form part of the schools or School Boards in the country

respectively. And as it has been shown, there were 17 and 10 principals and chairpersons who took part in the interviews respectively.

3.5 SAMPLING TECHNIQUE

The samples or participants in phenomenological research are generally chosen according to what is known as "purposive sampling". Purposive sampling is characterized by the incorporation of specific criteria met by the participants at the moment of selection. Conrad & Serlin (2006) show that purposeful sampling is appropriate in qualitative research as it allows one to choose cases on the grounds that they are interesting, convenient and representative. In this study participating schools were selected if they met the following criteria:

a) The schools had a fully functional principal - There had to be a principal in a school because where there is no principal meetings do not usually take place and implementation of proposed policies becomes difficult. A school without a principal lacks a very important element in leadership and that by itself already weakens leadership in the school.

b) All the schools had their School Boards fully operational -There are schools that by mistake run without properly instituted School Board. A proper School Board is the one appointed under the Lesotho Education Act 2010.

c) The number of learners has not been less than 40 in the previous year to the study - It is imperative that all The School Board members who participate in the study have had an interaction with a full class of 40 learners for acquisition of required experience.

Any school that would not meet the conditions would be dropped out. It was from those that met these conditions where the participating schools were then purposively chosen.

3.6 DATA COLLECTION INSTRUMENTS

Both questionnaires and interviews were used to collect data in this study. There was an English as well as a Sesotho version of the questionnaire which was made available to the respondents. The Sesotho version was to enable a School Board member who does not know English to make sense of what the study was all about. The Sesotho version

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was a direct translation of the English one. So, the answers were filled on the English one when the questionnaires were taken for analysis. The School Board members who participated in the pilot testing were comfortable with the English items in the questionnaire. The questions answered are shown in the appendices. Open ended and closed ended questions were used for the questionnaires. The closed form were chosen for their ability to allow the researcher to obtain a clear and unambiguous information that is easy to score and code for analysis. Van Wyk (2007) argues that the advantage of a questionnaire is that it can easily be administered without the presence of the researcher. Another reason is that it is very easily analyzed. Questionnaires are tools that seek information from respondents by way of using questions asked in a predetermined order. They however have some disadvantages. One of them is that there is no way one can tell how truthful the respondent was on the answer given as well as lacking validity. The questionnaires responses were therefore validated with the use of interviews

Interviews were used to collect data from the chairpersons and the principals while the questionnaires were used to the other members of the School Board. Although proponents of phenomenology suggest that the most appropriate data collection strategy for a phenomenological research is the profound interview; more recent humanist and feminist researchers refute the possibility of starting without preconceptions or bias, and emphasise the importance of making clear how interpretations and meanings have been placed on findings, as well as making the researcher visible in the 'frame' of the research as an interested and subjective actor rather than a detached and impartial observer (Plummer 1983, Stanley & Wise 1993). In this study the decision to use a questionnaire framed around the self-efficacy theory was based precisely on this view that the researcher needs to be visible i.e. he/she comes in with some preconceptions and biases which then enable him/her to be clear about how interpretations have been placed on the findings.

3.7 PILOT STUDY

Two schools were used for piloting. One was the researcher's school while the other was one of the neighbouring schools. One educator from each of the two schools was

used to answer the questionnaire. The deputy principal was used in the school of the researcher to take the place of the principal as the researcher himself is the principal. In the other school it was the principal himself. These two people were interviewed. The chairpersons of the two schools were interviewed as well. Two other members of the School Board in those schools were used for the questionnaires. In all it was four members for interviews and four members for questionnaires. Alterations in the study questionnaires were made with the use of the pilot findings. Some items were revisited and removed while others were modified due to lack of clarity. The questions for the interviews were all endorsed without any modifications.

According to Drew *et al* (2008), pilot test provides information regarding whether the instructions and questions are clear and whether the time and effort required on the part of respondents is reasonable. Ary *et al* (2002) attest that the pilot test helps the researcher to decide whether the study is feasible and whether it is worthwhile to continue. Another crucial aspect of the pilot study is that it provides an opportunity to assess the appropriateness and practicality of the research methodology. Bell (2002) as cited in Griesel (2004) puts down a list of questions which can be asked to the respondents who form the pilot study upon completion.

3.8 DATA COLLECTION PROCEDURES

The most appropriate data collection strategy for a phenomenological research is the profound interview. Existing literature (Kyale & Brinkman, 2009; Marshall & Rossman, 2010) concurs in that the phenomenological interview should be open or semi-structured. These two types of interviews allow the researcher to address the phenomenon profoundly, providing a space of aperture for the informants to express their experiences in detail, approaching reality as faithfully as possible. The detailed descriptions or interpretations brought by the participant in the profound-phenomenological interview should be as representative of experienced reality as possible. The main focus of the phenomenological interview is the description of the meanings of phenomena (Rubin and Rubin, 2012). Some of the most commonly used strategies during the process of validation under phenomenology include corroboration by participants and agreement between coders (Creswell, 2013). Corroboration with

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participants consists of presenting and discussing the data analysis between the researcher and the research participants to verify that the essences and meanings are in fact those expressed directly or indirectly by the participants. Agreement between coders is a more complex process. Various people or external researchers participate willingly in the process of encoding data. These people concern themselves mainly with seeking correspondence between the relevant themes (and subthemes) and the categories that emerge from the data analysis. At the end, all coders compare their respective analysis and, if necessary, according to mutual agreement, the categories can be reorganized to validate the information obtained. These authors point out that is recommendable to carry out some additional interviews in order to: verify the information obtained, allow the participant the opportunity to provide further detail or expand on the information offered and, lastly, for the participant's final approval.

So during the data collection process the questions were read from a paper well prepared ahead. Questions were read out one by one from a list of questions starting with the one appearing first in the list. The respondent was given a chance to think and give the answer they believed was the best. Whenever the respondent needed clarification on a question, the researcher was always ready to rephrase the question. During the interviews, data were also collected from the participants using the audio recorder. This was to avoid a split in the researcher's focus by listening and at the same time writing what the respondent was saying.

3.9 DATA ANALYSIS

Data analysis in phenomenology is characterized by the following procedures: *epokhé*, identifying common meanings and essences, "horizontalization" of data, textual and structural analysis (Moustakas, 1994). These procedures are discussed in more detail. As a method of research, Husserl proposed *epokhé*; a word of Greek origin which means *doubt*. Giorgi (2009) held that the concept of *epokhé* refers to the suspension or suppression of judgments and the positioning of the researcher with regard to the experiences of the studied phenomenon. This suspension of judgment is a mechanism which ensures objectivity during the process of data analysis in a qualitative research. While it is true that the concept of *epokhé* stems from pure phenomenology, it is also

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true that the term has been adapted to qualitative investigation in general. Textual analysis refers to the description of *what* is expressed by the participants. Structural analysis refers to the interpretation of *how* it is expressed by the participants. These are some questions proposed by Smith & Osborne (2003) to guide the researcher using phenomenological analysis. What elements do people unintentionally filter? What are some events evidenced through the stories without the person being aware of it? How does the person construct meaning within his or her social and personal world? According to Padilla-Diaz (2015) if we analyse the questions posited by Smith and Osborne (2003), we will notice that they highlight the transference of explicit information (what the participants say) to implicit information (how it is told; what is behind the narration, what are the meanings behind what is told and what is omitted). In other words, phenomenological analysis requires: describing and analysing the "text" to interpret the "context". The description, analysis and interpretation of the information obtained through interviews make up the three main steps suggested by Wolcott (2010) for the general analysis of qualitative research. As part of the scaffolding characteristic of phenomenology, analysis and interpretation must be headed towards particular search activities: descriptions, contexts, hidden discourses, meanings and essences. While it is true that both types of analysis (textual and structural) are fundamental in the interpretation of the findings, structural analysis plays a vital role as a fundamental part of the scaffolding of phenomenology because it is the one that directs us towards common essences and meanings. Structural analysis reflects the intentionality of conscience as a fundamental aspect of phenomenology.

Creswell (2013) describes the following steps to elaborate phenomenological analysis:
1. The researcher describes his or her own experience with the object of study in order to identify personal judgments and prejudices so that they don't affect the process of analysis.
2. The researcher proceeds with the "horizontalization" of data. This refers to the process wherein the researchers lists each of the relevant quotes of the studied topic and gives them equal value with regard to the expressions of the group. This is where the

textual description begins: what are the participants saying? What are the relevant topics expressed by the research participants?

3. The researcher groups the relevant topics into units of meaning.

4. The researcher writes the textual description and includes "ad verbatim" quotations.

5. The researcher writes the structural description.

6. Finally, according to the textual and structural analysis, the researcher proceeds to identify the essence of the phenomenon. What are the common elements repeated in each of the researched participants?

3.10 RELIABILITY

According to Seale (2004) reliability concerns the consistency with which research procedures deliver their results. A question to be asked about the instrument is whether it could produce the same result if applied on two different occasions with the same subject. That is, if the research were to be repeated, would it generate the same result?

According to Niemann (2000) cited in Kobuoe (2006) reliability is achieved by:

- ❖ Triangulation, including the use of more than one method of data collection, the use of more theoretical perspective to interpret data, the use of more than one researcher or observer in the investigation and the use of two or more data, resources such as interviews or literature. In this case, to achieve triangulation, the interviews and questionnaires were used. These were also in line with the literature reviewed on the subject. This was to justify concurrence of the literature with the reality.

- ❖ Cross examination as a method that is used to determine whether casual misinterpretations infiltrated the findings of the research.
  Tashakkori *et al* (2010) refers to it as the conceptual consistency. To ascertain this answers given were compared with the views obtained in the reviewed literature. Again, different questions testing the same view were asked to see if they would really express the view.

❖ Mechanization, which is the use of audio-tapes and video recordings to store information and computers to process data. In response to this aspect, audio tapes were used and recordings were carried out for storage of the information.

❖ Auditing as a process through which all information regarding the research as well as data, survey, and notes are kept so that the findings can be verified by the independent person.

❖ All the recordings and answered questionnaires have been kept so that reference to them as raw data can be made whenever necessary. In line with the demands of the internal reliability, the interviews were held and they were audio recorded. The principal as well as the chairperson of the School Board were interviewed. The recordings were therefore kept for reference later if verification has to take place. In this way reliability was ensured.

❖ Interviewing is the careful asking of questions. An interview provides a platform for the researcher to ask either structured or unstructured questions by which impressions gained through observation can be verified or refuted. Interviewing is deemed the most important data collection technique a qualitative researcher has (Fraenkel & Wallen, 2008). Conrad and Serlin (2006) find interviews to be a primary source of case study information. Questionnaires were used as well. That was to ascertain the use of more than one method of data collection. The questionnaires were safely kept with the researcher for the purposes of verification.

❖ In one's view, probing for additional information is another important aspect in an interview. It was with this understanding that interviewing at least one member of the School Board was crucial and the participants were probed for additional information following from what answer the participant would have given.

3.11 VALIDITY

It is an extent to which an instrument measures what it is supposed to according to (Goetz *et al*, 1984) as cited in Kobuoe (2006). Maree (2007) as cited in Bowes (2009)

asserts that for an investigation to be certified as trustworthy, it should have a high degree of both internal and external validity. Internal validity focuses on the accuracy of the data. It focuses on the accuracy which is based on the relevance of content (Kobuoe, 2006 and Bowes, 2009).

In dealing with content validity, the preparation of items for interviews and questionnaires was done cognizant of the fact that they are relevant to the research questions. According to Ellis (1994) cited in de Villiers (2001), valid data are those that enable a researcher to infer underlying phenomena. The phenomenon in this study is that School Board do not perform their functions as expected. This may be influenced by issues like lack of experience or lack of formal education by the members of the School Board. It, therefore, means that the data collected have to shed light in that regard. Kgothule (2004) puts it as referring to the degree to which the research conclusions are sound. A question that is answered there is whether it can be said that the reported results were true. Seale (2004) says a convenient way of categorizing concerns about validity is to divide these into internal and external validity.

3.11.1 INTERNAL VALIDITY:

The study is meant to show clearly that the performance of functions and development in the secondary schools may be hindered by the lack of understanding of the functions by the School Board. That is, in a school where the School Board members have a relatively higher understanding of the functions, one can expect relatively better performance and development of the school.   Internal validity refers to the extent to which it can be said that the observed changes in the dependent variable were due to the effects of the independent variable and not to the effects of extraneous variable (Graziano *et al*, 2012).

The questions in the questionnaire and interviews were carefully aligned with the research questions as set out for the study. Griesel (2004) asserts that validity supposes that the measuring instrument must measure the concept under investigation and that this measurement be accurate. That is the reason the content of the data-collecting

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instrument must be representative of the body of knowledge of scientific field it covers which is the understanding of the functions.

In fact an in-depth literature was under-taken ahead of the study. The literature confirmed that the questionnaire to some extent covers the existing knowledge on the role of the School Board in secondary schools. For example, Calitz, Fuglestad and Lilleford (2002) as shown earlier indicate that parent component of governing bodies comprises mostly laymen who are not knowledgeable about the intricacies of the teaching profession. That enabled the researcher to draw relationships and make recommendations. The technique used to analyze and verify the data was computation of percentages. This was opted for because it is easy to use when comparing as well as when making generalization as was necessary at the end of the study.

3.11.2 EXTERNAL VALIDITY:

The researcher selected from the School Board, members who would be able to give the necessary information. Those were the chairperson, the principal, the educators' representative as well as one other School Board member chosen at random. The principal, by virtue of his/her position is exposed to many challenges related to the running of the school. In fact he/she has a direct bearing in the performance and development of the school. In terms of 2010 Education Act, the principal is the chief accounting officer in a school. As such, it is one's expectation that he/she has to see and know how each School Board member performs. He/she also has to know what is right and what is wrong for the school.

The chairperson usually, even though the act does not endorse him/her as sole representative of the School Board, takes charge and signs on behalf of the School Board on many occasions. He/she also represents the school in workshops accompanied by the principal. That puts him/her in the spotlight in terms of how he/she conducts him/herself as regards the functioning in a School Board. Accordingly his/her inclusion in the list of participants plays a crucial role.

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The educators' representative is fully involved at school by virtue of position as an educator. He/she is exposed to many activities taking place at the school. He/she can always see anything that is happening that was not supposed to have taken place. He/she therefore stands a good chance in their functioning as School Board to suggest accordingly as things happen right before him/her. Inclusion of such a member in the study may well contribute significantly.

As for the fourth member who is randomly selected from the rest of the members, that is done in order to avoid bias in the quest for a well representative sample. Conrad and Serlin (2006) state that the random part of the simple random sampling is essential to ensure that the sample drawn is not systematically biased in favour of or against particular characteristics of special sample members. The external validity involves the interaction of the research design with external factors and the resulting impact on the ability to generalize the findings across times, settings and populations. This relates to the way it may affect the generalization to the wider population (Bowes, 2009).

The external validity according to Kobuoe (2009) dictates that researcher has to:

❖ Give an accurate description of the research process, reasons for the choice of methods, the circumstances under which, and context in which, the research was conducted;

❖ Provide a clear research situation and context so that others can ascertain whether the results of the research are valid and to what extent.

The choice of the qualitative approach is to, among other things, be able to generalize at the end of the study on the impression given by the respondents. The quantitative approach will among other things allow the researcher to put the responses as numbers that will help in the analysis of the results. Again the quantitative research seeks to establish relationships between variables and look for and sometimes explain the causes of such relationships. With qualitative research there is great concern on understanding situation and events from the viewpoint of the participants. That makes participants play a vital role in the research process. In this study, the independent variables include

the educational attainment of the School Board members as well as the exposure of the members in terms of experience. The dependent variable is the understanding and the performance of the functions. The study seeks the relationship between these dependent and independent variables. That is, to establish whether their understanding of the functions can influence performance of those functions. It remains the study's task to establish the causes of the under performance in the schools. That is an example of quantitative research.

In the qualitative research attainment, the researcher depended solely on the respondents' views as they answered the questions in the interviews and questionnaires (Fraenkel & Wallen, 2008). The study focused on the participants' impressions and not on any numbers from measurements that could have been brought about by any scientific instrument. Admittedly the numbers used were those that were used to only quantify the words as given in the questionnaires and in the interviews. This shows the need to have both quantitative and qualitative methods complementing each other. The descriptive pictograms that were also exemplified the qualitative approach.

The researcher carried out an empirical investigation using a qualitative method of study. The researcher employed a structured questionnaire to establish the current situation in the School Boards with regard to among other things, how they find the challenges of the position. The researcher also used the interview to look into whether the School Board members do perform their functions as expected.

3.11.3 CONSTRUCTION OF QUESTIONNAIRE

Questionnaire consists of closed form of questions as well as open ended ones. The closed ones as it has been shown in the preceding pages, provided the respondents with predetermined responses that help them not to struggle too much for the answer. The closed questions were constructed in order to ensure that all subjects have the same frame of reference in responding. It also makes it easy for subjects to respond to questions on sensitive topics (Ary *et al*, 2002). One such sensitive question is item 33 which asked whether the principal is made to account on the use of the school funds. Closed form of questions is deemed good for:

> They are easy to complete

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They take very little time of the respondents

They keep the subject focused on the topic

They appear relatively objective

They are easy to table and analyze.

They, however, have some limitations. They do not provide with much insight into whether the respondents have any information or any clearly formulated opinions about an issue. It could be easier for uninformed respondent to choose one of the alternatives without knowing the answer than to admit lack of knowledge on the issue.

Open ended questions were as well part of the questionnaire. They were only two. The purpose of the open ended questions as shown earlier was to permit a free response rather than restricting the respondents to a choice from among the stated alternatives (Ary *et al*, 2002).

3.11.4 DISTRIBUTION OF THE QUESTIONNAIRE

This part looks into the covering letter from the supervisor as well as the one from the researcher. Lastly it covers the delivery of the questionnaires to the participants.

The questionnaires were hand delivered to the schools by the researcher. They were delivered to the office of the principal. Explanation was made verbally to the principal about who was to answer them. The principal was asked to give one to the educator member of the School Board while the other one was to be given to the parent member of the School Board. That parent member was not supposed to be the chairperson. Even those questionnaires that would not have been completely answered, they too were to be returned as soon as the respondent showed that he/she could not answer any further.

The principal was in the same breath asked to inquire about the questionnaires once there is an indication that it was completed. In the case where it had not been sent back in the self-addressed envelope, the principal was asked to collect them and keep them for later collection by the researcher.

3.11.5 COVER DOCUMENT

Ary *et al* (2002) show that it may be useful to send a letter of introduction to the respondents ahead of the questionnaire so that they are not taken by surprise. They further stress the importance of an introductory letter, and that it has to bear the name and title of the respondent. Borg *et al* (1974) cited in Griesel (2004) tabulate the following aspects to be highlighted by the covering letter.

    The purpose of the study

     Appeal for cooperation

     Protection of the respondents in terms of confidentiality for participation

     Availability of research results

     Expression of appreciation for taking part in the study

Two letters of introduction were hand delivered by the researcher upon arrival at the school. One letter was from the then supervisor and it is shown as appendix 3. Another letter was from the Senior Education Officer (SEO) of the district shown as appendices 2(a) and 2(b) for Botha-Bothe and Leribe districts respectively. The respective SEO granted the permission to conduct the research in the district. The letters shown as appendices 1(a) and 1(b) to SEO of Botha-Bothe and Leribe respectively had been written seeking permission to conduct the study in the schools in the districts.

Confidentiality was stressed on the questionnaires themselves. That part was also clearly given as an introduction every time an interview was to commence. Every participant was thanked for taking part in the questionnaire itself. The interviewees were also thanked at the end of every interview.

3.11.6 DEVELOPMENT OF THE INTERVIEW SCHEDULES

The interviews were meant to play a vital role in the collection of data for this study. Rubin *et al* (1995) as cited in Moeketsi (2004) attest that through interview the respondents have the chance to discuss, answer and ask questions related to the phenomenon. The method is characterized by open ended response questions which enable the researcher to find out how respondents determine their world and how they

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interpret events in their lives.   It was in this context that a qualitative approach was decided upon in order to have a feel of how the participants freely interpret their environment. The quantitative approach where the questionnaires were administered, was validated by the qualitative data that resulted from the interviews.

The interviews are intended to show the qualitative investigation of the study in a much clearer manner. They are meant to provide more detail and clarity on perceptions and experiences the School Board members especially the chairperson and the principal have on the performance of the functions by the School Board in the secondary schools in Lesotho.

According to Conrad and Serlin (2006) interviews are a primary source of case study information. With relevance to the study, the interviews are such an important instrument in the survey study. Brown *et al* (2001) show that interviews enable researcher to explore complex issues in detail. They facilitate the personal engagement of the researcher.

At the start of the interview, the researcher asked the respondent to relax and be calm. The respondent was told that the interview was intended to furnish the researcher with the information for the study. The respondent was told not to mind the audio recording as it was intended to record him/her without missing some important point and also saving time as there would not be any pause that would be caused by jotting down of the points by the researcher. The whole interview was, therefore, audio recorded.

The respondent was asked a question, and would be given a chance to think of the answer and to respond. In the case where the respondent did not understand, he/she was free to ask the researcher to repeat the question. In that case the question would be asked again. The question was rephrased wherever necessary. This method of collecting data seemed very crucial as it allowed the researcher to read the expression of the respondents every time each answer was given. To some extent the researcher was able

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to observe an answer that was not honest. In such cases then the researcher repeated the question and another answer was given.

3.12 ETHICAL CONSIDERATIONS

Permission to carry out the research in the Schools in the sampled schools was applied for and duly granted by the respective Senior Education Officer in the district.

It was observed during pilot testing that some School Board members regard some piece of information about their school confidential. It also happened that the School Board members in schools that do not perform well became unhappy when school issues were discussed, especially because they showed that they had someone to blame for the state of affairs. To take care of this, participants were asked to freely and voluntarily participate in the study. It also was shown on the questionnaires that the candidates were not to show their names as the survey was intended solely for the purpose of getting insight on the topic as shown and thus the participants would be treated with utmost confidentiality (WHO, 2007).

3.13 CONCLUSION

This chapter looked, among other things, into the choice of the approach and the instrumentation for the research as well as method of data collection. It also discussed the reliability and the validity of the study. The sample was as well considered to show its relevance in this study. The interviews were used to complement the questionnaire as well as validating the information gathered through them. The next chapter is going to look into the presentation and analysis of the data.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents the data of the study as collected from the respondents in the sample. The chapter further presents the analysis of the data from both the questionnaire and the interview schedules.

4.2 HOW THE QUESTIONNAIRE WAS SUBDIVIDED

The questionnaire was divided into six sections with a total of 42 items. Section A was composed of 8 items. The items were requesting the biographical information from the respondents. The information was on gender, age, and level of education, present employment and the terms of experience as School Board member. Section B was composed of 6 items that asked the respondents as to what they think about the number of times the School Board should meet; what type of training the School Board members have to undergo as well as number of members. Answers to these questions address the general perception they hold about the Act in relation to how they are introduced to their functions as the School Board members. Section C was made up of 18 items of 5 point Likert Scale type where 1 = Not at all, 2 = little, 3 = not sure, 4 = quite a lot, 5 = a great deal. There are also 2 items of 'Yes" and "No" type. This section looks into the performance of the functions as reviewed in the literature. The answers to the items directly address specific functions of the School Board as shown in the Act. Section D was made up of 8 items that were of "Yes" and "No" type. The questions require the views of the respondents in relation to the extent to which they (respondents) inhibit the success of the School Board in its functioning. This is to emphasize the manner in which they carry out their functions. Section E was made up of 2 items of the open ended type. These two questions delve into the characteristics of an effective School Board

4.3 BIOGRAPHICAL INFORMATION OF RESPONDENTS

The following account shows the results of the questionnaire according to gender, age, level of education, present employment and experience of the participants

4.3.1   Gender

Of the 39 respondents 17 (44%) were males and 21 (54%) were females and 1 (2%) was missing. The result is demonstrated in figure 4.1
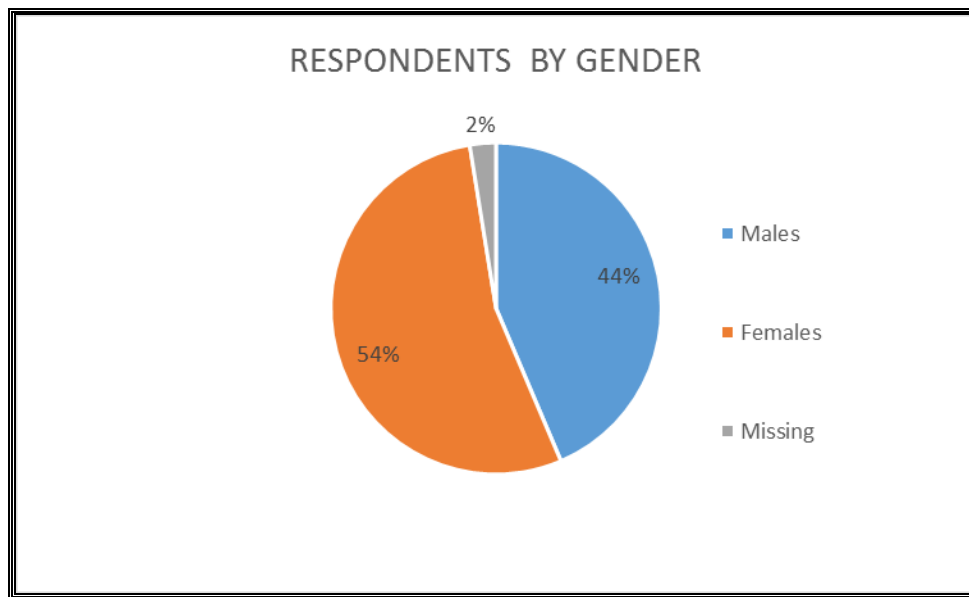
Figure 4.1: Respondents by gender

Figure 4.1 shows that most respondents were females. This shows the demographics of the country in that females almost always dominate any group of mixed gender. So, School Boards are no different.

4.3.2   AGE

Out of the 39 participants, there was one (2%) with age category of 20-29. There were 8 (21%) respondents with age category of 30-39 while there were 10 (26%) respondents with age category of 40-49. There were 14 (36%) participants of age group of 50-59. There were 5 (13%) participants with age category of 60 years and above. There was only one (2%) missing.

AGE CATEGORY OF RESPONDENTS

20-29	2%
30-39	21%
40-49	26%
50-59	36%
60+	13%
Missing	2%
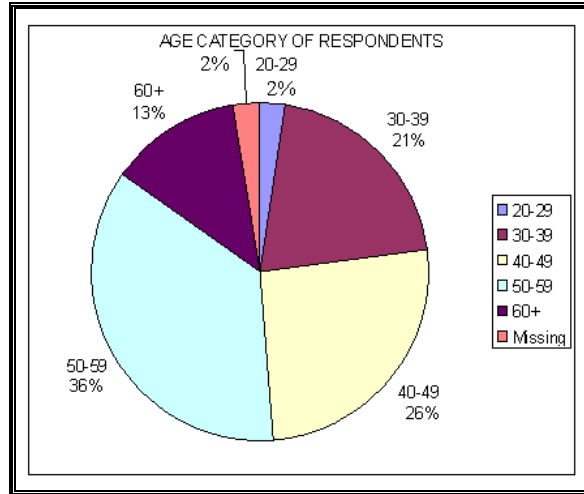
Figure 4.2: Respondents by age categories

Figure 4.2 Shows that the category of ages of School Board members that is highly represented is that of 50-59 in this group of respondents. The least represented in the School Board is that 20-29 years of age. This shows that the School Board members are mainly above fifty years of age. This may be because of the fact that usually people who are chosen for School Board membership are those who will always be available to the school. If one is engaged somewhere far from the school, he/she is not always elected for membership. So, it follows, therefore, that people in the neighbourhood of the school who may be having relatively better experience are those retired as the younger ones are at workplaces far away from the school. This table may, therefore, be suggesting that there are relatively many retired people who avail themselves for membership of the School Board.

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4.3.3 LEVEL OF EDUCATION
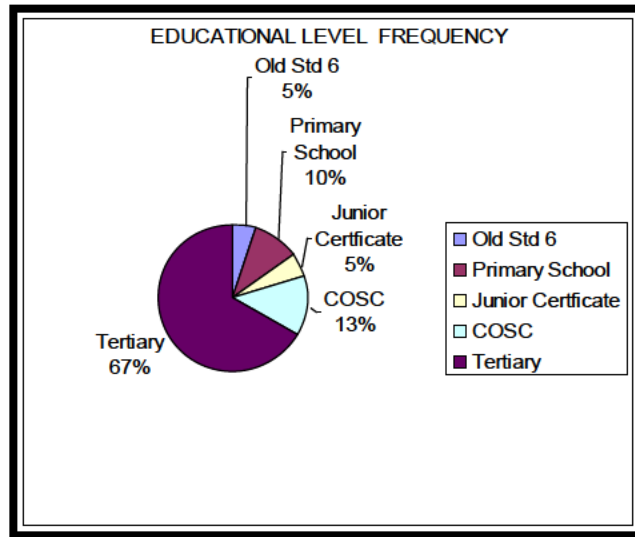
Figure 4.3: Respondents by educational level

Of 39 participants in the questionnaire 2 (5%) have done Old Standard Six or below while 4 (10%) have gone up to Primary only. Another 2 (5%) hold Junior Certificate while 5 (3%) are holders of Cambridge Overseas School Certificate (COSC). Twenty six (67%) have Tertiary education. The figure above shows that many of the respondents in the questionnaire have been to tertiary level in their education. This could mean that most people who avail themselves for any paper work such as questionnaires are those who have broadly interacted with them before and those would mainly be people with tertiary education.

4.3.4 Present employment
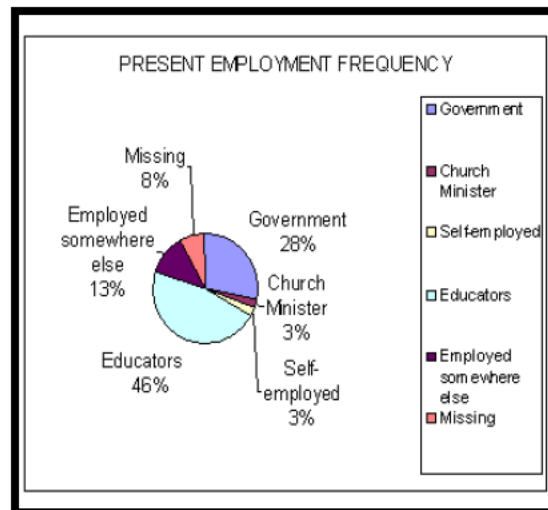
Figure 4.4: Respondents by present employment

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Out of 39 participants 11 (28%) were employed by the government while 1 (3%) respondent was a church minister and another one (1) (3%) was self-employed. There were 18 (46%) respondents who were educators while 9 (12%) are employed elsewhere. There were 3 (8%) missing. As shown on by the figure, the number of educator's category was the dominant one. This suggests that the majority of School Boards members are technocrats coming from the teaching field. There are people who are employed by the government who are also relatively many.

4.3.5 Terms of experience

Of the 39 respondents of the questionnaire, 10 (26%) were in their first and third years each while 6 (15%) were in their second, fourth and fifth years each. There was one (3%) missing. This means that 26% of the respondents had been in the School Board for one year. There was also 26% of the respondents who had been in the School Board for three years. There was a 15% of respondents who had been in the School Board for two, four and five years each. There was a 30 % of respondents who had been in office for more than a term. A single term takes three years.
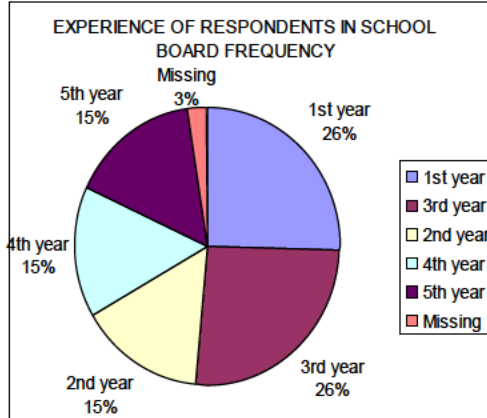
Figure 4.5 Respondents by number of years (experience) in the School Board

From figure 4.5 above, the two biggest groups of members were for those who were just becoming the School Board members for the first time, and those who were in their third year of office. That shows that respondents do not have enough experience of membership of the School Board.

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4.4 SUMMARY OF THE FINDINGS

This section now presents the results with reference to the research questions. It needs to be recalled that four research questions were raised for this study. The design of the questionnaire followed the four sources of self-efficacy as proposed in the theory which has been described extensively in the review of the related literature chapter. However, the questions were not placed on the questionnaire in the specific order in which the research questions were raised. Instead they were scattered all over the questionnaire to ensure that the respondents would not be tempted to answer in a specific way. In this section the results are going to be presented and analysed according to each of these four research questions.

4.4.1 Research Question 1- *To what extent do SGB members perceive themselves as having performed their duties successfully?*

In this section results are presented on what is known about capacity relative to school boards. The term "capacity" comprises three elements: knowledge about the law, a focus on improving student learning, and application of "work practices. In order for the SGB members to perform their duties successfully it was considered mandatory that members be provided with the Education Act. Item 9 asked the respondents whether or not their school supplied them with the Act (Lesotho Education Act 2010). Van Wyk (2004: 52) suggests that the following questions should be answered in this regard: If one takes the high level of illiteracy in Africa into account do SGB members have knowledge of the act? If not, how do they govern schools without much knowledge since most SGB members do not have their own copies of the Act, despite being required to govern schools based on and guided by the act.

Answers	Frequency	% of respondents
Yes	24	61.5%
No	15	38.5%
Totals	39	100 %

Table 4.1: Responses on supply of the Education Act to the School Board members (*n=39*)

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Most participants (61.5%) perceived schools as helping their School Board members with the provision of the Education Act. Only 38.5% of the School Board members reported that they were not provided with the copies. Even though a bigger percentage was provided with the Act, it is worrying that some members were expected to act without such an important tool. The non-provision of the Act may greatly influence the understanding and performance of the functions because it is in that document where the duties of the SGB members are stipulated. So it can be argued that performing the duties that are expected of SGB members may be a problem because one would not know what to do as they would not be having any reference.

Item 11 asked whether or not the respondents understood the Lesotho Education Act, 2010 or not. Although Item 9 requested for information on whether or not schools provided their SGB members with the Act, possessing the act and understanding what is contained in there are two different things. Yet it is even more important that the members understood these requirements.

Answers	Frequency	% of respondents
Yes	28	71.8%
No	9	23.1%
Missing	2	5.1%
Totals	39	100 %

Table 4.2: Responses on understanding of the Education Act by the School Board members (*n=39*)

A high percentage of 71.8 reported that they understood the Act while 23.1% expressed that they did not understand the Act. There were 5.1 % missing cases. A number of factors can be used to explain this high percentage. Firstly from the graph on levels of education, it is clear that most of participants had tertiary education. This is a preferred position since empirical evidence shows that it is government's ambition that every school has a high performing governing body that understands its responsibilities and focuses on its core strategic functions; one that is made up of people with relevant skills and experience; and one which operates efficiently and effectively through appropriate structures and procedures. From the graph on years of experience it is clear again that most of the participants had 3 or more years of experience as SGB members. A number

of studies have shown that the level of education matters when it comes to SGB members understanding the requirements of the act.

Item 12 asked the respondents whether or not they understood the clauses in the law that affect or guide the School Board in its performance. As can be observed in the way these items were sequenced, the idea was to move from the general to the more specific i.e. from understanding the Education Act in general to understanding the specific clauses that affect SGB members. This is even more important because the clauses that make specific reference to the duties of the SGB members are critical for members to understand. These form the basis for SGB members' performance.

Answers	*Frequency*	*% of respondents*
Yes	16	41 %
No	21	53.8%
Missing	2	5.2%
Totals	**39**	**100 %**

Table 4 3: Responses on understanding of the clauses in the Act that affect the School Boards (*n=39*)

Only 41% responded that they understood the clauses that affected or guided School Board in its performance while the majority (53.8%) showed that they did not understand. These reports are in agreement with the reviewed literature that the School Board members usually do not understand their role well. Surprisingly this part includes even, those respondents who have tertiary education. The response to this item is different from the previous one. It is surprising that people who understand the Act do not understand the clauses that govern them in that same Act. This response suggests that the performance of the functions is not satisfactory.

Item 20 asked whether or not the School Board checked if all the materials and equipment necessary for facilitation of learning were available. This is an important role that SGB members have to play if the quality of teaching and learning were to be

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improved. School boards that comprise a higher proportion of members who have an academic focus are, all else being equal, more likely to govern districts that "beat the odds"—that is, districts whose students perform better academically than one would expect, given their demographic and financial characteristics. Research has also found that members who devote more hours to board service are likelier to oversee districts that beat the odds (although the survey data do not reveal exactly what that time-on-task entails).

Answers	Frequency	% of respondents	Total %
Not at all	10	25.6%	
Little	14	35.9%	74.3%
Not sure	5	12.8%	
Quite a lot	6	15.4%	23.1%
A great deal	3	7.7%	
Missing	1	2.6%	2.6%
Totals	39	100 %	100 %

Table 4.4: Responses on checking the availability of the material and equipment that facilitate learning (*n=39*)

A total percentage of 74.3 (25.6% + 35.9% + 12.8%) ranges from the "not at all" to the "not sure" options. This is against the total of 23.1% of the respondents who have checked that there were materials that facilitated learning at the schools. These statistics may suggest that the School Board members did not care whether there were materials or not in the schools. They think that the responsibility lies squarely on the principal and no one else. It can be argued therefore judged by such figures that the level of involvement of SGB members in the governance of the school is low.

Item 18 asked the educators whether or not they were made to account for the learners' performances in a meeting with the School Board. Effective governing bodies systematically monitor their schools' progress towards meeting agreed development targets. They share information about what is going well and what is not.

Answers	Frequency	% of respondents	Total %
Not at all	23	59.0%	
Little	11	28.1%	94.8%
Not sure	3	7.7%	
Quite a lot	1	2.6%	
A great deal	0	0%	2.6%
Missing	1	2.6%	2.6%
Totals	**39**	**100 %**	**100 %**

Table 4.5: Responses on educators' account on their performance in results (*n=39*)

It is only a very small minority of 2.6% who claimed to have sat down with the educators to hold them accountable for examinations results. The respondents totaling 94.8% reported to have not held such meetings. This could be owed to ignorance on the side of the School Board that it is in order that such meetings be held. This could suggest that the School Board only deals with the issues that are presented to them by the principal. If the principal does not present an issue for discussion, then it is not looked into. With this issue, the fact that most proprietors demand that the financial statements and budget be submitted annually within specified time line, may be helping the principal to give it attention. As such, the principal will usually give it preference in terms of School Board's deliberations so that it could be approved.

Item 17 asked whether or not the School Board met to look into the budget of the school on annual basis.

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Answers	Frequency	% of respondents	Total %
Not at all	0	0	
Little	0	0	5.1%
Not sure	2	5.1%	
Quite a lot	19	48.7%	
A great deal	18	46.2%	94.9%
Missing	0	0 %	100 %
Totals	**39**	**100 %**	**100 %**

Table 4.6: Responses on budget meetings of the School Board (*n=39*)

A percentage of 48.7 thought that meetings on budget happened quite a lot while 46.2 % of the respondents thought that they took place a great deal. This makes a total percentage of 94.9 of those who felt that there were meetings held just to look into the budget of the school. None of the respondents had answered "not at all" or "little". There was only 5.1% of those who were not sure. Taking the "not sure "to mean negative response just like the other missing two, it showed that in the main, the participants had participated on the budget discussion of their School Boards. This suggests that the function that deals with the budget is well performed.

Item 22 asked participants whether or not the School Board follows up to see that the policies they made if they did, were observed.

Answers	Frequency	% of respondents	Total %
Not at all	21	53.8%	
Little	10	25.6%	92.2%
Not sure	5	12.8%	
Quite a lot	1	2.6%	5.2%
A great deal	1	2.6%	
Missing	1	2.6%	2.6%
Totals	39	100 %	100 %

Table 4.7: Responses on School Board's follow up on policies (*n=39*)

A big percentage of 92.2 (53.8% + 25.6% + 12.8%) of the participants falls under "not at all" and "not sure", while it was only 5.2% who expressed that they did not make follow ups on policies on the whole. This response does not show a good picture. According to the responses, the School Board rarely makes time to find out if what they decided upon is implemented and becomes the roadmap for activities of the school. That means they could have made decision on what to do but only to find that it never happens. So, it again shows that the level of involvement in management and administration is not done in accordance with the law.

Item 26 asked whether or not they had used the teaching codes of Good Practice, 2011 or not.

Answers	Frequency	% of respondents	Total %
Not at all	19	48.7%	69.1%
Little	7	17.9%	
Not sure	1	2.5%	
Quite a lot	4	10.3%	20.6%
A great deal	4	10.3%	
Missing	4	10.3%	10.3%
Totals	**39**	**100 %**	**100 %**

Table 4.8: Responses on use of the Teaching Codes of Good Practice, 2011 (*n=39*)

There was 48.7 percent of participants who expressed that they had not used Teaching Codes of Good Practice, 2011 at all while 17.9% had only used it a little with 2.5% falling under those who were not sure. All these total to 69.1%. This was the percentage that clearly showed that their interaction with one of the most important tools in the management of schools was either not remembered, minimal or not there at all. It was only 20.6% of participants who claimed to have used this tool. The item was intended to look into elements that promote or enhance correct measures to be taken in terms of discipline. This result shows that correct measures are not taken for dealing with discipline of educators

Item 27 asked participants whether or not they had taken part in the recruitment of an educator.

Answers	Frequency	% of respondents	Total %
Not at all	22	56.4%	76.9%
Little	8	20.5%	
Not sure	1	2.6%	
Quite a lot	3	7.7%	23.1%
A great deal	5	12.8%	
Totals	**39**	**100 %**	**100 %**

Table 4.9: Responses on participation in the recruitment of educators (*n=39*)

A substantial percentage (76.9%) of respondents had either not participated at all or have participated just a little or were not sure. This was against 23.1% of those who have participated. This act of non-participatory in the recruitment process which basically could mean that one does not participate in interviews leaves a lot to be desired. For example, is it out of their choice that they have not been involved or are they being sidelined on the grounds that there is not much difference whether they are there or not due to lack of knowledge as has been shown by the literature review and the study.

This item was intended to test the level of participation in one of the functions of the School Board as prescribed in the Act. The function shows that as the School Board, they have to recommend to the appointing authority, the appointment of a new educator to mention but one. It, therefore, means that there has to be interview before such a recommendation.

It now suffices to compute the percentage mean for each response for the sake of making a generalization. In this way the positive (those that agree with the statement of the item) responses on the items will be added together for the mean and so will the negatives (those that do not agree with the statement of the item). This will be done for all the research questions. The missing will not be considered as their percentages are always too small to affect the general outcome.

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The positive percentage mean:

$$\frac{(61.5 + 71.8 + 41 + 23.1 + 2.6 + 94.9 + 5.2 + 20.6 + 23.1)}{9} \% = \frac{343.8 \%}{9} = 38.2\%$$

The percentage mean which denotes negativity:

$$\frac{(38.5 + 23.1 + 53.8 + 74.3 + 94.8 + 5.1 + 92.2 + 69.1 + 76.9)\%}{9} = \frac{527.8\%}{9} = 58.6\%$$

This therefore, means that according to this result, the SGB members do not perceive themselves as having performed their duties successfully. This is because the negative percentage mean is 58.6 against the 38.2%

4.4.2 Research Question 2 - How do SGB members perceive their performances when compared with other members of the board both internally and externally?

Bandura used the term *vicarious experience* to describe the situation where people construct their self-efficacy beliefs through observing the performance of one or more other individuals, noting the consequence of their performance, and then using this information to form judgments about one's own performance (Maddux, 1995). The effects of **modelling** are particularly relevant in this context; especially when the individual has little prior experience with the task. Item 10 asked whether or not the School Board members have had induction workshops on the clarification of the Lesotho Education Act 2010. Duma, Kapueja and Khanyile (2011) contend that success in the execution of School Governing Bodies' duties by the parents is determined by the extent to which parents in the School Governing Bodies have received good capacity building and empowerment skills in school governance.

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Answers	Frequency	% of respondents
Yes	17	43.6%
No	21	53.8%
Missing	1	2.6%
Totals	39	100 %

Table 4.10: Responses on occurrence of the workshops on the clarification of the Education Act (*n=39*)

There was 43.6% of the respondents who reported having attended workshops on clarification of the Act. A worrying percentage of 53.8% claimed not to have had invitations to such workshops. This concurs with the literature review that usually there are no workshops about what the School Board members have to know once elected to office. This shows that most School Board members have not been trained on what they are expected to do as board members. MOET holds workshops occasionally for the School Boards. But those workshops are only for the chairpersons, deputy chairpersons and the secretaries. It is only three members out of nine who are invited to the workshops. In one's view, the number is simply too small to speedily influence any positive change and also, the frequency at which the workshops take place is too low as in some years nothing happens. There were 2.6% missing cases.

According to this result, the SGB members negatively perceive their performance compared with other members of the board both internally and externally. This is portrayed by the 53.8% for those who have not had invitations to any workshop.

4.4.3 Research Question 3 - To what extent do SGB members perceive other stakeholders' appraisals of their performances as encouraging/discouraging?

This research question was aimed at understanding the extent to which SGB members' contributions were valued by other stakeholders. Item 21 asked whether or not the School Board ever discussed the school curriculum to see if it responded to the needs of the community. The curriculum is central to the kind of knowledge and skills that learners have to acquire. This requirement does not relate to the subjects that are

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binding (core subjects) as a policy of the Ministry. It is about those that the school chooses (electives) to do in order to comply with the total number of subjects for a particular level. Schools are at liberty to choose any subject from a list of electives if they have not satisfied the minimum number of subjects for that particular level of study. Actually schools have to do core subjects as well as electives.

Answers	Frequency	% of respondents	Total %
Not at all	10	25.6%	
Little	14	35.9%	74.3%
Not sure	5	12.8%	
Quite a lot	6	15.4%	23.1%
A great deal	3	7.7%	
Missing	1	2.6%	2.6%
Totals	39	100 %	100 %

Table 4.11: Responses on discussion of the curriculum by School Board members (n= 39)

The total response of those who do not get involved at all in discussions of the curriculum and those who get involved in a little manner as well as those who are not sure whether they ever get involved is 74.3 % (25.6% + 35.9% + 12.8%). This response shows that there is not much involvement of the School Board. This is against 23.1% of those who reported that they did participate in discussion on curriculum. Just like the previous item, the picture given here is that the involvement of the School Board on matters of management and administration is quite limited. This again suggests that their contributions are not valued by the other stakeholders.

Item 16 asked respondents whether or not they had ever been involved in developing a vision or deciding the plans and policies of the school. School board members should possess a particular vision or focus for the schools that they oversee. Here, their support is included for improving student learning—what is called an academic focus—as a

component of capacity. After all, it is critical that board members prioritize educating students over the needs of adults and other political considerations if they are to fulfil their responsibility to provide students with a high-quality education.

Answers	Frequency	% of respondents	Total %
Not at all	17	43.6%	
Little	15	38.4%	89.7%
Not sure	3	7.7%	
Quite a lot	4	10.3%	
A great deal	0	0 %	10.3%
Missing	0	0 %	0 %
Totals	39	100 %	100 %

Table 4.12: Responses on involvement in the development of vision or deciding of the school plans and policies (*n=39*)

A percentage of 89.7 felt that they may not have taken part in a manner that could be satisfactory because 43.6% were certain not to have done that while 38.4% had done it just a little. This is against a small percentage (10.3%) of those who feel that they had been involved in the development of vision and deciding of the school plans and policies. This suggests that SGB members' contributions might not be valued by the school or that the members do not understand the clauses that guide them.

The positive percentage mean:

$(23.1 + 10.3) \% = \underline{33.4\%} = 16.7\%$
$\qquad 2 \qquad\qquad 2$

The percentage mean which denotes negativity:

$(74.3 + 89.7)\% = \underline{164.0\%} = 82\%$
$\qquad 2 \qquad\qquad 2$

According to this result where the negative percentage mean is 82, the SGB members perceive other stakeholders' appraisals of their performance discouraging.

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4.4.4 Research Question 4 - Do SGB members perceive their school governance tasks as challenges to master or as threats to be avoided?

It needs to be recalled that according to the self-efficacy theory people can gauge their degree of confidence by the emotional state they experience as they contemplate an action. Strong emotional reactions to a task provide cues about the anticipated success or failure of the outcome. So according to this theory one's emotional state can be an additional source of information in forming efficacy perceptions. Positive affect, such as happiness, exhilaration, and tranquillity, are more likely to enhance efficacy judgments than are negative affective states, such as sadness, anxiety, and depression. Pre-service training and induction are seen as means to build this confidence as SGB members contemplate their role in the governance of their schools. In support of a certain degree of mandatory training for school governors, Cambridge Education, Islington, pointed out that although [training and development] is currently not mandatory, the development of governors through initial and then targeted training is essential, to maximise the effectiveness both of individuals and of the corporate body, as early as possible within the standard 4 year term of office. The value of good induction training was also raised by Ofsted, which commented that "good quality induction of new governors was a feature of the outstanding governing bodies in [Ofsted's Learning from the Best] survey". Professor Chris James of the University of Bath asserted that "induction should be mandatory" and "training for chairs should be mandatory and monitored by Ofsted". The items from 36 to 41 were intended to test the level of confidence the School Board members have as they execute their responsibility. The items included the type of persons they reckoned would be more suited for candidature of School Board with reference to the type of skills the school requires. The notion of having to beef up the School Board with a learner had to be put to test as some principals seemed to consider the idea good and quite appropriate especially these days when children are so technologically advanced. Item 35 asked if the School Board member ever felt that his/her level of education is too low for the purposes of functional participation in the School Board.

Responses	Frequency	% of Responses
Yes	15	38.5%
No	23	58.9%
Missing	1	2.6%
Totals	39	100 %

Table 4.13 Responses on School Board's level of education (*n=39*)

A percentage of 38.5% reported that they were handicapped by low level of education while 58.9% never had that feeling. Considering the percentages on level of education for this study, there is 67% of tertiary level of education. Then how does it happen that only 58.9% were those who reported that they had no problem with their level of education? This suggests that even some who have tertiary education are not satisfied with their education when it comes to performing the functions of the School Board. That maintains that in deed they do not understand as it was earlier alluded to.

Item 36 asked whether or not the School Board member has ever referred to someone considered knowledgeable in relation to the School Board functioning.

Responses	Frequency	% Of Responses
Yes	23	59 %
No	15	38.4%
Missing	1	2.6%
Totals	39	100 %

Table 4.14: Responses on respondent's referral to someone knowledgeable (*n=39*)

A substantial percentage (59%) of the participants had referred to someone they thought was more knowledgeable than themselves on School Board matters. The other 38.4% had not done so. This shows that many School Board members may not be sure of their work or else they do need some experience and exposure or training. The 59.0% includes even those that have tertiary education. This may sometimes not necessarily mean that they are not sure of their role anyway. It may emphasize the importance of consulting for better performance.

Item 37 asked whether or not the School Board members give support and encouragement to staff members, in the execution of their professional duties.

Responses	Frequency	% Of Responses
Yes	34	87.2%
No	4	10.2%
Missing	1	2.6%
Totals	39	100 %

Table 4.15: Responses on support given to educators by the School Board (*n=39*)

A percentage of 87.2% of the participants reported that the School Board supports and encourages staff members in their work while 10.2% claimed that they did not encourage staff members on anything. This item shows how School Board members act in terms of monitoring their staff for better performance and development of the school. So, they do well in that respect.

Item 38 asked whether or not it was important for the School Board members with special careers such as doctors, nurses, politicians, priests and others to be included in the School Board.

Responses	Frequency	% of Responses
Yes	33	84.6%
No	5	12.8%
Missing	1	2.6%
Totals	39	100 %

Table 4.16: Responses on inclusion of people with special careers in the School Board (*n=39*)

A relatively large percentage (84.6%) viewed that people with special skills had to be members of the School Boards. This is in agreement with the reviewed literature that School Board members should have some special skills. Even those whose educational attainment was below COSC understood that it should be that way. That is, members

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need to have some experience or educational background. This suggests that one can always expect a relatively good performance if the School Board is made up of skilled personnel. On this point, Boaduo, Milondzo & Adjei (2009) show that the members of the SGBs should be literate and should be given adequate orientation on their responsibilities. This argument as given by Boaduo *et al* (2009) still highlights the importance of schooling although it does not seem to put a clear distinction between just being literate and educated to some degree.

Item 39 asked whether or not it would be a good idea to have learners' representative in the School Board.

Responses	Frequency	% of Responses
Yes	19	48.7%
No	19	48.7%
Missing	1	2.6%
Totals	39	100 %

Table 4.17: Responses on having learner's representative on the School Board (*n=39*)

On this issue, those who went for the idea make 48.7% and those who did not, make 48.7% too. Having a learner's representative as a fully-fledged member of the School Board would help the learners to be part of the deliberations that formulate the policies that affect them. That would also help the management of the school to know of the learners' grievances, if any, well in time for speedily attending to them before they could stage a strike. That also helps train that particular learner for future social responsibilities. Having a learner as a School Board member also has, however, some disadvantages. A learner can easily disclose confidential issues that were meant to remain secrets of the School Board to other learners. So this suggests that, even though Matsepe (2014) argues so strongly for the inclusion of their representative, whether or not a learner becomes a member of the School Board that still works fine for the School Boards.

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Item 40 asked whether or not the School Board member has confidence to stand in front of learner whenever that need arises.

Responses	Frequency	% of Responses
Yes	38	97.4%
No	1	2.6%
Missing	0	0 %
Totals	39	100 %

Table 4.18: Responses on confidence of the School Board members (*n=39*)

It is 97.4% of the participants who reported that they could handle the learners whenever that need arises. This item relates to addressing learners especially in times of strikes when they have to be shown the way. The large percentage of educator participants may be attributable to the manner in which this item was answered. The educators have no problem with addressing the learners as they are always dealing with them.

Item 7 asked about the type of training the School Board members had undergone**.**

Type of training	Frequency	% of respondents
Ad hoc courses	12	30.8%
As part of further studies	0	0 %
Through in-service training	13	33.3%
Pre-service training	10	25.6%
None	4	10.3%
Totals	39	100 %

Table 4.19: Responses on the trainings the School Board members underwent (*n = 39*)

The results here show that no participants trained under further education for School Board membership. Most of the respondents (33.3%) underwent the in-service training while 30.8% of the respondents underwent *ad hoc* courses. Then 25.6% of the respondents have been exposed to pre-service professional education while 10% have not had any training as members of the School Board. Even though the numbers differ

on *ad hoc* courses and in-service training, the percentages are almost the same. A total percentage of 89.7% (30.8% + 33.3% + 25.6%) of the respondents have training of some kind for membership of the School Board. This should imply a better understanding of the functions. The Association of Teachers and Lecturers suggested that "there should be a nationally agreed training package covering the role of governors and the myriad legal, financial, employment and education duties imposed on schools". Bridget Sinclair argued that "it is not sufficient for governors just to attend an odd event once a year, or something; they really need access to a portfolio of training and support and, ideally, substantial face-to-face support alongside other provision".

Item 13 asked respondents whether or not they had enough skills to implement the requirements of the Lesotho Education Act 2010 with specific reference to the governance roles of SGB members. There is empirical evidence to show that some SGB's are not working properly because they do not have the necessary skills and they are not sure about their roles and responsibilities (Motimele, 2005).

Answers	Frequency	% of respondents
Yes	17	43.6%
No	21	53.8%
Missing	2	2.6%
Totals	39	100 %

Table 4 20: Responses on availability of skills to implement the Education Act (n=39)

A relatively small percentage (43.6%) of the respondents feel they have enough skills to implement the Act (Lesotho. Education Act 2010) while the majority (53.8%) of respondents feel they do not have enough skills to implement it. According to the self-efficacy theory when SGB members experience negative thoughts and fears about their capabilities, those affective reactions can themselves lower self-efficacy perceptions and trigger additional stress and agitation that help ensure the inadequate performance they fear. This is in agreement with the reviewed literature that members do not know

their role well in the School Board. The response resonates well with the previous item where the majority reported that they do not understand their clauses in the Act. So, it may well follow that lack of understanding of the clauses that guide them is what makes them feel that they do not have skills when in actual fact it is the understanding they lack and not skills per se.

The positive percentage mean:

$$\frac{(58.9 + 38.4 + 87.2 + 84.6 + 48.7 + 97.4 + 89.7 + 43.6)\%}{8} = \frac{548.5\%}{8} = 68.5\%$$

The percentage mean which denotes negativity:

$$\frac{(38.5 + 59 + 10.2 + 12.8 + 48.7 + 2.6 + 10.3 + 53.8)\%}{8} = \frac{235.9\%}{8} = 29.5\%$$

According to the percentage mean for the positive response (68.5%), the SGB members perceive their school governance tasks as challenges to master and not threats to be avoided.

4.5 OTHER EMERGING PARTICIPANTS' RESPONSES

According to Padilla-Diaz (2015), the researcher who places him or herself within the qualitative paradigm must set aside all preconceptions, judgments or prejudices towards a particular topic in order to make an objective analysis of the information participants bring to an investigation. The four research questions provided a structure with which the findings were analysed but literature on phenomenological studies cautions that researchers should be faithful to the participants. There is an ethical issue about misrepresenting, distorting or deleting findings which have been provided in good faith by participants. So it is for this reason that this section of the findings focuses on those findings that emerged outside the structure that had been preconceived by the researchers. One of the precepts of all qualitative investigations lies on the perception held by the participants as protagonists of the studied phenomenon.

One emerging theme from the respondents had to do with how many times the parents meetings were held in a year at school.

Number of meetings	Frequency	% of respondents
Weekly	0	0 %
Fortnightly	0	0 %
Monthly	3	7.7%
Twice a year	30	76.9%
Once a year	6	15.4%
Totals	39	100 %

Table 4.21: Responses on the number of times meetings are held

The results here show that there were no schools that called parents' meetings either weekly or fortnightly. There was an insignificant number of schools (7.7%) that called parents' meetings every month and a substantial percentage of schools (76.9%) that called parents' meetings twice a year. This high percentage may be influenced by the Lesotho Education Act 2010 that stipulates that parents' meetings shall be held at least two times a year. There were other schools which made a percentage of 15.4 that called parents' meetings only once a year. This shows that, in the main, the School Boards hold meetings according to the prescribed frequency. It is the responsibility of the School Board in performance of its functions to call parents meetings where school issues are discussed. The issues include the performance of learners and development of the school. The meetings can be called anytime as and when the School Board deems it fit.

Another emerging theme was about respondents' view on the number that should make up the composition of the School Board

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Number of members of the School Board	Frequency	% of respondents
Less than nine	9	23.1%
Nine	23	59 %
Ten to twelve	7	17.9%
Thirteen	0	0 %
Above fifteen	0	0 %
Totals	**39**	**100 %**

Table 4 22: Responses on the School Board number of membership (*n = 39*)

Many participants reported that nine was just right. Nine is the number that is stipulated in the Lesotho Education Act 2010 for the composition of the School Board. A percentage of 23.1 advocates for School Board membership of less than nine while 17.9% goes for ten to twelve. A total percentage of 82.1 advocates for nine or below. Nine has been put as reference point in this discussion because it is the one prescribed in the current Act. The question was meant to find out if the performance of the School Boards was in any way associated to the number of membership or it is just individual members who determine it. So, if 59 % of respondents do not find any need in changing the number, it means that they too do not see the effect of the number of the membership.

There also was the issue of whether the current structure of the Act covered all the needs of the school in terms of representation in the School Board.

Answers	Frequency	% of respondents
Yes	14	35.9%
No	22	56.4%
Missing	3	7.7%
Totals	**39**	**100 %**

Table 4.23: Responses on representation of the stakeholders (*n=39*)

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Only 35.9% of the respondents show that they are satisfied with the current structure of the School Board as opposed to the high percentage of 56.4% that was not satisfied with the current structure of the School Board. The majority of the respondents showed that they were not satisfied with the structure of the School Board. This becomes a challenge as one wonders if the structure would change the manner in which the members contribute in the discussions. One understands that, if the structure changed but still with the same number of members, there would not be any difference in the deliberations as whether one is deliberating from the position of the deputy chairperson or from that of the treasurer, it is still the same person and the argument is simply the same. The item was just a follow up on item 8 to find out if they doubt the influence of the positions in the School Board or not.

The respondents made some observations on whether or not they have ever talked to the staff and learners to gather information about the school. For the purposes of analyzing the first three options which are "not at all", "Little" and "not sure", their numbers have been put together (added) to give one larger percentage. The same thing was done to the other two options which are "quite a lot" and "a great deal". The understanding was that the first two options clearly show that something did not happen in a manner that can be satisfactory. The third option (not sure), it too shows that whatever was to be done has not been done in a manner one can be confident about. So, they have all been put together to represent the state where it has not been performed while the "quite a lot" and "a great deal" options have been put together to represent the state where a function has been performed.

Answers	Frequency	% of respondents	Total %
Not at all	18	46.1%	
Little	12	30.8%	94.8%
Not sure	7	17.9%	
Quite a lot	1	2.6%	
A great deal	0	0 %	0 %
Missing	1	2.6%	2.6%
Totals	**39**	**100 %**	**100 %**

Table 4.24: Responses on involvement in the meetings of the learners and staff (*n=39*)

A percentage of 94.8 could say with confidence that it had ever happened as it ranged from "not at all "to "not sure". As for 2.6% of the respondents, they were certain that they had at some stage collected information that related to the school from the learners directly because the 2.6 % is composed of those who had done it quite a lot and the ones who had done it a great deal. This suggests that the School Board members are not confident enough to stand before the learners to address them. The implication is that any function that would call for the School Board to interact with the learners may not be well performed.

Another emerging theme had to do with whether or not the School Board had a say in deciding which sporting activities to participate in.

Answers	Frequency	% of respondents	Total %
Not at all	12	31 %	
Little	15	38.4%	82.1%
Not sure	5	12.7%	
Quite a lot	4	10.2%	15.3%
A great deal	2	5.1%	
Missing	1	2.6%	2.6%
Totals	**39**	**100 %**	**100 %**

Table 4.25: Responses on which sporting activities the learners can participate in (*n=39*)

A percentage of 82.1 (31% + 38.4% + 12.7%) is a total of those who have not been involved in deciding the sporting activity learners may take part in and those who have contributed very little in that kind of decision and those who are not sure. From this result, as these options are taken to represent a negative opinion, the inference one makes is that educators do that part for the School Board because learners are engaged in sporting activities in every school. This is against the 15.3% (10.2% + 5.1%) of the respondents who have taken part in making that kind of decision. The outcome on this item resembles the previous item, thus, showing that in terms of the School Board's oversight function, that happens only in the case where the School Board has to simply rubber stamp the decision reached by the teaching staff. As per practice, the educators think it is not the School Board's place to decide or even suggest on the sports to partake in.

Participants also made comments about the School Board members and their resistance on policies modified by the MOET.

Answers	Frequency	% of respondents	Total %
Not at all	7	17.9%	66.6%
Little	7	17.9%	
Not sure	12	30.8%	
Quite a lot	10	25.7%	28.3%
A great deal	1	2.6%	
Missing	2	5.1%	5.1%
Totals	**39**	**100 %**	**100 %**

Table 4.26: Responses on School Board's resistance to change on policies by the MOET (*n=39*)

The majority (66.6%) shows that they may not have acted against the dictates of the MOET. This is against 28.2% of those who reported to have done so. The 66.6% is of those who follow the prescribed policies of the Ministry. They implement them as they are without any modification. This item was intended to put into perspective the level of management and administrative involvement of the School Board in the schools. On this item, it shows that the School Board stands its ground in that it refuses to be misled by parents to modify the policies of the Ministry. This shows a good level of management and administrative involvement by the School Board. This item is amidst suspicions that some School Boards collude with the parents to expel from school girl learners who fall pregnant even though it is completely against the government policy to act in that fashion as an example

Participants also commented on whether or not the School Board talks to the learners to advise them against bad habits.

Answers	Frequency	% of respondents	Total %
Not at all	9	23.1%	76.9%
Little	12	30.7%	
Not sure	9	23.1%	
Quite a lot	5	12.8%	20.5%
A great deal	3	7.7%	
Missing	1	2.6%	2.6%
Totals	**39**	**100 %**	**100 %**

Table 4.27: Responses on advice to learners against bad habits (*n=39*)

A large percentage of the respondents (76.9 %) range from "not at all" to "not sure" responses. The School Board is not seen to clearly reprimand the bad attitude and behaviour, of the learners. There is a 20.5% of the participants who claim that they did talk to and advised the learners against bad behaviour. This item was intended to shed light on the manner in which the School Board members conduct themselves on matters of discipline of the learners who would have committed offences at school. It is important to check whether they ever try to employ the preventive measures by educating learners as opposed to only talking about the action after the misconduct has taken place. So, the item shows that the preventive measures are not well taken.

Another theme that emerged had to do with whether or not SGB members had been involved in the disciplinary case against an educator or whether they would partake if it ever took place.

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Answers	Frequency	% of respondents	Total %
Not at all	22	56.4%	59 %
Little	1	2.6%	
Not sure	0	0 %	
Quite a lot	2	5.1%	28.2%
A great deal	9	23.1%	
Missing	5	12.8%	12.8%
Totals	**39**	**100 %**	**100 %**

Table 4.28: Responses on involvement of School Board members in disciplinary cases of educators (*n=39*)

A 59% response is a total of those who had been involved in a very low rate or not at all and those who were not sure. There was however 28.2% of respondents who reported to have been involved in the disciplinary cases of their educators. It would not be a correct assumption to conclude that there may not have been any such cases in the first place. Some of the respondents were aware of the disciplinary matters in their schools but would not be called until they subsided. That means they are never called for such issues even if they take place.

The response to this item suggests that this function of recommending to the appointing authority is not done to satisfaction. This item may well be asking about what has not happened for the past three to four years in the schools since the Teaching Service Department has long stopped giving out grants for fresh employments in schools on the one hand. On the other hand, the rate at which grants are vacated is so low. This, therefore, does not give the School Boards enough chance to see whether they do not participate because they are not able to cope or it is due to the fact that there is no grant to recommend for.

Respondents also commented on their involvement in determining the promotion, demotion or transfer of an educator.

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Answers	Frequency	% of respondents	Total %
Not at all	13	33.3%	61.5%
Little	11	28.2%	
Not sure	0	0 %	
Quite a lot	6	15.4%	33.3%
A great deal	7	17.9%	
Missing	2	5.2%	5.2%
Totals	**39**	**100 %**	**100 %**

Table 4.29: Responses on involvement in determining the promotion, demotion or transfer of an educator (*n=39*)

Of the participants of the study, 33.3% had not at all been involved in the exercise of discussing the promotion, demotion or transfer of an educator. A substantial percentage (61.5%) of the participants were the ones ranging from "not at all" to "not sure". This was against a percentage of 33.3 of those who reported they had played a role in their schools in that regard. In the review of literature it was shown that the School Board members were subjected to deal with educators who were relatively more educated when they (School Board members) themselves may not have gone far in terms of schooling. This by itself was said to pose a problem to the School Board. It still remains a concern to ascertain if the principals deliberately sideline the Board members on this exercise on presupposition that they may be as good as not there, or it is just through oversight. According to the study, School Board members are not involved in the promotion, demotion or even transfer of the educators in their schools.

Respondents also commented on whether or not they have encouraged developmental policies that clearly guide educators towards achievement of good examinations' results.

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Answers	Frequency	% of respondents	Total %
Not at all	19	48.7%	71.8%
Little	6	15.4%	
Not sure	3	7.7%	
Quite a lot	3	7.7%	23.1%
A great deal	6	15.4%	
Missing	2	5.1%	5.1%
Totals	**39**	**100 %**	**100 %**

Table 4.30: Responses on encouragement of development policies (*n=39*)

There were 48.7% of the respondents who showed that they had not at all been involved in the encouragement of the educators towards working for good results in terms of examinations. A total of 71.8% was the percentage of the respondents who ranged from "not at all" to "not sure". Literature reviewed shows that a well drawn plan that sets out development targets is encouraged for the School Board. It is also shown in the literature review that the rate of involvement of School Governing Body in the school development varies a great deal. The variation is said to be promoted by the conception that the governing bodies are not adequately capacitated to deal with that matter. As such their contribution is quite limited in that regard. That includes limiting them to advise in matters that deal with teaching and learning which actually is the core of this item.

Another theme that emerged was on whether or not a school Board suggests developmental plan that sets out targets over a given period of time.

Answers	Frequency	% of respondents	Total %
Not at all	19	48.7%	82.0%
Little	11	28.2%	
Not sure	2	5.1%	
Quite a lot	1	2.6%	12.9%
A great deal	4	10.3%	
Missing	2	5.1%	5.1%
Totals	**39**	**100 %**	**100 %**

Table 4.31: Responses on developmental plans that set out targets over a given period of time (*n=39*)

This table resembles the previous one. The conclusion arrived at could well be the same. In fact, the meaning of the items and the information gathered are the same. Therefore, the two items were intended to test the level of involvement of the school Board towards the development of the school. They were both constructed so that they could complement each other. They both show that indeed, even though it is necessary that they are fully involved, they however are not.

Respondents also commented on whether or not the school Board suggested developmental projects such as buildings of new classrooms or renovations.

Answers	Frequency	% of respondents	Total %
Not at all	19	48.7%	64.1%
Little	4	10.3%	
Not sure	2	5.1%	
Quite a lot	5	12.8%	28.2%
A great deal	6	15.4%	
Missing	3	7.7%	7.7%
Totals	**39**	**100 %**	**100 %**

Table 4.32: Responses on suggestions of the developmental projects such as buildings (*n=39*)

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A large percentage of 48.7 reported that they do not suggest the developmental projects at all. That is followed by 10.3% of those who did that a little while 5.1% were not sure if they did it or not. It was only 28.2% of participants who showed that they contributed in the development by way of suggesting new classrooms for construction or renovations of those already in place. This concurs with the reviewed literature that the school Board's contribution may not be exactly the way it is expected due to the lack of capacity. If there is any need for new classrooms or renovation, it is usually the educators through the principal who will suggest. Such suggestions are usually not rejected. Even strong substantiation is not always asked for by the School Board.

Participants also commented on whether or not the principal to account for use of the school funds.

Answers	Frequency	% of respondents	Total %
Not at all	9	23.1%	33.3%
Little	2	5.1%	
Not sure	2	5.1%	
Quite a lot	11	28.2%	56.4%
A great deal	11	28.2%	
Missing	4	10.3%	10.3%
Totals	**39**	**100 %**	**100 %**

Table 4.33: Responses on principal accounting for use of the school funds (*n=39*)

A total of 33.3% was of the participants who ranged from those who did not ask at all to those who were not sure if they ever asked the principal to account. There was 56.4% that reported that they did ask the principal to account in the use of the school funds. The use of the school funds is a very critical issue to the members of the School Board and perhaps any other group of people that have access to public monies. This would especially be motivated by the notion that the board members are usually complaining about non- remunerated participation in such School Board meetings. As such they

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usually want to know how much could be spared for them as sitting allowances and transport. This is so because this is the most crucial resource of any institution. It is the one on which development hinges. It makes the school tick. It may, therefore, not be surprising that the school Board members do contribute positively as far as this item is concerned.

Participants also commented on whether or not they see to it that the financial reports they get at school are audited.

Responses	Frequency	% of responses
Yes	36	92.3%
No	2	5.1%
Missing	1	2.6%
Totals	39	100 %

Table 4.34: Responses on whether the financial reports are audited (*n=39*)

A percentage of 92.3 of the respondents show that they did make sure that the financial report they got as given by the principal were audited. It was only a small percentage of 5.1 that did not care whether it was or it was not. This is a good performance in the part of the school Board to make sure they are dealing with audited report of financial use. This means that the use of school funds will be well monitored, thus, promoting good use of funds.

Participants also commented on whether they make sure that the audited financial report goes to the Principal Secretary (PS) in the MOET and the Proprietor or not.

Responses	Frequency	% of Responses
Yes	33	84.6%
No	5	12.8%
Missing	1	2.2%
Totals	39	100 %

Table 4.35: Responses on the financial reports (*n=39*)

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The sending of the financial report to the PS and the Proprietor is a requirement of the Act. A good percentage of 84.6 fulfills that requirement. It is only 12.8% which does not make sure the statement is sent to those officers. It was observed that most schools had scheduled days of reporting to the Proprietor per annum as arranged by the very Proprietor. This helps instill the sense and responsibility to report. So, this function is well performed by the School Board.

4.6 SUMMARY OF THE OPEN-ENDED ITEMS

The following account is the answers given by the respondents on the open-ended items that formed part of the questionnaire. The items were only two and were items 41 and 42.

Only 23 out of 39 respondents answered the open-ended items**.** Their responses have been numerically coded 1-23

When asked which factors help one become a useful School Board member, the participants provided the responses as shown in appendix 9.

To the item that required what needs to be done to help address the problems related to School Board in relation to equipping them with necessary skills, the participants provided the responses as shown in appendix 10.

4.6.1 Analysis of responses according to the independent variables in relation to the functions of the School Board

The independent variables were the understanding of the functions, performance as well as the perceptions the members had. The items in the questionnaire were developed in a manner that they would address certain functions of the School Board. It so happened that performance of a certain function was tested by means of more than one questionnaire item as alluded to earlier. So, the 5-point Likert scale items that addressed the same function have been grouped together. The items are grouped in relation to the functions of the School Board according to the Education Act 2010.

The groups of items for the given aspects in 5-Point Likert scale are as follows:

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(i)   Items 20, 21, 22 and 23 were grouped together because they address managing and administering schools.

(ii)   Items 15, 16, 17, 18 and 19 were grouped together because they address overseeing management and proper and efficient running of the schools.

(iii) Items 27 and 28 were aimed at addressing the recommending to the appointing authority the appointment, promotion, demotion and transfer of an educator. So, they form a group.

(iv)   To address the function of recommending to the appointing authority or proprietor, the disciplinary action against a principal or head of department, items 24, 25 and 26 were prepared. In that way they form a group.

(v)   The function of liaising with relevant local authority on matters of development of the school was addressed through items 29, 30 and 31 and, therefore, they are in the same group.

(vi)   For submitting within six weeks from the end of the school year an audited statement of accounts of the school to the Proprietor and Principal Secretary, items 32, 33 and 34 were constructed. So, they are in the same group.

These groups of items were then investigated in relation to whether or not they show performance or non-performance of the intended function. The five responses were grouped into only two responses where "not at all", "A little" and "Not sure" were represented by "Do not perform" while "Quite a lot" and "A great deal" were represented by "Perform". The decision to put "not at all", "A little" and "not sure" together was premised on the reason that, 'not at all" means that nothing has happened; "A little "means whatever done has happened in a manner that is not satisfactory while " not sure" shows that one doubts the performance. So, for the purposes of analyzing them easily, it was deemed imperative that they be grouped under "do not perform" category. In the same way, "quite a lot" and "A great deal" both mean performance of a function. It was therefore deemed appropriate for the purposes of the study to generalize them under "Perform". So, for the final "Do not perform" category, the individual "Do not perform" of all the items were added and average was found. The same thing happened for the other two categories ("Perform" and "Missing").

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Responses	Percentages for given items			
	20	**21**	**22**	**23**
Do not perform (%)	74.3,	74.3,	92.2	66.6
Perform (%)	23.1,	23.1,	5.2	28.2
Missing (%)	2.6,	2.6,	2.6	5.1

Table 4.36: Mean percentage for managing and administering

As shown in Table 4.36 the percentages for "Do not perform" range from 66.6% to 92.2% as opposed to those of the "Perform" category which start from 5.2% up to 28.2% while those of "Missing" range from 2.6% to 5.1%. This means that the respondents do not perform that function. The respondents show that they do not engage in the management and administering of their schools well or at least as expected. Duma et al (2011) show that parents as members of the School Board have the responsibility of supporting the school management structures. They also have the responsibility of making sure that the educators and other staff of the school perform their professional functions. It shows that failure to function accordingly is not appreciated as it impacts negatively on the overall performance of a school.

Responses	Percentages for given items				
	15	**16**	**17**	**18**	**19**
Do not perform (%)	94.8,	89.7,	5.1,	94.8,	82.1
Perform (%)	2.6,	10.3,	94.9,	2.6,	15.3
Missing (%)	2.6,	0,	0,	2.6,	2.6

Table 4.37: Mean percentage for overseeing management

According to Table 4.37, the percentages for "Do not perform" range from 5.1% to 94.8%. It is only for item 17 where the percentage has gone as low as 5.1. The other four have theirs starting with 82.1%. The percentages for "Perform" start with 2.6% and goes up to 94.9%. This value of 94.9% belongs to item 17 like in the previous category where the value made a sharp decline. The rest of the items have their values pretty low starting with 2.6% and ending with 15.3% while the missing ones range

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from 0 to 2.6%. This means that the function of overseeing management and efficient running of the school is not well performed by the School Boards. The argument raised in the previous function still holds for this one. According to Bararette (2011), SASA envisages a system where principals and SGBs work together in partnership to ensure quality education. The parents are very important stakeholders and it is, therefore, befitting for them to be part of the governance of the school. For parents (School Board) to fail to perform this function which gives them governance of the school means they are failing their role as stakeholders. That means any expected results from their performance is in jeopardy.

Responses	Percentages for given items	
	27	28
Do not perform (%)	76.9,	61,5
Perform (%)	23.1,	33.3
Missing (%)	0,	5.2

Table 4.38: Mean percentage for recommending the appointment, promotion, demotion and transfer of educators

Table 4.38 shows that the percentages of non-performance as 76.9% and 61.5% while 23.1% and 33.3% are for those who perform and the missing ones have 0 and 5.2%. It show that the function of recommending to the appointing authority the appointment, promotion, demotion and transfer of an educator, is not well done by the members of the School Board. It needs to be shown that, data of the study were collected towards the end of 2012 until the beginning of 2013. This was the time when new grants to schools had stopped coming. The new appointments would only be done if an educator had died or retired. A school is likely to take more than five years with none of those incidents happening. Therefore, promotion, demotion as well as transfer would not be a common phenomenon. This has rendered some School boards ignorant in relation to recruitment, demotion, promotion and transfer of educators, hence the response that indicates failure in the performance of that function. Van Wyk (2004) shows that in the final analysis it is the task of the governing body to make recommendations on the

appointment and promotion of staff to the Appointing authority. This function has to be done just like many other ones. The School Board, therefore, has to be in the position to perform it properly.

Responses	Percentages for given items		
	24	25	26
Do not perform (%)	76.9,	59,	69.1
Perform (%)	20.5,	28.2,	20.6
Missing (%)	2.6,	12.8,	10.3

Table 4.39: Mean percentage for recommending disciplinary action

The table above shows that the percentages of those who do not perform range from 59% to 76.9% while for those who perform range from 20.5% to 28.2%. The missing ones' start from 2.6% to 12.8%. This shows, according to this study that the function of recommending to the appointing authority or proprietor, the disciplinary action against a principal or head of department is not well performed. It is not well performed in that not many members participate in the exercise. The School Board has a role of enforcing order and adherence to law in a school. They need to be readily available and be skillfully equipped for attending to cases that involve discipline of the head of department and the principal as an example. Failure to carry out this mandate endangers performance and outcomes of the concerned school. It is understood according to Van Wyk (2004) that School Boards should carry out procedures that lead to disciplining of the educators. This includes both the head of department and the principal. There has to be a strict adherence to the governing laws as that happens. So the School Board should really be in the position to carry out this function.

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Responses	Percentages for given items		
	29	30	31
Do not perform (%)	71.8,	82.1,	64.1
Perform (%)	23.1,	12.9,	28.2
Missing (%)	5.1,	5.1,	7.7

Table 4.40: Mean percentage for liaising with local authority

The table shows that the non-performance category has percentages ranging from 64.1% to 82.1 while the performance category has a percentages ranging from 12.9% to 28.2%. The missing ones have percentages starting from 5.1% to 7.7%. This shows that not many members engage in the function of liaising with relevant local authority on matters of development of the school. The School Board members may not deem it their duty to go out in solicit of the funds for the school. This result suggests that may be the School Board members reckon it is the function of the principal

Responses	Percentages for given items		
	32	33	34
Do not perform (%)	33.3,	5.1 ,	84.6
Perform (%)	56.4,	92.3,	12.8
Missing (%)	10.3,	2.6,	2.2

Table 4.41: Mean percentage for submission of audited statement of account

Table 4.41 shows that the percentage for "do not perform" range from 5.15% to 84.6% while for "perform" they range from 12.8% to 92.3%. The percentages for "missing "is 2.2% up to 10.3%. This means that the function of submitting within six weeks from the end of the year, an audited statement of account of the school to the proprietor and the PS is satisfactorily done. There was a complaint on the one hand according to Van Wyk (2007) that the governing bodies were not well trained in terms of handling

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finances. This lack of training was said to leave them in the dark in terms of what should be done on matters surrounding the finances. On the other hand many principals were content with the financial role of the School Board stating that there were many professionals who could deal with the finances once they were members of the School Boards. This was a call for capacity utilization in the School Boards. They should really have able people to carry out their mandate.

4.7 INTERVIEWS RESULTS

The quantitative approach followed in the questionnaires was able to serve the purpose of the study which was to investigate the role played by the School Board in performing their functions in the secondary schools. The items of the questionnaire were prepared in such a way that answers to them showed the important characteristics of the participants in relation to the purpose. Their contribution in the schools was determined and analyzed in relation to the reviewed literature. Storr (2004) as cited in Bowes (2009) states that the inquiry intends to gain an authentic understanding of the people's experiences and perceptions. The view given is authentic and upheld by the participants. It is one's understanding that the data collected through questionnaire need to be validated. It was with this view among others that interviews were held.

Qualitative data analysis is meant to pay attention to the spoken word, context, consistency and contradictions of views, frequency and intensity of comments and their specificity as well as emerging themes and trends (Save the Children, 2013). The data gathered through interviews of the chairpersons were aimed at addressing the following themes:
(a) The chairperson feeling threatened by other School Board members.
(b) The chairpersons' feeling and impression that the membership should be of people with skills and a certain level of education.
(c) The chairperson having some problems with performing some particular functions.

The higher order themes represent the perceptions held by the chairpersons on performance of the functions and lack of understanding in the performance. In other words, these specifically addressed the independent variable of the study. Those two

then amount to the performance of the functions or failure to perform the functions by the School Board in the governance of the school which in essence answers the four research questions.

4.7.1 Interviews

The interviews were conducted as a form of qualitative investigation for the chairpersons as well as the principals of the school. Bowes (2009) shows that interviews broaden the researcher's understanding and enable one to develop a substantive theory. The data were collected from the chairperson and the principal. Only 10 chairpersons were available while the principals interviewed were 17. The data were intended to cover more ground than the questionnaires. The chairpersons answered items that particularly addressed their feelings and fears as they do their duty as School Board members. The data also give light into what the chairpersons and the principals reckon could be a better School Board member. The data show how far the School Board members and especially the chairpersons reach in their performance of the functions. The understanding of the functions by each respondent is contained in the data as well as the manner in which they regard themselves. These address the questions of this study. It is after understanding that the performance of the functions can be expected and be well done. So, the data will shed some light in that regard such that it can be concluded that the School Board is or is not able to perform its duty in the governance of the school hence development of self-efficacy belief in the respondents.

The decision to choose the principal and chairperson for the interviews was based on the understanding that the two know much more than the other members as they are the ones who are usually called for any meetings outside school which require the participation of few School Board members. That means they would not find it as a problem to answer the school issues on a one to one basis with the researcher.

The following sections are going to lay down the questions of the interviews and the responses as given by the chairpersons and principals.

4.7.1.1 Responses given to items in interviews of the chairpersons

The items were intended to delve into the views of the chairpersons with regard to the minimum requirement being put for one to become candidate of a School Board

member. The interview also looked into the confidence the School Board members had in themselves in dealing with school issues such as performance of the functions as shown on the previous pages, with the kind of education they may be having hence development of perceptions. As such the chairpersons of the sampled School Boards were interviewed. The items were asked as prepared in appendix 7. Their responses were given as shown in appendix 11 and their analysis is given below.

Item 5 read "What is your highest educational qualification?"

Responses according to item 5

There is only one chairperson whose educational qualification is COSC. There are three who have tertiary education. The rest are below COSC with one having as low as Standard Two. This shows that even though there are chairpersons who are relatively educated, there are still some who are simply too low in education. Perhaps these are the ones who emphasize that the School Board is in dire need of training.

Item 6: The School Board is composed of 9 members. Are you comfortable with the number?

Responses according to Item 6

There is only one who prefers a smaller number than nine. The rest would not want the number to be changed. The fact that many members did not deviate from nine, the number that is in the current Act, could be that they were avoiding the trouble of having to give the reason why they thought that way. This is evidenced by their wish that the School Board should have a learners' representative. That suggests that they see a need for an additional representative

Item 7: Do you think you have full control of the School Board meetings as the chairperson?

Responses according to item 7

All of them showed that they have full control of the School Board proceedings. That means even those whose education is relatively low, are still respected in their School Boards in spite of that level of education. This may mean that members of the School Board are compliant and obedient.

Item 8: would you mind if the School Board could include learners' representative as a means of monitoring the learners for better management?

Responses according to item 8

Most of the participants totaling to 70% feel that it would be a good idea to include a learner in the decision making body of a school. There are however those who feel that in the School Board there are times when the issues discussed may not be good for a learner to hear, especially if those issues involve learners or discipline of an educator on the one hand. On the other it may mean that they mainly are at the same level of understanding and therefore there are not many questionable decisions observed. It may also mean that there is indeed understanding in terms of what the chairperson is doing..
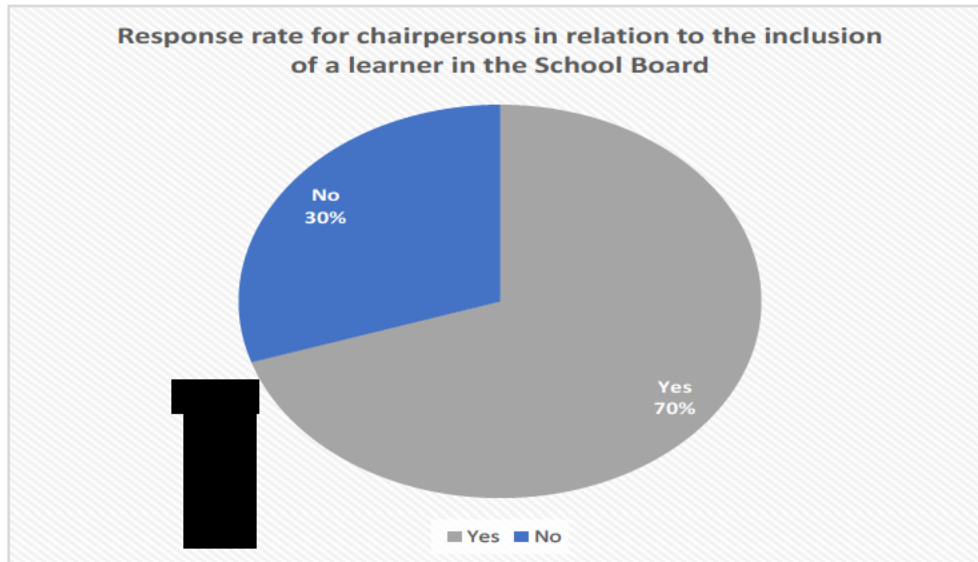
Figure 4.6 Responses on inclusion of a learner in the School Board

According to this item, 7 (70%) out of 10 of the participants reckon the inclusion of a learner in the School Board would be a good idea. The chairpersons see the need for a learner to be a School Board member as it would help the School Board to know the needs and the demands of the learners first hand. It would also help in that the learners to own the policies that affect them in the school as they would have taken part in their formulation. This would also add to the number of members who have acquired some educational background

Item 9: Do you think it would be of some help to the school for the School Board to include persons who have acquired some skills such as medical doctors, nurses, church ministers, MPs etc.?

Responses according to item 9

This item was intended to find out if skillful persons would be important as part of the School Board membership. All the participants found this idea very important. They

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agree that the School Board has to be made up of people who have acquired some form of education or having acquired some skills through training. They argue that such people in the School Board would help the school to develop. They contend that the deliberations in the School Board meetings would be informed and therefore come up with informed resolutions for the betterment of the school.

Item 10: Which people look dominant in your discussions (is it those educated)

If so what do you think makes them so?

Responses according to item 10

Most of the participants showed that the teacher member of the School Board is always the most vocal one who contributes in most of the issues discussed. Others raised the point of the principal as well being one of the most vocal people. One showed that a member who has been in the School Board in the past in another school contributes relatively better than the novices. Other respondents attest that the other members cannot contribute anything especially on issues related to administration because they are not knowledgeable. This suggests that education and experience contribute a lot in one's participation in the meetings of the School Board.

11. What should be the minimum level of education for one to become a member of the School Board according to you, COSC or JC?

Responses according to item 11

The respondents were asked as to what level of education could be set as a minimum requirement for School Board's candidature between JC and COSC. All the ten respondents find COSC to be the most suitable one. They contend a COSC graduate has a relatively better reasoning and has had a relatively broader exposure academically.

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Item 12: Do you think you have enough education to function well as a School Board member? Do you always perform all of the functions?

Responses according to item 12

A good percentage of the participants showed concern about their level of education. According to them their level of education hampers their understanding of relevant issues in their functioning as School Board members. It was only thirty percent of the participants who were content with their level of education in terms of functioning in the School Board. An example of administration issues was given as one of the areas where they feel they are destitute in.

Item 13: Do you think the principal's contribution in the meetings is constructive?

Responses according to item 13

All of them say the principal does what he/she has to do. In their view the principal never steps outside his/her jurisdiction. One participant but still concurring with others however complained that the principal leads the way. That being the case, no one may know if he/she is acting outside his/her borders. This shows that there is some ignorance on what to do which leads to skepticism on the side of other chairpersons. This ignorance could be an impediment on the performance of functions.

14. Do you ever hold interviews for the purposes of recommending an educator to the appointing authority?

Responses according to item 14

Considering responses with similar themes, it is only 4(40%) out of the ten who have the experience of participating in the interviews for recommending a new educator to the appointing authority. The rest have not had that chance. In fact they do not even

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know that it is their mandate to interview the candidates. This seriously affects the performance of that particular function of the School Board.

15. Do you ever look into the audited statement of accounts for the purposes of sending it to either the Proprietor or the Principal Secretary?

Responses according to item 15

Out of the ten respondents, only one (10%) has had a chance to be involved in looking into the audited statement of accounts for the purposes of sending it to the Proprietor and the Principal Secretary .This is according to answers that have similar meaning. This part of the functions is not well done in most schools as shown by responses. The respondents show that they are given the chance to look into the finances even though it is not for sending to the Proprietor or the Principal Secretary. They showed that they are not aware of that. They contend that since they are not aware it may happen that the statements are never sent to those two offices because no one ever asks if that has happened.

16. Have you ever been involved in going out to solicit funds for any project of development in the school?

Responses according to item 16

None of the respondents has been involved in engaging in any way in looking for funds or any help that would bring development to the school. In fact their understanding is that they are not concerned in such practices. They take that to be the principal's work alone. This shows that the members of the School Board do not regard themselves as instrumental as they ought to be in terms of making things happen in the school. This is mainly attributed to ignorance and that calls for training.

17. Have you had a situation where an educator was called to the School Board for any form of discipline?

Response according to item 17

The item asked whether the chairperson had a situation where he/she had to discipline an educator in any way. The responses show that very few have had such situation. The majority have not. This could imply on the one hand that, their educators are not troublesome. It could also mean that the principal manages the situation well to put things under control such that there may not have been any reported case that would warrant such intervention by the chairperson or the School Board as a whole. This is because to have not had such cases does not necessarily mean that one would not be capable of handling them. It may on the other hand mean that in deed the School Board members and especially the chairperson is not aware of what to do such that the principal finds reporting the matter time wasting. As such the principal finds it incumbent upon him/herself to deal with the matter alone.

In conclusion, out of ten chairpersons interviewed, eight of them feel that learner's representative needs to be included in the School Board. This is viewed as a positive move in terms of strengthening the management of schools. They understand that it would help them (School Board) avoid unnecessary strikes where learners would have had grievances which would have harboured for too long without the School Board even knowing. They claim the learners' representative acts swiftly and strategically as she/he would be part of the Board.

The participants are comfortable with the current composition of the School Board in terms of number. It is interesting that they strongly feel the need for inclusion of a learner in this number. It is interesting because they do not want a bigger School Board and yet they advocate for inclusion of a learner.

They contend as shown earlier that with that inclusion the needs of the learners would quickly be attended to and as a result avoid what could have been an eminent strike.

The feeling is that the current learners' structures are not sufficient as learners themselves are not part of decision making bodies. This issue of learners' representative in the School Board has turned out to be a contentious matter that was not initially problematized for the study. The constructivistic approach of the study gave leeway in that direction as the participants gave their views and responses.

Looking into the contribution of the members in the meetings of the School Board, it appeared that many chairpersons have a feeling that the principal and the educators' representative are the most dominant members. It is contended that it could be that the other members do not know much in the matters of the school. A School Board member who has been in the previous term seems to be another contributing member. This non-contributive attitude may compromise performance of functions such as that of managing and administering the school as prescribed in the Lesotho Education Act 2010.

This is in concurrence with the reviewed literature that experience and considerable high level of education make a useful member of the School Board (Collett, 2002). It is true some members feel they need to have been more educated so that they could discipline the principal and other troublesome educators. The bottom line is that they feel they are not fully equipped educationally. This then suggests that one function which is to recommend the disciplinary action against a principal or head of department to the appointing authority is not well carried out, as shown earlier.

The interviews conducted on the chairperson revealed that generally the principals are in good relations with their School Boards such that their (principals) actions or decisions outside School Boards are not always questioned. They are not suspected of acting below or outside required standards.

4.7.1. 2 Responses given to interviews of the principals

The items to the principals were too intended to look into the influence the School Board has on the principal as shown in appendix 8. They also were aimed at finding out how confidence of the principals was in their School Boards based on what they offer

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in their membership of the School Board. The items were, most importantly aimed at informing the researcher in terms of whether the members of the School Board are able to perform their functions as outlined in the Lesotho Education Act 2010.

The answers of different principals are given below for the chosen items of their interviews.

Item 5: How do you relate with your School Board members?

Responses according to item 5

The item asked how they related with their School Board members. All of them showed that they relate very well with their School Board members in general. This suggests that the principal and the chairperson understand that they both have to cooperate for effective management of the school.

Item 7: Do you think your School Board members understand their role well in your view?

Responses according to item 7

The item was whether according to the principal, the School Board members understand their role well.
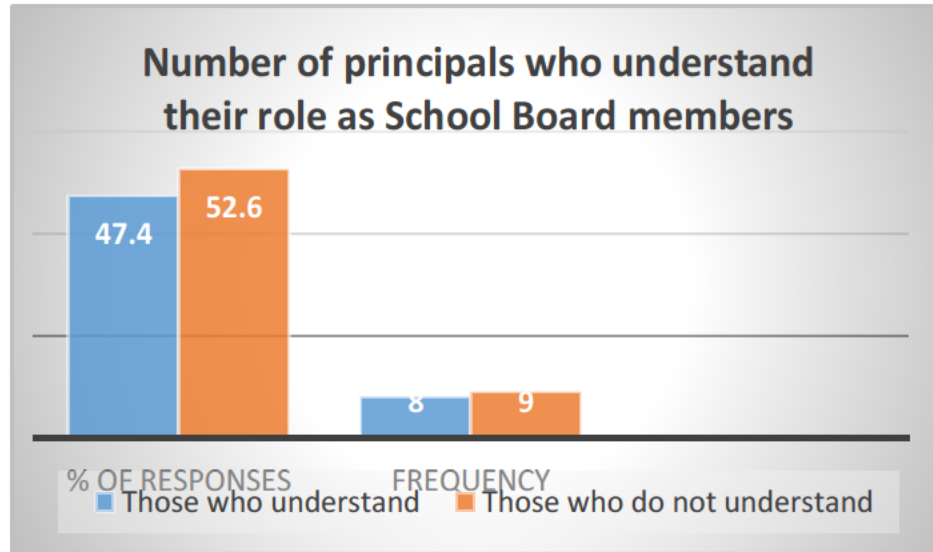
Figure 4.7: Responses according to understanding of the functions

The figure shows that 8 (47.4 %) of the principals claim that their School Board members understand their role while 9 (52.6 %) is for those whose School Board members do not understand. This lack of understanding is the one that makes it difficult for the School Board to perform their prescribed functions because the role is nothing outside their functions as set out in the Act (Lesotho. Education Act 2010). This concurs with the findings from interviews of the chairpersons as well as the questionnaires conducted.

Item 9: Would you say you are certain about how each School Board member will contribute to any idea to be deliberated?

Responses according to item 9

The item asked whether the principal is certain about how his/her School Board members contribute in the meetings. The response on this question shows 6 (35.3 %) of principals being in the position to predict how some of their School Board members will contribute in the meeting. The prediction actually determines how rigid some School Board members could be. Such members do not always make healthy School Board deliberations because they usually refuse most of the ideas that come to surface.

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A good number of about 11 (64.7 %) would not be able to predict how the response would be in the meeting. The 64.7% is encouraging as it suggests that there is to some extent some deliberations in the School Board meetings.

Item 10: The School Board is made up of 9 members. Do you think the nine members fully represent all the parties involved in the school?

Response according to item 10.
The item wanted to find out if the nine members that form the School Board were sufficient or not. The response rate of those who are comfortable with the nine members is 14 (82.4 %) while those who are not happy with the nine is 17.6%. This item reinforces the notion that the School Boards lack expertise and that it needed to be beefed up. The principals are not bothered by this number because as shown earlier they have no problem with the performance of their School Boards.

Item 11: Would you prefer a bigger School Board membership than the present one?

Response according to item 11.
The item asked whether the principals would prefer a bigger School Board membership. The responses show 15 (88.2 %) of principals not wanting a bigger membership while 2 (11.8 %) would. As shown in the previous item the principals are generally comfortable with the performance of their School Boards.

Item 12: In one's view, learners are a core component of a school setting. Would you prefer they had a representative in the School Board to even perhaps beef up the membership for better performance?

Response according to item 12

The item asked whether the principals would prefer a learner as a member of the School Board or not.
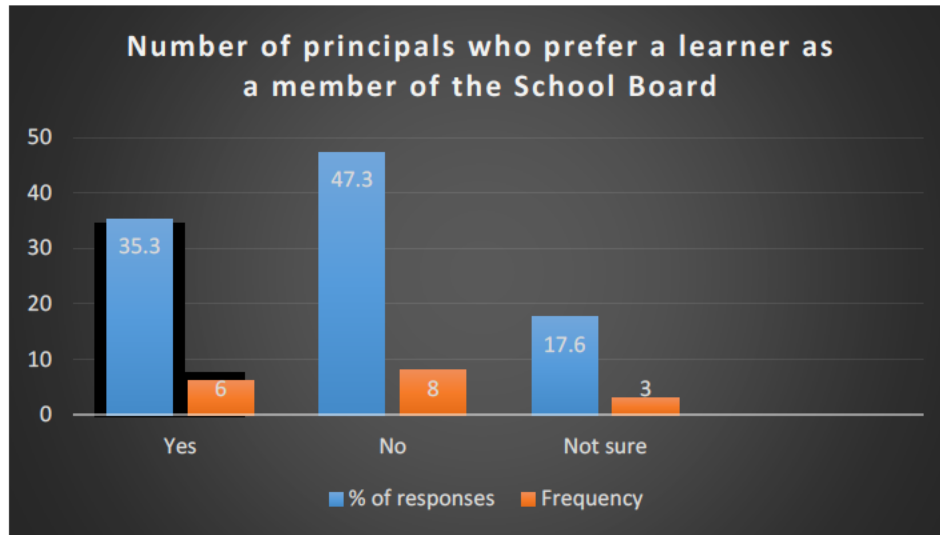
Figure 4.8: Responses according to preference of principals on learners' representative

This result shows that the principals do not want learners to be represented in the School Board by another learner. Even though some principals see the importance of having a learner in the School Board in as far as reaching out timeously to the demands and needs of the learners. The majority, however, have some reservations against it. Those against it do not see it as a positive move in the management and administration of school. They also view a learner in the School Board as someone who would act as a spy for the students' body to the whole detriment of the functioning of the School Board itself.

Item 13: A secondary school being an institution that prepares learners for tertiary education, do you think it would be a good idea to recruit learned people for candidature of School Board? Judging from the kind of School Board members you have and their contribution?

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Responses according to item 13

The item asked the principals if it would be a good idea to recruit learned people for School Board membership. According to the responses, all the participants understand that the School Board membership should be of learned people, as such it is imperative that it should recruit people with some education.

Item 14: According to the Lesotho Education Act 2010, the candidature for School Board membership is open to anybody with or without any educational background. Do you think minimum educational attainment has to be put as a requirement for candidature? Considering your School Board composition and for better performance.

Responses according to item 14

The item asked whether the School Board membership should be strictly for people with a specified minimum qualification or it can still remain open. As shown by the responses, all the participants agree that there be a minimum qualification prescribed for candidature for School Board. This still substantiates the notion that better performance of the functions can be expected from members who have some form of education or training.

Item 15: Have you ever been under the impression that your School Board lacks competence? Such that some of their functions or may be all, are not attended perhaps to your satisfaction.

Responses according to item 15

The principals who feel that their School Board members lack competence make 12 (70.6%) while 5 (29.4 %) is of those who have confidence in theirs. The large number of principals who do not have confidence in their School Board shows that performance of the functions by the very School Board may be greatly compromised. These findings support the argument raised earlier in item 8. They (principals) may only be giving them (School Board members) what they think is at their level of performance as

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deemed by the very principals. So whatever they are given they promptly act on it but this item (15) shows that generally principals have no confidence in their School Boards. So, the question that remains is whether or not it is because of lack of education or training by the School Board members that the principals have no confidence in them (School Board members)

Item 16: Do you ever wish that you had a better School Board than the one you already have?

Responses according to item 16.

The participants who embrace that notion make 12 (70.6 %) and those who never had that feeling make 5 (29.4 %). The response to this item concurs with the previous one where the principals suspect that the School Board members lack competence which implies low performance of the functions.

Item 17: Do you think politicians and people with special expertise such as doctors, nurses, engineers etc., would form a better school Board?

Responses according to item 17

All the participants feel that people who have special expertise are good for the School Board membership. However 7 (41.2 %) would not want to include politicians. They claim theirs would be to argue for political game and not necessarily for the development of the school.

Item 18: The current career structure shows schools in three different types. They are Small school which have enrollment below 400; Medium school which has enrollment from 400 up to 799 and large school with enrollment from 800 upwards. Do you think

the number of members of the School Board has to correspond with the type of school (number of learners), considering the performance of your School Board in all respect?

Responses according to item 18

The item wanted to find out if the number of the School Board members should correspond with the size of the school. To this item, 16 (94.1 %) of the participants find the number still fine. They do not see the need for changing according to size. It is only 1 (5.9 %) of the principals that thinks it could be correct to have membership number corresponding to the size of the school. This finding perhaps concurs with item 10 which asked about the number of members in the composition where members showed nine to still suffice. That shows that even though they advocate for learned membership they do not necessarily need to alter the number of members in the School Board.

Item 19: Do you think the Act has to give room for schools to co-opt expertise into the School Board once elections (of School Board) have been carried out?

Responses according to item 19.

The item wanted to find out if the Act (Lesotho. Education Act 2010) should provide for co-opted members that beef up the School Board after election of the School Board. On this one, 14 (82.4 %) feel that it would be a good move to make if expertise could be co-opted into the School Board. It is only 3 (17.6 %) that does not seem to find the need for that. This may still talk to the way the principals see the current composition which could be lacking in some crucial expertise

Item 20: What contribution do you think a learner's representative would bring into the School Board?

Responses according to item 20.

The item asked about the contribution that could be brought by a learner into the School Board.

Number of principals in relation to how they view the possible contribution of a learner in the School Board as a member
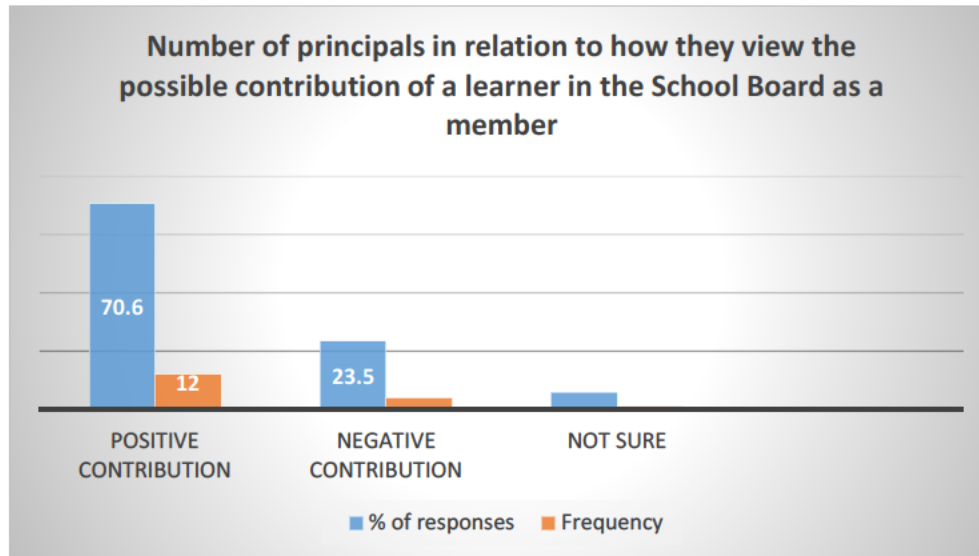
Figure 4.9: Responses according to learner's contribution in School Board

Principals understand that a learner's representative would bring a positive contribution into the School Board. Those who have that contention amount to 70.6%. One would expect similar response to item 12 for this item. Surprisingly, the principals understand that learners would bring positive contribution, but still they do not want them in the School Board. This contradiction could suggest that principals are not yet ready to have a learner engaging in deliberations on an equal standing with them.

Item 21: In the case where your school has done well such as in COSC results, does your School Board commend you or the educators for that achievement?

Responses according to item 21

The item asked if the School Board was able to appreciate and praise educators when things are right at school. All the participants showed that their School Board

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appreciates good things they do and especially the COSC results. This looked good and encouraging as Byrnes *et al* (2006) show that the way employees are rewarded and recognized has a huge impact in their motivation to reaching desired goal.

Item 22: Is there anything you would like to say about the School Boards in terms of their qualification and their performance? What should be the minimum entry level into School Board membership?

Responses according to item 22

This one asked the principals to comment on the School Board and suggest their minimum qualifications
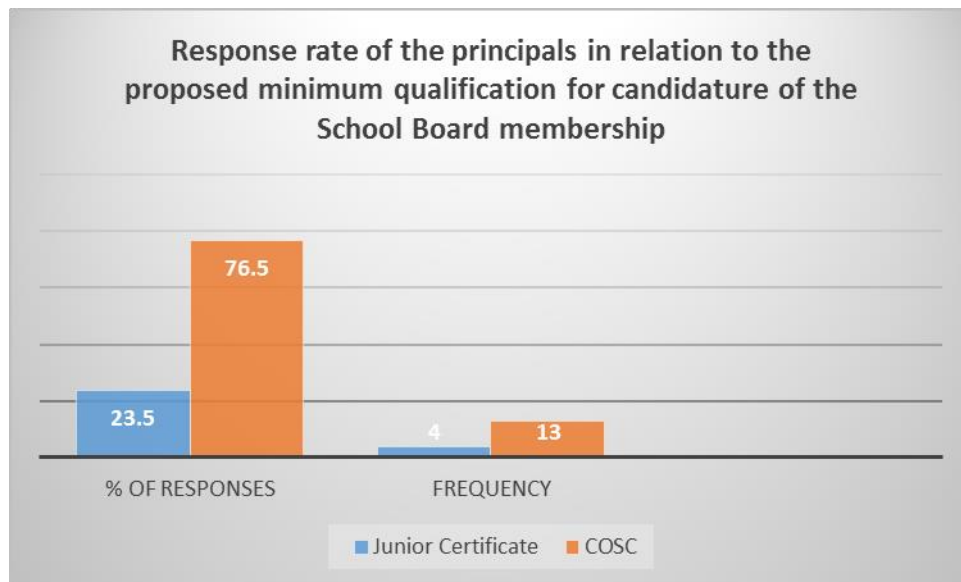
Figure 4.10: Responses according to minimum qualification for school board membership

According to the principals, everybody who intends becoming a member of the School Board must have at least a COSC qualification. This is shown by a high percentage of 76.5.

In conclusion, it is revealed through the interviews of the principals that some School Board members who are in the teaching staff are troublesome. They are nagging unsatisfied characters. They very often, out of malice, ill-advise the other staff members

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because they themselves know a lot about the school because they are School Board members.

Although there is a feeling of satisfaction about the principals by the School Board, there is however a general feeling of the principals that School Board members are not convincing as to whether they know their role well or not. The majority of the principals feel their School Board members lack competence and wish they had a better one (School Board). This is shown by the responses to items 14 and 15 of the questions to the principals.

It was observed that most School Board members act decisively on any challenge confronted with. This may be motivated by the cooperation with the principals as portrayed by this study.

There is another finding that some principals would predict the side of the answer that some members would give. That is, the principal can predict that a certain member would certainly be negative to whatever is raised even though that happens with very few School Boards. The School Boards that are susceptible to this behaviour are those, in one's view whose membership is of people who are not confident. These are the School Board members who are mainly dominated by that one member perhaps because he/she is more knowledgeable than they are.

Another finding was that all the participants would like to have School Boards of learned persons. As such they feel there has to be a minimum qualification prescribed for candidature for School Board.

The notion of having a learner as a School Board member is not appealing to the principals. There are those who are not sure of what they want. The idea is not something people cannot totally put up with anyway. There is also a relatively strong view that politicians should not be included in the School Boards. The reason forwarded being that they are only there to push their own agenda of garnering more

votes in the next elections and not for the good of the school at all. At other cases they even split the School Board according to political affiliations.

A very strong feeling also is that the incoming School Board, with the help of the principal, be allowed to co-op about two members who have special expertise in the School Board to complement their School Board for good performance of the functions and development of the school as prescribed in the Education Act, 2010.

4.8 SUMMARY AND ANALYSIS OF THE INTERVIEWS IN RELATION TO THE RESEARCH QUESTIONS

The summary of the interviews in accordance with the research questions is shown as follows:

4.8.1 Interviews for the principals

In the analysis of the interviews for the principals, items that address a certain research question have been identified. The response rate to the item has been given.

This is done so that at the end, the response rates which are given as percentages are put together so as to compute the mean percentage for that particular research question. It would be with that mean percentage that generalization would be reached on that research question.

The first research question was: to what extent do the SGB members perceive themselves as having performed their duties successfully? The items asked to the principals were constructed in a manner that requested either "yes" or "no" answer. The "yes" answer was that showing good performance while the "no" answer was indicating a low performance or not at all.

The 'yes' percentage is 47.4 while the "no" percentage is 52.6. This shows that according to the principals, School Board members do not perceive themselves to successfully perform their duties. This perception affects the self-efficacy beliefs of the principals in their performance as the School Board.

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The second research question dealt with how the SGB members perceive their performance compared with other members of the board both internally and externally. With the many items that address the question, the percentage mean was computed.

The "yes" percentage mean:

$$\frac{(64.7 + 35.3 + 29.4 + 29.4)\%}{4} = \frac{158.8\%}{4} = 39.7\%$$

The "no" percentage mean:

$$\frac{(35.3 + 64.7 + 70.6 + 70.6)\%}{4} = \frac{241.2\%}{4} = 60.3\%$$

The overall percentage mean for "yes" is 39.7% while that of "no" is 60.3%. This shows that according to the principals, the School Board members have a negative perception of their performance. This very strongly affects their self-efficacy belief. This means the manner in which they approach their work in their functioning as the School Board members is not with all the enthusiasm.

The third research question addressed the extent to which the SGB members perceive other stakeholders' appraisals' of their performances as encouraging or discouraging. Three items were developed to address this question. They were items 5, 20 and 21.

The "yes" percentage mean:

$$\frac{(100 + 70.6 + 100)\%}{3} = \frac{270.6\%}{3} = 90.2\%$$

The "no" percentage mean:

$$\frac{(00 + 29.4 + 00)\%}{3} = \frac{29.4\%}{3} = 9.8\%$$

The result shows that the principals regard the appraisal of other School Board members as encouraging. This is a motivating aspect that gives them high self-efficacy in their performance.

The last research question was addressed in one item which was item 14. The item found out whether the SGB members perceive their school governance tasks as challenges to master or as threats to be avoided. The "yes" percentage was 100 against the zero percent of the "no" answer. This shows that they are indeed challenges that require mastery. This is an encouraging aspect that helps boost their morale in their dealings as School Board members.

4.8.2 Interview for the chairpersons

The chairpersons too were interviewed and the items asked were aimed at addressing research questions shown in chapter one. The items were constructed in a manner that their answers would either be "yes" or "no". That is to say that, even if there could be some follow up clarification made by the respondent, which in fact was the case in many items, the final answer would agree or disagree with the contention of the question. The mean percentages were computed for each answer and the results were as shown.

The first research question dealt with the extent to which the SGB perceive themselves as having performed their duties successfully. This was addressed in two items which were items 7 and 12.

The "yes" mean percentage:

$$\frac{(100 + 30)\%}{2} = \frac{130\%}{2} = 65\%$$

The "no" percentage mean:

$$\frac{(00 + 70)\%}{2} = \frac{70\%}{2} = 35\%$$

This result therefore shows that the chairpersons as the board members regard themselves as having performed their duties successfully. This does raise their self-efficacy which motivates them towards performance of the functions.

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On the research question of how the SGB members perceive their performance when compared with other members of the board both internally and externally, there was one item constructed to address it. That was item 11. The "yes" means that they acknowledge that there could be a better performance than theirs. In fact all of them consider COSC to be an appropriate qualification for one to become a School Board member. Considering that most (60%) of them are below COSC shows that they do question their own performance as School Board members. This does negatively affect their self-efficacy belief in their performance.

The third research question as shown earlier addressed the extent to which the SGB members perceive other stakeholders' appraisals of their performance as encouraging or discouraging. This was addressed through item 13. The item asked about their feeling in terms of the contribution of the principal in the meetings. Is the contribution encouraging or not? All the respondents show that the principal does only his/her duty. They show that there is not any encroaching at all. In this way one can therefore, assert that the manner in which they perceive other stakeholders' appraisal of their performance is one that helps develop the self-efficacy belief in them.

The last research question dealt with the perception the SGB members have about whether their governance tasks are challenges that need to be mastered or they are threats that have to be avoided. This question was addressed in the four items which were items 14, 15, 16 and item 17.

The "yes" percentage mean:

$$(40 + 10 + 00 + 80)\% = \frac{130\%}{4} = 32.5\%$$

The "no" percentage mean:

$$\frac{(60 + 90 = 100 = 20)\%}{4} = \frac{270\%}{4} = 67.5\%$$

On the question that asked whether they ever hold employment interviews for the candidates, most chairpersons answered "no" at the rate of 60%. That means that they do not always hold the interviews. On the question of ever holding a meeting about an audited statement particularly for sending it to the Proprietor and the Principal Secretary, all (100%) of the respondents answered "no." They answered that they may have dealt with financial statements but oblivious of their being sent to either the Proprietor or the Principal Secretary. On the question that inquired about the chairperson or even any other members partaking in the negotiations soliciting funds for any project in the school, no one seemed to have got that experience. In fact they showed absolute ignorance that they could ever be involved in such activities. They thought it could be the responsibility of the principal. The self-efficacy of these board members is negatively affected. This is shown by the "yes" response making a mean percentage of 32.5 against 67.5% of the "no" response. This therefore, means that the chairpersons as illustrated by the result, perceive their school governance tasks as threats to avoid.

4.9 DECISIONS ON THE RESEARCH QUESTIONS

Research question 1: To what extent do the SGB members perceive themselves as having performed their duties successfully? Based on the analyses, the SGB members generally do not perceive themselves as having performed their duties satisfactorily. This is shown by the responses given to items in the questionnaires and the interviews of the principals. The self-efficacy in the successful performance of the duties by the School Board members is negatively affected. Bandura (1977) shows that if one has performed well at a task previously, he/she is more likely to feel competent and work to perform that well in future. In that case there is no fear to confront new challenges of similar nature. This is how the self-efficacy will have been positively affected.

Research question 2: How do the SGB members perceive their performances when compared with other members of the board both internally and externally? According

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to the analyses, the SGB members negatively perceive their performance when compared with other members of the board both internally and externally. This is shown by responses in the questionnaire as well as interviews of the chairpersons and principals. This therefore affects their self-efficacy negatively in terms of performance when compared with other members either amongst themselves or other board members from other schools. Vicarious experiences are when people develop high or low self-efficacy through seeing other ones perform and therefore comparing his/her performance for better (Bandura, 1977). So their conceding that a COSC graduate would perform better when they themselves are mainly below it (COSC), shows that they have developed low self-efficacy through comparing their performance with others.

Research question 3: To what extent do the SGB members perceive other stakeholders' appraisals of their performances as encouraging or discouraging? According to the analyses, the SGB members generally perceive their stakeholders' appraisal of their performances as encouraging. This is shown by the responses given on the interview items of the chairpersons and the principals. This means that the self-efficacy beliefs of the School Board members are raised as regards this question. This is verbal persuasion which is influenced by encouragements of others (Redmond, 2010). As an example, the principals show that their board members always commend them on the good work achieved such as attainment of good results.

Research question 4: Do SGB members perceive their school governance tasks as challenges to master or as threats to be avoided? According to the analyses, the SGB members do perceive their school governance tasks as challenges to master. This is shown by the responses given to the questionnaires as well as to the interview items to the principals. This shows that the self–efficacy beliefs of the School Board members are high towards taking the challenges that they could be confronted with. This is through the physiological feedback which is attained from people's experience. Such experience gives one peace of mind which gives them hope that the next similar problem will be tackled just like the previous one (Bandura, 1977).

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4.10 CONCLUSION

The chapter dealt with the analysis of data and results. Descriptive statistics was used and graphical analyses made. Based on the analysis, generalizations were made on the research questions in relation to the performance of the functions by the School Board and decisions were then reached. Chapter five will lay down the discussion of the findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

This chapter deals with the findings of the study. The findings have been developed from data collected and guided by the research questions of the study. The research questions highlight the understanding of the functions as well as their performance. They also bring to the fore the perceptions that develop on the people who are supposed to perform the functions.

During the data collection, three basic themes were developed which in fact form the basis of those perceptions, understanding and performance of the functions as espoused by the research questions. The basic themes are:

(a) Feeling of insecurity by the School Board members.

(b) Requirements for School Board membership

(c) Non-performance of some functions by the School Board.

In this chapter, these points are going to be discussed from the point of view of both the quantitative and qualitative data. The items that address them have been identified and quoted together with the responses as directly attended by the respondents during the interviews.

5.2 DISCUSSION

The discussion of the findings will hover around the three points that have been shown which are the feeling of insecurity, requirements for School Board candidature as well as the performance of the functions. As is a phenomenological approach, the data that have been used have been gathered through qualitative methods. The manner in which the respondents reported and attended either the questions in the interviews or the items in the questionnaires is going to be given in this narrative. Mertens (1998) attests that in this approach the assumption is that individuals seek understanding of the world in

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which they live and work. And that individuals develop subjective meanings of their experiences. It is these subjective interpretations of the situations that will navigate the discussion through the themes to the ultimate findings of the study.

5.2.1 Is there a feeling of insecurity among the School Board Members?

The feeling of insecurity is usually caused by the feeling one has about themselves in terms of how they perceive themselves in their performance as compared with other members, be it internally or externally. The qualitative data gathered through interviews of the chairpersons included data that were responses to the following questions: Do you think you have full control of the School Board meetings; which people look dominant in your deliberations; do you think the principal's contribution in the meetings is constructive? The point that was being attended to here was the feeling of insecurity by the chairperson.

All the chairpersons show that they have full control of the meetings. Many respondents show that the educator member of the school board is the one who is most vocal. There were however cases where even the principal and a member who has been in another School Board before are regarded very vocal. As for item 13, the seven respondents are comfortable with the contribution of the principal. The general picture here is that there is no feeling of insecurity by the chairpersons of the School Board in their performance of the functions. If they are able to control the meetings and they see the principal not pulling to the other direction, which would effectively suggest intimidation by the principal, then it means they are comfortably working. It shows that if there is any dominance in the meetings, it may not necessarily send waves of insecurity to the chairperson. It is not meant to make the chairperson lose confidence in themselves. It shows that if there is any dominance, it is done in a healthy atmosphere.

Item 6 asked the principals whether they are able to run the schools without the interference of the governing body in terms of the law. This question does imply insecurity and lack of confidence to the School Board if they interfered with the principal. In fact when they feel threatened, they will try to act and function but only to

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do things wrongly. That would be showing frustration that emanates from the position of insecurity as the School Board. Most of them showed that there is no interference.

Item 7 asked the principals whether they think the School Board members knew their role. The knowledge and understanding of one's role is so important in terms of one's appropriate functioning. If the School Board is not sure of its mandate, it will do things that are meant for the principal as an example. This can sometimes result from the feeling of being threatened in one's space of operation. According to the principals there is a mixed feeling on whether the members of the School Board understand their role or not. There are those who clearly say they do not on the one hand while on the other hand there are those who explicitly say they do and with a few on the balance.
 In general it can therefore be inferred that according to the principals, the School Board members are not feeling threatened in their functioning as the governance of the schools.

It is this feeling of being threatened that makes one develop some perceptions in relation to performance of the functions. The feeling that one may not be able to do right, perhaps due to their level of education or experience could work so negatively and to the detriment of the performance expected, and hence, development of perceptions.

Considering the qualitative data collected, there is no feeling that the School Board members are insecure in their functioning. The quantitative data collected generally show the School Board has no feeling of insecurity and lack of confidence. This was testified by items 13, 35, 36, and 40 of the School Board questionnaire. In as much as item 13 shows that the majority of the School Board members do not have adequate skills, the claim echoed by Mpanza (2015) about the case that lead to the government of Botswana removing the duties that require education from the School Boards, and that they have referred to other people before on the matters of the School Board, items 35 and 40 show that the confidence is there for them to carry on with their task.

5.2.2 Does one need to have skills, experience or education to be School Board Member?

One will feel that they require skills, experience or even education once the perception they have about themselves is that they are not able to successfully perform their duties. A good number of items in the interviews of the principals were meant to address the point of skills. The point was whether the principals regarded a person with skills, relevant experience and education as the right person for School Board candidature or just anybody. The items were 13, 14, 15, 16, 17, 19, 20 and 22.

Item 13 asked whether it would be a good idea to recruit learned people for candidature of School Board while item 14 asked whether the respondents would be fine with a minimum requirement set for candidature of the School Board as an example.

In these items, the issue was what the respondents felt in terms of availability of skills, experience and education in the School Board. The response to these items generally show that there is an understanding that School Board membership should be restricted to only those with either skills, expertise, experience or at least a COSC level of education. Even the contribution of a learner is regarded quite crucial for the good performance of a School Board. The respondents here argue that learners could be such an important part of the School Board. They reckon the inclusion of a learner in the School Board would help iron out some grievances of the learners. This concurs with what Matsepe (2014) claims. Matsepe attests that learners are entitled to be part of the School Board as well because they are the majority of the school community. The quantitative data addressed this issue through item 14 of the questionnaire. The question asked whether the current Act covered all the needs of the schools in terms of representation. The responses to this item were negative. They showed that it did not. The item was meant for the inclusion of a learner. So the answers they gave show that they are in need of another representative and that is a learner. The two sets of data complement each other on this matter.

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On the other items where the respondents were asked about the educational qualification set as a requirement, and that the people with expertise and experience to be recruited for membership of the School Board, the qualitative data collected show a dire need for that. This is in concurrence with the quantitative data where the question asked was whether they have ever referred to someone they thought was more knowledgeable on the School Board activities. They showed that in deed they have done so. Again to an item that asked whether or not it was important for the School Board members with special careers such as doctors, nurses and police people as well as the pastors and others to be included in the School Board, the data show a concurrence to that assertion. This shows that the level of education, experience and expertise are a necessity in the membership of School Boards as pointed out by both quantitative and qualitative data. These data, both quantitative and qualitative, show that it would be of vital importance for one to have either certain experience, expertise, skills or a certain level of education to satisfactorily participate and contribute in a School Board. The qualitative data point to principals showing lack of confidence in the School Board due to their (Scholl Board members) lack of competence.

In response to a question in the questionnaires that asked about the factors that help one become a useful School Board member, answers showed that they should have knowledge of the Act. They also showed that they should be knowledgeable and skillful as well as having good educational background. The data show that the School Board members can be helped by offering them workshops and reading material. The literature reviewed showed that reading material are such an important item in helping the School Board members understand their duty. Chaka (2008) attests that studies show that members of SGBs serving poorer communities usually do not have the necessary knowledge and skills required to undertake their responsibilities. This is reported to result in the SGBs relying heavily on educators and principals, thus limiting the very necessary involvement of the parents in these governing structures.

5.2.3 Do members of the School Board perform all the functions as expected?

This theme puts together the perceptions of successful performance of the duties and that of the appraisal of one's performance by stakeholders. The data collected

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quantitatively suggest that the School Board members do not perform some of the functions. The functions that have been tested for performance are: recommending to the appointing authority the appointment, promotion, demotion or transfer of an educator; recommending disciplinary action against a principal or head of department; liaising with the relevant local authority on matters related to the development of the school. The qualitative data as given by the principals show some positive difference. It is asserted that the recommending to the appointing authority as well as looking into audited financial statements for the purposes of sending it to the Proprietor and the Principal Secretary is done.

Data collected from the principals on the issue of the chairpersons ever looking into the audited statement of accounts for the purposes of sending it to the Proprietor and the Principal Secretary show lack of understanding of the role by the School Board members. There are some qualitative data that confirm the quantitative data. That means on the main, there are some functions which the School Board does not perform.

Having dealt with the basic themes that were developed during the data collection in line with the research questions, it is then prudent to look at how they affected the main themes. The main themes for the study are understanding of the functions, performance of the functions as well as perceptions developed in the functioning of the School Board.

5.3 IS THERE UNDERSTANDING AND PERFORMANCE AS WELL AS DEVELOPMENT OF PERCEPTIONS IN RELATION TO THE FUNCTIONS?

According to Loock (2003), the main task of governing bodies is to assist school principals in the organization and management of schools. It is when the School Governing Bodies have all that is necessary to make that a reality. Hoy *et al* (2008) show that having a voice is not enough. In order for citizens to effectively and responsibly participate in decisions regarding public education, they need to be adequately informed. It was with this deeply held belief that community members,

whether parents or representatives of the Proprietor, once they are participating in the management of the school, must be well informed in the manner one can be confident that they would indeed act and perform as expected. In this way, as shown earlier, the capabilities will provide one with the cognitive means by which to influence their own destiny (Redmond, 2010).

The understanding of the functions is a pre-requisite for functioning. The School Board members have to be able to understand the functions. They have to be able to make sense of those functions in terms of what each means and requires. According to the Bandura's social cognitive theory, the School Board should understand and know that, when handling a disciplinary case of an educator, the head of department will chair the disciplinary hearing and not anyone else. Failure to understand the functions raises a great concern to the subject (School Board member). This pushes the subject to begin thinking that he/she may not be able to understand because he/she is somehow handicapped by lack of necessary education, skills or experience. This kind of reasoning in one's mind develops perceptions. These perceptions make a person who yields to them have a comfort zone. That keeps his/her mind calm that if he/she fails to perform it is because of the lack of the necessary expertise. This helps one to find a reason why they cannot understand the functions, hence why they cannot perform those functions. This means the subject will not have any zest to perform as the motivation to want to see the outcome would be dead.

The quantitative and qualitative data available show that respondents have a great understanding and belief that they are well qualified for the job. Data show that as much as the chairpersons are confident that they are able to chair and control their School Board meetings towards the desired goal, there is a strong feeling that people who are recruited for School Board membership should have some special skills and certain experience. This is where Maddux (1995) speaks of using the past information or abilities to form judgments about one's own performance and thus self-efficacy raised.

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In the 1980s, school governance was established in Botswana with the main functions as to manage schools in terms of finance and other resources (Mpanza, 2015). It is further reported by Mpanza that the government, having realized that the school boards lacked required knowledge to carry out their duties as School Governing Bodies, removed all the functions that demand a certain level of education. They then implemented School Boards that represent the community at school level only thus increasing parental involvement (Mpanza, 2015). There are data that show that the School Board does not always understand what it has to do. To the question on the questionnaire which asked whether the respondent understands all the clauses in the law that affect or guide them in their performance, the general answer was that they do not. Even to this question it shows that there is not much understanding of the functions and especially those that involve the School Board directly.

Once there is lack of understanding, a question that needs to be answered could be whether there has been any training prior to the engagement with the Act and functions. Wiggins et al (2007) contend that to have understanding, one then learns to use powerful ideas to make work connected and meaningful. One contends that to be in the position to learn a situation in a manner that shows understanding, there has to be some skills to tackle that situation. There has to be some form of prior knowledge that could have been acquired through experience or schooling. This is what Bandura called the vicarious experience. This is where it is said that efficacy information can also be achieved through social comparison process with others. This is where modelling as shown earlier comes to picture. That means there has to be a learning process in order to fully understand a situation in a manner that can make one use powerful ideas to make work connected and meaningful as advocated for. Can one say these School Boards have been exposed to adequate learning as they assumed office? The case that obtains in the country is that the MOET will invite the principal, the chairperson and the deputy chairperson for training. This is a good practice. However the number is simply too small to make much impact and contribution in the School Board of nine members. The quorum of the School Board is five members. It would even be better, therefore, to consider five members for training so that at least the quorum is

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conversant with what is expected especially because the term of office which is generally three years is just too short to allow infiltration of the information to other members.

Lack of understanding makes one feel that the functions are not meant for them. That is again where the insecurity comes in. A person who is insecure becomes so as a result of an event just like when he/she cannot make sense of the functions. The perceptions are then developed which may very well be negative. As defined earlier, perception is a belief or an opinion often held by many people based on how things seem. If the functions seem difficult to understand, then the School Board members are very likely to form certain opinions. The opinions will include things like those functions were meant for highly educated people. The data in both quantitative and qualitative do not show perceptions developed. Indeed there is a strong feeling that to be a well-functioning School Board member, one has to have some experience, or skills or a certain level of education. Judging from the education of the chairpersons, where the majority are below COSC, one can comfortably conclude that they did not want people of their caliber in the School Boards. This is because they all suggested COSC for minimum educational requirement. That means they may still feel that at some stage it gets tough or it would do that in future. It is in the absence of these perceptions that the functions can be performed. Performance, as earlier shown, follows understanding. Performance is doing something or an action or activity that usually requires training or skill. The data garnered quantitatively and qualitatively show this. Although it is shown, one cannot exonerate those responsible for not giving necessary support to the School Board. Redmond (2010) shows that self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform. Lack of support is confirmed by their answers to a question that asked whether the respondent has ever been called for a meeting by the education personnel for the clarification of the 2010 Education Act where the School Board members showed that they have not. It is no wonder therefore, that the answer to an item in the questionnaire that asked if they thought their School Boards lacked competence, their answer was that they do lack competence. One understands that competence may be a

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result of training. That means if one has not been trained, there may not be any competence to expect in their functioning as the School Board member. If there is not any training, there cannot be much performance of the functions more especially if there is not much educational background on the members. Rakhapu (2002) shows the importance of among others, level of education of members for a satisfactory functioning. This then implies that the general role of the School Board will be heavily affected if there is no training. It has been shown earlier in the literature review that according to Ofsted (2015), governors use the skills they bring and the information they have. Bararette (2011) shows that it was discovered that some success of partnerships between some SGB members was due to the ability to perform their functions. The ability was reported to have been a result of education and training. Scarlon *et al* (1999) show that effective governing bodies were found to have benefited from training. The training was both at an individual and at the governing body levels. Those who had taken part in training as a group were more likely to be rated as highly effective. The argument went further to show that lack of skills and knowledge were contributory to poor performance of a School Board. Lekhetho (2003) raises a point that the Education Act, 1995 was silent about bringing people with professional management background of schools on board. These are the people who would, according to Lekhetho (2003), inject their technical knowledge into the functions and tasks of the school under their jurisdiction. The same is the case with the Education Act, 2010. It is through this study that a proposal is made that the choice of the School Board be given all the respect it deserves. People chosen into the School Board should have what it takes to be there; the starting point being the level of education clearly stipulated in the law as a minimum requirement for candidature. Then the necessary training be provided as a well scheduled compulsory activity for the School Boards.

This only highlights the importance of acquiring skills for good and fruitful functioning as a School Board member. This is to safeguard against the suggestion by Schunk (1995) that strong emotional reactions that lower self-efficacy sometimes are caused by the thought that one lacks necessary skills.

5.4 CONCLUSION

This chapter dealt with the discussion of the data collected quantitatively and qualitatively. It also addressed the issue of understanding and development of perceptions in relation to the functioning of the School Board members. The next chapter is going to deal with the summary, conclusions and the recommendations of the study.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 SUMMARY

Chapter One

Chapter 1 laid down the background of the research and the aspects that prompted the study. The research questions as well as the objectives of the study were presented. The interest was in finding how the School Board gets engaged in the dealings with its functions in secondary schools in Lesotho. The chapter introduced concepts of the study such as management, School Governing Body and the School Board. Choice of the research approach was introduced as well as the population and the sample of the study.

Chapter Two

Chapter 2 presented the literature that informed the study as well as the theoretical framework. The review showed the establishment of the governing bodies in some countries with countries such as Brazil, Mexico, Kenya and The Republic of South Africa discussed under the historical background of the School Governing Bodies. Lesotho too was discussed. The role and the functions of the School Board according to the Education Act, 2010 were presented. The literature reviewed here showed what was expected in the School Board in performing a particular stated function. The topic briefly showed the codes of good practice as a guide to follow when instituting a disciplinary action against an educator.

Chapter Three

This chapter showed the research methodology. It showed the instrumentation and the advantages of those instruments chosen. The quantitative and qualitative approaches have been applied on this survey where the key informants were the chairpersons, principals and other two School Board members which included a teacher member. The research design used was the phenomenological one. With the design data was

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collected through questionnaires and the interviews to help researcher to gather information and find out how the respondents perceive the world around them. Their world in this case being the School Board functioning. The population and sample were discussed as well as the sampling technique.

The chapter discussed the reliability and validity of the study. Triangulation, the use of more than one method of data collection was employed. Validity of the study was assured by giving a description of the research process, reasons for the choice of the methods, circumstances under which and context the research was conducted. Lastly the ethical as well as data analysis considerations were highlighted.

Chapter Four

This chapter dealt with the presentation of data and its analysis. It dealt with the biographical information of the respondents covering the gender, age, level of education, present employment and terms of experience. In doing so, the quantitative data were presented and analyzed in the tabular manner while the qualitative data were given in the form of quotations as spoken by the respondents. The analysis of the qualitative data followed each item in a narrative form and with the help of charts in some instances. The chapter addressed the independent variables of the study which are the understanding of the functions as well as the perceptions formed. These variables were picked as the themes that could be teased out and interrogated under the discussion of the findings. The summary and the analysis of the interviews and questionnaires were presented.

Chapter Five

The chapter dealt with the discussion of the quantitative and the qualitative data. The discussion was premised at the substantiation of the themes which were:
(a) The understanding of the functions by the School Board members,
(b) The performance of the functions by the School Board as expected
(c) Development of perceptions by the School Board members in relation to the functions.

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Chapter Six

This chapter dealt with the summary, the conclusions and the recommendations of the study. The conclusions are made from the findings. The chapter discusses the findings as the basis of the conclusions reached. The chapter tackles and recommends some aspects for improved governance in the secondary schools in Lesotho. It also highlights the shortcomings of the study as well as the suggestions for further research.

6.2 CONCLUSIONS

The first research question found out as to what extent the School Board members perceive themselves in terms of having successfully performed their duties while the second one deals with the School Board's perception on their comparative performance with others. The two research questions hinge on the understanding of the functions hence they will be coupled in their discussion under understanding of the functions. Generally the School Board members who participated in the study through questionnaires are confident that they understand the Act even though they do not understand the part that guides their participation. This was found to be a contradiction. It, therefore, suffices to show that they understand the other sections which do not talk about the School Boards, the part which actually covers the majority of the Act. This shows that the problem lies with the section that prescribes how they should function. This was exemplified through a number of items that showed the negative responses. For example, the School Board neither gets engaged in the development of the plan for the school nor drawing of the school policies. Vision of the school may be in place at the time of coming to office, but they are never made aware of it neither are they made to understand it so as to strive towards its attainment in their tenure of office. The School Boards do not engage in having the educators or learners together to gather information about the school. This would help get insight on the needs of the school so as to immediately attend to them for the purposes of a good management and administration of the school for promotion of good results. The School Boards do not even sit down with educators to make them account on the proper performance in the examinations results of the schools. This by itself does not stamp the authority of the School Board over the educators. The educators do in most schools sit with the principals to discuss their performance in the previous year's examinations results. But

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this may happen year in and year out without any change in attitude towards teaching which then keeps the examinations' results unchanged. These show the extent to which the School Board members understand the functions. Their understanding puts other issues which would be deemed their role, outside.

Issues such as the decision to engage in a particular sporting activity are not discussed with the School Board members once reached by the teaching staff. The School Board would not know of the change that would perhaps see one of the activities discarded until a time when learners go on strike in demand of that sport. As shown earlier, this severely compromises the oversight function of the School Board. This still prompts a question whether the School Board was aware that it was supposed to have discussed the finalization of that matter in its sitting.

The School Boards do not ascertain the availability of chalkboards, desks and many other major items that help in facilitation of learning. If the School Board has laid any policy down for implementation by the school, they do not follow up to see if it is adhered to. The School Board does not at all engage in any discussion on curriculum. It is the duty of the School Board to make sure that the curriculum followed in the school aligns with the needs of the community. According to Exeter Township School District (2015), the School Board curriculum committee reviews matters related to existing or new curriculum and educational programmes. It informs and directs the School Board's annual approval of learning goals in support of the district's educational mission. For example, Agriculture is one of the electives in the curriculum. A school that is located in a relatively good place for Agricultural practices, one whose local community's lives are attached to this kind of practice would have to opt for Agriculture for an elective. The School Boards do not know about that at all. This ignorance severely compromises their management and administration function as the governing bodies.

Adherence to Ministry's policies does not appear to be difficult. Perhaps this is owed to the fact that these ones are already in place. It is not the ones made by them (School Board) when they still doubt themselves.

Failure for the School Boards to convene learners and advise them against bad habits, impacts negatively on the School Board's functioning. They have generally not had disciplinary cases against educators. It therefore concurs to the claim that the School Boards have mainly not used the Teaching Codes of Good Practice. This may be because their educators are disciplined now that there has not been any case in their experience on the one hand. This on the other hand may not necessarily mean that there was no need at all because even talking to learners would have to be necessitated by them (School Board). This still portrays the extent to which the School Board understands the functions.

As one of their functions, the School Board has to engage in interviews for new recruitment of educators. They also determine whether an educator has to be promoted, demoted or even transferred (Van Wyk, 2007). Failure to carry out this function as it happens to be the case, impacts negatively on their performance as a School Board.

The School Boards, as has been shown, have not encouraged or formulated any policies that would help guide school educators towards achievement of good examinations results. They have not suggested any developmental plan that sets out targets over a period of time. The School Boards have not suggested developmental projects such as building of new classrooms or renovations. Since building of new classrooms and renovations are still done in schools, they happen through independent thinking of the educators under the stewardship of the principal. It is only when the principal is convinced that something of that sort has to happen that he/she will communicate the decision to the School Board. The principal is also expected to solicit funds for the project. The School Board does not on its own realize the need for any of those. This shows a clear failure on their side to perform their function of liaising for the development of the school. As it has been shown, the School Board should discuss reasons around what is not going well. The members have to also find out about improvement of the school (Ofsted, 2015). This shows that performance of the functions is not happening the way it is supposed to.

The School Boards do make the principals to account for the use of the school funds as well as making sure that the financial report submitted to them is audited. They also make sure that the financial report makes its way to the Principal Secretary as well as to the Proprietor. This is one of the functions where the School Board does well in.

The third research question found out about the perception the School Board members have in relation to other stakeholders' appraisal of their performance as encouraging or not while the last research question dealt with the perception members hold about their school governance tasks being challenges for mastery or threats to be avoided. The two will too be dealt with together. Land (2002) shows that School Boards rated themselves low on interpersonal conflict resolution skills, respect and trust for the collective board and communication among members. This becomes a challenge when they have to then work and operate as a unity as it then culminates in the low performance of the functions. The qualitative data as gathered from the interviews gave good picture in that regard. Even though the School Board members do not have any negative perception towards performance, they however regard themselves as not skillful enough to implement some functions but not to that extent where they can render themselves completely useless in as far as the functioning is concerned. In fact the chairpersons show that they would feel better if they were better qualified. They reckon they are way too low academically. Hence why they contend that, a person who is a senior secondary graduate (COSC) would meet the expectation as a School Board member.

The manner in which the principals take the other School Board members may have a hand in the perception the very School Board members could develop towards themselves. The principals have a feeling that the School Board members do not have competence. That means the principals do not have enough confidence in those other members. This could in a way influence the way one sees the other. The open ended question they answered in the questionnaire showed a number of factors which they deem necessary for one to become a useful member of the School Board in a secondary school. They mentioned issues such as knowledge of English and having confidence. They emphasized on good educational background as well as being a skilled

communicator. All these aspects they put down seemed to be working on their minds such that they could end up developing negative perceptions about School Board membership.

When asked as to what needed to be done to equip the members with necessary skills, they cited being literate. They reckon there have to be training and workshops. They advocate for more training and in-service training as well as *ad-hoc* courses. They feel the kind of training they have even though it was along those lines they are advocating for, has not been enough. This shows how desperate the School Board members see themselves to be in the capacity development. This desperation then could work so negatively on their understanding of performance of the functions as School Board members. They seem to consider themselves deficient of some qualities and as such may not be working or bringing the desired contribution into the School Board hence why some of their functions go unperformed. This would be how they develop the negative perceptions as that would preoccupy their minds so much that they end up not functioning properly or at worst not functioning at all. This is where then they find their tasks as threats that may be avoided. They however show that they consider themselves rightful members of the School Board, as such they always strive to master their challenges. This is why they are not rendered unnecessary and useless and especially because even they themselves still feel that they are needed as the School Board members. Their absence would stretch the management tasks too far from the School setting to anybody that is higher than the School Board on the one hand. The gap would be too wide for good management. On the other hand, the School Boards, if properly trained for their role have a lot of advantages to the school. They in the first place represent the devolution of power in the management of schools, which is a principle of decentralization (MOET, 2005). They also are the best people to make major decisions for the school as they are the closest to the learners (Van Wyk, 2004). So, all that is necessary is capacitating them in order to reap desirable results.

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6.3 RECOMMENDATIONS

The following recommendations could go a long way in addressing the role of the School Board in the country if considered. The recommendations have been synthesized from the data collected for the study.

1. Any person who wishes to be a member of the School Board in the secondary school should be a holder of at least COSC except for a learner member, without which then acquisition of skills or related experience are essential. This will help members to be in the position to understand and perform the functions as expected. When they have a requisite education or skills, expertise or experience, chances are that they will not have a problem of understanding. That in itself reduces the chances of developing the negative perceptions about the very functions and the functioning itself, the perceptions which have been shown to be functions of self-efficacy.

2. After a School Board member has been elected in their respective constituencies, that is, the educators, parents and Proprietor, two more people who have special skills may be co-opted and become full members of the School Board. The move helps beef-up the School Board in terms of expertise. The reason could be that it does happen that by chance the people who have been elected by the very constituencies do not have necessary requirements for good performance of the School Board. So this move would help in the strengthening of the required understanding for the required performance. That would therefore make the composition of the School Board to be in this manner:

   ➢ Two members nominated by the Proprietor, one of whom is the chairperson;
   ➢ Three nominated by the parents, one of whom is the vice-chairperson;
   ➢ One educator nominated by the educators in that particular school;
   ➢ A gazette chief or his/her representative under whose jurisdiction the school falls;

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- A member of the local council or his/her representative under whose jurisdiction the schools falls;
- The principal of the relevant school who is the secretary of the Board and ex-officio member;
- One learners' representative nominated by learners from one of the two senior-most classes and who has been in the school for at least one full year;
- Two co-opted members nominated because of their expertise by the newly approved School Board in their first meeting. This makes a School Board of twelve members.

3. Training of the School Board members should be enshrined in the law and specifying all the modalities. That training should be for at least five members at a time with concentration on the Chairperson, the Vice Chairperson, the principal and other two members who are not in the School Board by virtue of holding certain offices in the community. Those who hold offices have access to workshops on management issues outside School Board. In concurrence, Quan-Baffour and Arko-Achemfuor (2014) recommend that frequent continuous training programmes should be organized in order for the school governance to become effective. Quan-Baffour *et al* (2014) contend that training workshops should be conducted for all new members who join the School Governing Body.

6.4 SHORTCOMINGS OF THE RESEARCH

Due to financial constraints and time, the study concentrated on the Botha-Bothe and Leribe districts only.

6.5 SUGGESTIONS FOR FURTHER RESEARCH

Investigating how educators and parents see the functioning of their School Board is recommended as parents interact with School Board. Other officers that work directly with the School Board such as the Educational Secretariat (Proprietor) as well as District Education Officers need to be covered as participants.

6.6 CONCLUSION

The School Boards are meant to look over the management and governance of schools in the country. Each school has its own School Board. The principal is a member by virtue of position. The principal is a member who plays a vital role in the development of a school and the performance of the functions but the success of a school rests upon everybody concerned and it is through the successful performance of the functions by the School Board**.** It is of vital importance for the School Board to build relationships. It may not be enough to just acknowledge that learners, parents and other stakeholders are the main role players to the success of a school. It is important that all groups become willing and dedicated partners who are committed to the vision and core values of the school (Byrnes & Baxter, 2006).

A decently run school has high chances of producing good results which actually attract parents for wanting their children to attend school there. It is reported in Hiatt-Michael (2008) that parents in America indicated that one decides to reside next to a good school. That means one goes to a place because there is a good school there for their children. So a well-run school stands good chances of attracting many learners. The purpose of this study was to investigate the perceptions held by SGB members about their governance role in some selected schools in Lesotho. The research concentrated on how the people who are already the School Board members perform their functions and feel about their position. That was their views concerning governance in all respects and performance of the school under their management.

The researcher recommended some guidelines for the purposes of improved governance and management of schools as well as for good performance in school results. This includes developed schools in terms of infrastructure.

The data for this study were collected by means of questionnaires as well as interviews. The interviews helped in the qualitative investigations as well as validating the data collected through questionnaires.

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APPENDICES 1 (a) and 1 (b)

P.O. Box 733

Botha-Bothe

Lesotho

20/10/2012

The Senior Education Officer

Botha-Bothe

Lesotho

Dear Sir/Madam

Permission to conduct a study in the district.

A request is hereby made in respect of conducting a study in the secondary school in your district.

I am currently a registered PhD student of The Central University of Technology, Free State. I am conducting a research on **The role of the School Board in the performance and development of secondary schools in Lesotho** as my topic. Botha-Bothe and Leribe have been sampled for the study. The topic requires that I meet with the School Boards of the schools. I therefore humbly ask that I be allowed to do the study.

Yours truly

SLM Senekal (Mr.)   (Student number 20259522)

APPENDIX 1(b)

P.O. Box 733

Botha-Bothe

Lesotho

20/10/2012

The Senior Education Officer

Leribe

Lesotho

Dear Sir/Madam

Permission to conduct a study in the district.

A request is hereby made in respect of conducting a study in the secondary school in your district.

I am currently a registered PhD student of The Central University of Technology, Free State. I am conducting a research on **The role of the School Board in the performance and development of secondary schools in Lesotho** as my topic. Botha-Bothe and Leribe have been sampled for the study. The topic requires that I meet with the School Boards of the schools. I therefore humbly ask that I be allowed to do the study.

Yours truly

SLM Senekal (Mr.)   (Student number 20259522)

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APPENDICES 2(a) and 2(b)

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LERIBE EDUCATION OFFICE. P.O. BOX 12. LERIBE 300

November 20,2012

The Principal

_____

Leribe 300

Dear Sir/Madam

RE: RESEARCH

"THE ROLE OF THE SCHOOL BOARD IN THE PERFORMANCE AND DEVELOPMENT OF SECONDARY SCHOOLS IN LESOTHO"

Mr. Samuel Liphapang Senekal (20259522) is a student who is conducting a research on the above stated topic. He therefore wishes to carry out a research at your school.

You are kindly requested to provide him with the information that he may require.

Thanking you in advance for your usual support.

Yours Faithfully

SEKHOTSENG ADAM (MS)
SENIOR EDUCATION OFFICER - LERIBE

Tel: 22400210 / 22401360   Fax:22400022

APPENDIX 3

APPENDIX 3

APPENDIX 4

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APPENDIX 4

THE ROLE OF THE SCHOOL BOARDS IN THE SECONDARY SCHOOLS IN LESOTHO: A STUDY ON THE SCHOOL BOARDS: A questionnaire for School Board members

This questionnaire is intended to conduct a study on the role of School Boards in the secondary schools in Lesotho. It is intended to further recommend the structure and composition of School Boards for the improved running of the schools. Could you please give your honest opinion on every question. All respondents are important and will be treated with utmost confidentiality. Thus you are advised not to write your name anywhere.

Thank you for participating.

SECTION A

From 1 to 8 indicate data applicable to you by making a cross on the appropriate number.

1. *Gender* Male 1
   Female 2

2. *Age*

   20-29 1
   30-39 2
   40-49 3
   50-59 4
   60+ 5

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3. *Educational Level*

Old Standard 6 or below	1
Primary	2
Junior Secondary	3
Senior Secondary	4
Tertiary Education	5

4. *Present post/employment*

Government Department	1
Church Minister	2
Self employed	3
Educator	4
Other	5

5. *Terms of experience as a School Board member at any school in years*

a)	1
b)	2
c)	3
d)	4
e)	5+

6. *How many times do parents meet at school about school issues?*

Weekly	1
Fortnightly	2
Monthly	3
Twice a year	4
Once a year	5

7. *What type of training do you think you have undergone?*

Ad hoc courses	1

As part of further studies   2

Through in-service training   3

Pre-service professional education   4

None   5

8. *How many members do you think must make up a School Board?*

                  Less than nine   *1*

                  Nine   2

                  From Ten to twelve   3

                  From Thirteen to Fifteen   4

                  Above Fifteen   5

SECTION B

From 9 to 14 answer the questions by crossing 1(yes) or 2(No), according to your own personal feeling or experience.

9. *Does your school supply you with the 2010 Education Act?*

Yes	1
No	2

10 *Have you ever been called for a meeting by the education personnel for the clarification of the 2010 Education Act?*

Yes	1
No	2

11 *Do you understand the 2010 Education Act*

Yes	1
No	2

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12 Do you understand all the clauses in the law that affect or guide your School Board in its performance

Yes	1
No	2

13 Do you think you have enough skills to perform the functions in the Act?

Yes	1
No	2

14 Do you think the current structure of the Act covers all the needs of the schools in terms of representation in the School Board?

Yes	1
No	2

SECTION C

For items 15 to 32 please place a cross at the response which is closest to your own opinion.

1 = Very little,   2 = little,   3 = not sure   4 = quite a lot,
5 = a great deal

For items 17 to 23 you have to show as to what extent do you consider the following items to be factors that can facilitate or contribute to the success of School Board in its functioning?

15. *Have you ever talked to the staff and the learners to gather information about the school?*

1	2	3	4	5

16Have you ever been involved in developing vision or in deciding on the plans and policies of the school?

1	2	3	4	5

17. *Do you annually meet to look into the budget after the principal has prepared it?*

1	2	3	4	5

18. *Has your School Board ever held meetings where they wanted the educators to account for their performance?*

1	2	3	4	5

19. D*o you have any say in the sporting activities in your school in terms of which sports code to take and which ones to drop if necessary?*

1	2	3	4	5

20. *Do you ever take note of whether there is everything educators need for facilitation of learning such as chalkboards, chalk, textbook etc?*

1	2	3	4	5

21. *Have you ever discussed the curriculum of the school to see if it responds to the needs of the community?*

1	2	3	4	5

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22. Do you make sure that the policies you made are observed?

1	*2*	*3*	*4*	*5*

23. Is there any policy which the MOET has modified but the School Board and parents have decided not to honour the modification?

1	2	3	4	5

24. Do you talk to learners to advise them against bad habits?

1	2	3	4	5

25. Have you ever been involved in the dispute where an educator had to be disciplined in anyway or do you think you would partake in that situation if necessary?

1	2	3	4	5

26. Have you used the Codes of Good Practice, 2011?.

1	2	3	4	5

27. Have you taken part in the interviews for new recruitment of an educator in your school?

1	2	3	4	5

28. *Have you been or do you think you could be involved in determining whether an educator deserves to be promoted, demoted or even transferred in your school?*

1	2	3	4	5

29. *Do you think you have encouraged developmental policies that clearly guide educators towards achievement of good examinations results?*

1	2	3	4	5

30. *Do you have a plan or have you suggested a developmental plan that sets out targets over a given period of time?*

1	2	3	4	5

31. *Have you suggested developmental projects such as building of new classrooms or renovations?*

1	2	3	4	5

32. *Have you ever followed up or in your meetings, asked the principal about the use of the school funds?*

1	2	3	4	5

SECTION D

33 *Do you maintain that the financial reports of the school are audited?*

Yes	1
No	2

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34. Do you ascertain that the audited financial report is sent to the proprietor and the Principal Secretary?

Yes	1
No	2

35. Do you ever feel that your level of education is too low to deal with certain situations as a School Board member?

Yes	1
No	2

36. Have you ever referred to a person whom you regarded as more knowledgeable in the field to help you deal with a certain situation in your functioning as a School Board member?

Yes	1
No	2

37. Does the School Board give support and encouragement to staff members in the execution of their professional duties?

Yes	1
No	2

38. Is it important for the School Board to have members who have special skills and those holding high positions such as doctors, nurses, policemen, Members of Parliament, Government Ministers, priests etc?

Yes	1

No	2

39. Do you think to have a learners' representative in the School Board would be a good idea?

Yes	1
No	2

40. *Do you have confidence to stand before the learners to address them whenever that need arises?*

Yes	1
No	2

SECTION E

Answer the following questions in your own words:

*41. Which factors would you say help one become a useful School Board member?---
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--*

*42. What do you think needs to be done to help address the problems related to School Board in terms of equipping them with necessary skills ……
……*

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APPENDIX 5

APPENDIX 5

THE ROLE OF THE SCHOOL BOARDS IN THE SECONDARY SCHOOLS IN LESOTHO: A STUDY ON THE SCHOOL BOARDS: A questionnaire for School Board members

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Thank you for participating.

SECTION A

From 1 to 8 indicate data applicable to you by making a cross on the appropriate number.

10. *Gender* Male 1

  Female 2

11. *Age*

  20-29 1

  30-39 2
  40-49 3
  50-59 4
  60+ 5

12. *Educational Level*

Old Standard 6 or below   1

Primary	2
Junior Secondary	3
Senior Secondary	4
Tertiary Education	5

13. *Present post/employment*

Government Department	1
Church Minister	2
Self employed	3
Educator	4
Other	5

14. *Terms of experience as a School Board member at any school in years*

a)	1
b)	2
c)	3
d)	4
e)	5+

SECTION B

Answer the following questions by making a cross on the relevant number.

15. *How many times do parents meet at school about school issues?*

Weekly	1
Fortnightly	2
Monthly	3
Twice a year	4
Once a year	5

16. *What type of training do you think school Board members need to undergo?*

Ad hoc courses	1
As part of further studies	2
Through in-service training	3
Pre-service professional education	4
None	5

17. *How many members do you think must make up a School Board?*

Less than nine	*1*
Nine	2
From Ten to twelve	3
From Thirteen to Fifteen	4
Above Fifteen	5

SECTION C

From 9 to 16 answer the questions by crossing 1(yes) or 2(No), according to your own personal feeling or experience.

18. *Does your school supply you with the 2010 Education Act?*

Yes	1
No	2

15 *Have you ever been called for a meeting by the education personnel for the clarification of the 2010 Education Act?*

Yes	1
No	2

16 *Do you understand the 2010 Education Act*

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Yes	1
No	2

17 *Do you understand all the clauses in the law that affect or guide your School Board in its performance*

Yes	1
No	2

18 *Do you think you have enough skills to implement the Act?*

Yes	1
No	2

19 *Do you think the current structure of the Act covers all the needs of the schools in terms of representation in the School Board?*

Yes	1
No	2

20 *Do you think participating in the village meetings helps one to contribute better in the School Board meetings?*

Yes	1
No	2

21 *Do you know the difference between the 2010 Education Act and the teaching codes of good practice?*

Yes	1
No	2

SECTION D

For items 17 to 39 please place a cross at the response which is closest to your own opinion.

1 = Very little,   2 = little,   3 = not sure   4 = quite a lot,

5 = a great deal

For items 17 to 23 you have to show as to what extent do you consider the following items to be factors that can facilitate or contribute to the success of School Board in its functioning?

22   *The understanding of one's functions as stipulated in the Education Act of 2010.*

1	2	3	4	5

19. *Improving communication between the School Board and the principal*

1	2	3	4	5

20. *Improving cooperation between the School Board and the principal*

1	2	3	4	5

21. *The principal giving the School Board due respect and submitting to their demands in terms of the management of the school*

1	2	3	4	5

22. *Deliberating on issues in the School Board meeting before decisions are taken?*

1	2	3	4	5

23. *School Board members being educationally enlightened.*

1	2	3	4	5

Answer according to your personal opinion

24. *Has your school developed in any way significant in your view since you became a School Board member?*

1	2	3	4	5

25. *Do you think the school would have been where it is in terms of development even without you being a School Board member?*

1	2	3	4	5

26. *Would you say your school has become better in COSC results after you became a School Board member?*

1	2	3	4	5

27. *Do you think the School Board's involvement can help produce better COSC results than when they were not involved?*

1	2	3	4	5

28. *Do you regard yourself as the appropriate choice of a member of the School Board?*

1	*2*	*3*	*4*	*5*

SECTION E

To what extent do you consider the following items to be factors that will inhibit or cause difficulties or problems for the success of School Boards in their functioning?

29. *The Act does not have well defined and specific roles of the School Board.*

1	2	3	4	5

30. *It is not clear how the School Board can contribute in the development of the school according to the Education Act of 2010.*

1	2	3	4	5

31. *The Act is written in English and I do not understand that language*

1	2	3	4	5

32. *My level of education makes me feel inferior during the School Board deliberations*

1	2	3	4	5

33. *My present job makes me participate well as a School Board member*

1	2	3	4	5

34. *Development of the school must be left to the principal alone*

1	2	3	4	5

35. *The School Board meetings are tiresome and time consuming*

1	2	3	4	5

36. I suggest developmental projects in our School Board meetings

1	2	3	4	5

37. I get discouraged to participate in the School Board meetings because there is no remuneration

1	2	3	4	5

38. I often get lost and end up dozing in our School Board meetings

1	2	3	4	5

39. I am not confident in the meetings

1	2	3	4	5

SECTION E

Answer questions from 40 to 50 by crossing either 1(Yes) or 2(No) according to your own feeling or experience.

40 Do you think it is important that every School Board member has to be able to read and write as well as being able to speak at least Sesotho and English?

Yes	1
No	2

41. Do you think it would be for the betterment of the school if all candidates for the School Board membership are required to be holders of at least a COSC qualification?

Yes	1

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No	2

42. Do you think you have ideas as to what could be done to help your school perform better in COSC results?

Yes	1
No	2

43. Do you ever feel that you lack some educational background to deal with certain situations as a School Board member?

Yes	1
No	2

44. Have you ever referred to a person whom you regarded as more knowledgeable in the field to help you deal with a certain situation in your functioning as a School Board member?

Yes	1
No	2

45. Do you read about the potential challenges that School Board members are confronted with?

Yes	1
No	2

46. Does the School Board give support and encouragement to staff members in the execution of their professional duties?

Yes	1

No	2

47. *Is it important for the School Board to have members who have special skills and those holding high positions such as doctors, nurses, policemen, Members of Parliament, Government Ministers, priests etc?*

Yes	1
No	2

48. *Do you think to have a learners' representative in the School Board would be a good idea?*

Yes	1
No	2

49. *Do you have confidence to stand before the learners to address them whenever that need arises?*

Yes	1
No	2

50. *Are you going to stand for candidature of School Board membership for the next term of office?*

Yes	1
No	2

SECTION F

Answer the following questions in your own words:

51. Which factors would you say help one become a useful School Board member?--- --- --- --- --- --- --- --- --

52. What do you think needs to be done to help address the problems related to School Board in terms of equipping them with necessary skills

………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… …………………………………………………

APPENDIX 6

APPENDIX 6

LIPOTSO TSENA LI RERETTSOE HO THUSA BOITHUTO KA LINTLHA TSE KA ETSOANG HO NTLAFATSA LIBOTO TSA LIKOLO TSE MAHARENG HORE LI FIHLELE TSAMAISO E NTLE MOLEMONG OA LIKOLO TSA TSONA. KA HONA U KOPUOA HO ARABA LIPOTSO TSOHLE NTLE LE TS'ABO EA HO SALOA MORAO. KE KA HOO BOITSEBISO BA HAU BO SA HLOKAHALENG.

Etsa selilkalikoe palong e bapileng le karabo ea hau

1. A na u motho e: Motona   1
                                             Mots'ehali   2

2. Lilemo tsa hau li kaba sehlopheng sefe sa tse latelang?
                                             20 ho isa 29   1
                                             30 ho isa 39   2
                                             40 ho isa 49   3
                                             50 ho isa 59   4
                                             60+   5

3. U qetetse ho kena sekolo ka sehlopha sefe?
                                             Standard Six sa khale   1
                                             Sekolong sa Mathomo   2
                                             Standard Ten (JC)   3
                                             Materike (COSC)   4
                                             Sekolong sa thuto e kholo   5

4. Mosebetsi oa hau ke ofe ha joale?
                                             Mosebeletsi oa 'Muso   1
                                             Moruti kerekeng   2
                                             U ikh'irile   3
                                             Tichere   4
                                             Ts'ebetso e 'ngoe   5

5. Makhetlo ao u bileng setho sa boto kae kapa kae a makae?
                                         1   1
                                           2   2
                                           3   3
                                           4   4
                                           5   5

Khetha karabo e haufi le maikutlo a hau ka ho fetisisa 'me u etse selikalikoe palong ea karabo

6. Batsoali ba kopana makhetlo a makae ho ts'ohla lintlha tsa sekolo seo u leng setho sa boto ho sona?
                                 Beke le beke   1

Kamora libeke tse peli	2
Hang ka khoeli	3
Hang kamora khoeli tse ts'eletseng selemong	4
Hang ka selemo	5

7. Ke mofuta o feng oa koetliso oo u lumelang hore litho tsa boto lia o hloka ntlafatsong ea ts'ebetso ea bona?

Koetliso e lokiselitsoeng ts'ebetso ea bona	1
Koetliso ea bointlafatso thutong ka kakaretso	2
Koetliso ea kakaretso ba se ntse bale kahara boto	3
Koetliso ea pele eba litho ea boichoriso bo khetholohileng	4
Ha ho hlokahale koetliso ea letho	5

8. U bona palo ea litho tsa boto eka e ka nepahala ha ele bokae?

Litho le be ka tlaase ho robong	1
Litho li be robong	2
Litho li be leshome ho isa leshome le metso e 'meli	3
Litho li be ho tloha ho leshome le metso e meraro ho isa leshome le metso e mehlano	4
Litho li be ka holimo ho leshome le metso e mehlano	5

Etsa sekere kahare ho lebokose la karabo ea hau

9. Na sekolo sa heno se fana ka Molao oa 2010 oa Thuto ho litho tsa boto?

E	1
Che	2

10. Na litho tsa boto ea heno li se kile tsa bitsoa ke ba Lekala la Thuto ho ea hlakisetsoa ka tsa tsebetso ea bona malebana le tse boletsoeng ka hara Molao oa Thuto oa 2010?

E	1
Che	2

11. Na u utloisisa Molao oa Thuto oa 2010?

E	1
Che	2

12. Na u utloisisa likarolo tsoohle tsa Molao oa Thuto oa 2010 tse u tataisang ts'ebetsong ea hau u le setho sa boto?

E	1
Che	2

13. Na u lumela hore una le tsohle tse hlokahalang hore u ka sebelisa molao oa Thuto oa 2010?

E	
Che	

14. Na u lumela hore molao oa thuto oa 2010 ona le boemeli bo phethahetseng bakeng sa mahlakore ohle a amehang sekolong?

E	1
Che	2

Etsa sekere ka hare ho lebokose la palo ea karabo ea hau.

1 e bolela ho se lumele hohang tabeng eo

2 e bolela ho lumela hanyane tabeng eo

3 e bolela ho se tsebe hantle na u ka re eng ka taba eo

4 e bolela ho lumela haholoanyane tabeng eo

5 e bolela ho lumela haholo tabeng eo

15   Na u se u kile ua buoa le batsoali kapa bona bana ba sekolo ele ho fumana litaba tse amang sekolo?

1	2	3	4	5

16   Na u se u kile oa ameha moo ho hlopshoang poneleo-pele kapa ona maano a sekolo se?

1	2	3	4	5

17   Na lea kopana selemo le selemo ho hlahloba le ho ananela moralo oa ts'ebeliso ea lichelete (budget) ea selemo se tlang?

1	2	3	4	5

18. Na boto ea sekolo ese e kile ea ts'oara kopano eo ho eona litichere li tlo tla ikarabella ka mosebetsi oa tsona oa lihlahlobo?

1	2	3	4	5

19. Na lele boto ea sekolo le ba le seabo khethong ea mofuta oa letsatsi le letsatsi oa lijo tse tlang ho jeaoa ke bana ba sekolo?

1	2	3	4	5

20. Na le le boto ea sekolo le na le lentsoe qetong ea hore na ke lipapali life tseo sekolo se ka li kenyang molemong oa bana le hore na ke life tseo li sa hlokahaleng?

1	2	3	4	5

21. Na hoke ho etsahale hore lele litho tsa boto ebe le tsoe'oenyeha ka bosieo ba se seng sa lisebelisoa moo sekolong joalo ka letlapa la ho ngolla (chalkboard) choko joalo joalo?

1	2	3	4	5

22. Na le se le kile la qoqa ka lenane-tsamaiso ea thuto (curriculum) ho bona hore na le arabela litlhoko tsa sechaba seo?

1	2	3	4	5

23. Na u kare maano ao boto ea tsamaiso e a etsang e fela e a sala morao ho bona hore a ea phethehala?

	1	2	3	4	5

24. Na ho na le boemo boo boto ea tsamaiso e tsitlalletseng ho se etsa ka thoko ho khothalletso kapa taelo ea Lekala la Thuto?

	1	2	3	4	5

25. Na lele boto ea tsamaiso kapa uena u le setho sa boto le/u kile la/ua kopana le bana ba sekolo ho ba lemosa khahlanong le liketso tse seng ntle?

	1	2	3	4	5

26. Na u kile ua ba le seabo kopanong eo ho eona ho neng ho beoa emong oa litichere taolong kapa ke ntho eo u ka e etsang ha ho hlokahala?

	1	2	3	4	5

27. Na u/le se u/le kile ua/la sebelisa "codes of good practice, 2011"?

1	2	3	4	5

28. Na u se u kile ua nka karolo lipotsong tse etellang pele kappa tse reretsoeng (interview) khiro ea tichere?

1	2	3	4	5

29. Na u se u kile ua ameha lipuisanong tse etellang pele kapa tse lokisetsang phahamiso, theolo ea boemo kapa ho isoa sebakeng se seng hoa tichere?

1	2	3	4	5

30. Na u kare u kile oa khothalletsa maano a nts'etso-pele ea sekolo a tataisang tichere ka ho hlaka mabapi le ts'ebetso e ntle liphethong tsa lihlahlobo?

1	2	3	4	5

31. Na le na le moralo kapa moralo oa nts'etso-pele o supang lintlha tseo le hopoalang ho li fihlela ka nako e itseng?

1	2	3	4	5

32. Na u kile oa khothalletsa maano a nts'etso-pele joalo ka moaho kapa nchafatso ea meaho ea khale?

1	2	3	4	5

33. Na le se le kile la sala morao ts'ebeliso ea mookameli oa sekolo ea lichelete?

1	2	3	4	5

34 Na lele boto ea tsamaiso le feela le netefatsa hore litlaleho tsa lichelete li feela li hlahlojoa ke litsebi?

1	2	3	4	5

35. Na lele boto ea botsamaisi le feela le netefatsa hore litlaleho tsa lichelete li romeloa ho Mongoli oa Likolo le Mongoli e Moholo oa Lekala la Thuto ?

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1	2	3	4	5

36. Na ho na le mohla u utloang u lakatsa hore ebe u na le boemo bo ka holimo ho ba ha joale ba thuteho?

1	2	3	4	5

37. Na ho kile hoa eba le mohla u kopang boeletsi ka litaba tsa boto ho motho eo e seng setho sa boto ka tumelo ea hore u na le tsebo ho latela thuteho ea hae?

1	2	3	4	5

38. Na boto e ee e fane ka ts'ehetso ho litichere ho ba khothatsa mosebetsing oa bona?

1	2	3	4	5

39. Na ho kaba molemo ho kenyelletsa batho ba litsebo joalo ka lingaka, baoki, mapolesa baruti ba lentsoe la Molimo joalo joalo?

1	2	3	4	5

40. Na ho kaba bohlokoa ho kenyelletsa moithuti hoba setho sa boto?

1	2	3	4	5

41. Na u kile oa ema ka pela ban aba sekolo kapa u ka khona ho eme le bona haho se ho hlokahala ele thusa tsamaiso?

1	2	3	4	5

42. Ke lintlha life tseo u hopolang hore lika etsa hore motho ebe setho se hloahloa sa boto ha a ena le
tsona?..
....
....
....

43. U bona e eka ho ka etsoa eng ho ntlafatsa le hona ho hlahlella boto ka
malebela?..
....
....
....
....

APPENDIX 7

APPENDIX 7

Interview for the chairperson of the School Board

1. Who is the proprietor of your school?
2. In which age group do you belong?
   a) 20 – 29   1
   b) 30 – 39   2
   c) 40 – 49   3
   d) 50 – 59   4
   e) 60+   5
3. What is your present position?
   a) Unemployed   1
   b) Education   2
   c) Church Minister   3
   d) Government Department 4
   e) Other   5
4. For how many terms have you been in the School Board of this school?
5. What is your highest educational qualification?
6. The School Board is composed of nine members. Are you comfortable with the number?
7. Do you feel you have full control of the School Board meetings as the chairperson?
8. Would you mind if the School Board could include learners' representative?
9. Do you think it would be of some help to the school for the School board to include persons who have acquired some skills such as medical doctors, nurses, church ministers, MPs etc?
10. Which people look dominant in your discussions (is it those educated)
    If so what do you think makes them so?
11. What should be the minimum level of education for one to become a member of the School Board, COSC or JC?

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12.   Do you think you have enough education to perform your functions well?
13.   Do you think the principal's contribution in the meetings is constructive?
14.   Do you have a problem with carrying out interviews for the purposes of recommending the candidate for employment as an educator?
15.   Do you ever convene to look into the audited statement of accounts of the school for the purposes of sending it to the proprietor and the Principal Secretary?
16.   Have you ever found yourself having to approach any party outside school for soliciting perhaps funds for any intended project in the school?
17. Have you had a situation where an educator was called to the School Board for any form of discipline?

Thank you very much for your time and participation

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APPENDIX 8

APPENDIX 8

Item 5: How do you relate with your School Board members?

Their answers were as follows:

- They are good. We are working together. There are no problems.

- They are prepared to help me. For example, they will soon be coming to find out from me how we performed in the past results of 2012 examinations.

- Quite well.

- Good.

- Very good.

- No problems. They allow me to be their driver.

- Fine. Normal relations.

- Fine. They are fine.

- Very well.

- Very good.

- Fine.

- Quite well. We consult, we communicate.

- They are very supportive.

- Fair.

- Quite well

- We relate pretty well in deed.

- The School Board of this school I can say we are doing well but there is one member who always pushes me to the corner. Maybe she wants to become the principal as she is a teacher in this school.

- We are doing all we can. They are helping me in my work

- Ah there is no problem.

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Item 6: According to the (Lesotho. Education Act 2010), the principal runs the school on a day to day basis for the School Board. Would you say you are able to do this without any interference by the School Board?

Their answers are as follows:

- There is no interference whatsoever. They are so cooperative.
- No problem. They are not disturbing at all.
- So far there is no interference.
- Not always. There is one who sometimes interferes.
- Yes I do.
- Sometimes they do. You see members are from around. Whenever they see anything happening and they do not understand they come.
- Definitely. So far there is no interference. I am satisfied.
- Definitely.
- No interference.
- No. The School Board entrusts me.
- No interference.
- There is no interference of any kind.
- Yah. They don't interfere that much on a day to day activities.
- No they do not.
- They do not disturb me at all.
- The School Board does not interfere but helps me.
- If it was not about that one whom I said perhaps she wants to be the principal, I would say they do not interfere.
- They do not interfere because even now they have just told me to run things my way about people who hired some rooms in my school for a weekend.
- They do not interfere at all

Item 7: Do you think your School Board members understand their role well in your view?

Their answers were as follows:

- Some may seem to understand. But the majority still lack understanding. The point is they rely too much on the principal. Even when you give them circulars from the Ministry of Education, they just read without understanding.

- There are cases where they do not, especially when it comes to interacting with educators.

- Hmm yes and no. This is because Education Act itself, I am the one to interpret it to them. Most of the work at school requires my guidance. I feel they do not.

- At times they do not understand.

- No I do not think they understand.

- Not very well. Since they are not educated, they will want to be lead by the teacher. So I am always there to guide.

- They would be about two who know while the rest are not very clear.

- Not fully. Some of them are just ordinary people who do not know much.

- Simply because they do not interfere, I have a feeling they understand.

- The first time I met them I had to give them the education documents. So I think they understand.

- Not very well.

- They do.

- Mostly they do. It is here and there where you have to clarify…

- No I doubt. There are things that make me think that they may not.

- Yes they do.

- They mostly do even though I can say I still have some who do not fully understand.

- You see we have one member of the board who is very highly qualified. That one always tells me that it would be good if there were workshops for newly recruited board members. But she and other ones understand in my view.

- Many of them understand

- I work very hard to make them know what is expected of them. So they are fine.

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Item 9: Would you say you are certain about how each School Board member will contribute to any idea to be deliberated?

Their answers were as follows:

- Actually they contribute equally. Except in some cases where they will simply look at the principal or the educator member. They think may be the two know better about issues concerning the school. I have one member representing parents working at the government. He knows a bit about administration. Like another one who is a police member. He knows about circulars. At least when you talk about Education Act they know.
- We do have such members who will hit the nail on the head.
- They do not contribute evenly. It only depends on the issue for discussion. If it is an issue concerning a child, they may fail to act well due to favouritism.
- I do have. Hmm I do have.
- Yes especially the teacher. Sometimes they all listen to me as they have belief in me.
- We have such persons. On is the teacher.
- Honestly, depending on the issue at table, there are those members whom you can be sure that they will contribute on the issue. There are those you can know that on this issue they will say very little. That being from their personal experiences and understanding and so on.
- Yah but they will almost always all react according to their understanding until we come to a common understanding.
- There are some whom you will not know.
- In our board we have robust discussion.
- Yah. There are some who are very predictable.
- I cannot predict. They approach each case accordingly.
- I can't be very sure they will respond this way or that way. Everyone responds in their own way. They contribute fairly. Actually in our school I may say I am the most dominant.

- No I cannot tell with certainty.

- Yes. They are always positive remarks anyway.

- Not always as we are a bit free to think independently in the meetings

- I know when it is a tough decision to make, there will be those who will keep quiet.

- You see especially this ones who are infrequent, some of them are always supportive of anything that comes up.

- Some will support me every time they think I am right. There are those whom I know how the will contribute on a particular question.

Item 10: The School Board is made up of 9 members. Do you think the nine members fully represent all the parties involved in the school?

Their answers were as follows:

- I think it does represent. Though my worry has always been why not including the children. That has been my concern.

- I think to some extent it does. Even though nothing can be hundred percent correct.

- I would say it does even though in our cases one member has not come yet. This could perhaps be a misunderstanding emanating from political beliefs.

- Yes I do. I think they are well represented.

- Yes.

- No, if there was a student because most of the things are made for them. It is unfair that they are not represented.

- When you talk of a school actually you people involved are the parents that means the community, the Ministry, and of late you can say the Local Government as well as teachers and all these people. The only area you may say is not is may be the students. But more or less it looks representative.

- Yes but I do not see what a political person does.

- I think so. Yes.

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- They do.
- Yes I think so.
- Yah. I think they do.
- Not always. The other members are very dormant. They just come here and sit down and keep quiet. I think dormant ones are those who are not that much educated. Education counts. We have an advantage because out of the nine members seven are educated. So the tow are not confident to contribute.
- I think so. Yah. I think so.
- I do think they do.
- I think the number is big enough.
- They are too many
- Nine is still okay
- The number is alright.

Item 11: Would you prefer a bigger School Board membership than the present one?

Their answers were as follows:
- Actually I would prefer.
- No, I am fine.
- Definitely no. The number is fine.
- I prefer this one. When you get to the point of making decisions, consensus is not easily reached with too many members.
- I am fine with the nine members'
- Yes. Now people are talking about human rights. Students have too be there.
- Yah I am fine because sometimes the bigger the number people find reasons for absenteeism.
- No, this one is okay.
- No.
- No I would not. If you increase the number you also increase the quorum.
- No. I think eight was still enough. Now the ninth is a political figure.

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- Actually I don't because it also has financial implications as they have to be transported to and fro for the meetings. Also if there are too many people in the debate it becomes longer
- The school may remain as it is. But there can be an arrangement that there be parent-teacher association.
- No. but I never thought of that.
- No.
- Not really.
- No. we did not have to increase the number
- No.
- The present School Board has an adequate number

Item 12: In one's view, learners are a core component of a school setting. Would you prefer they had a representative in the School Board to even perhaps beef up the membership for better performance?

Their answers were as follows:
- I still maintain that learners be represented in the School Board because the School Board discusses issues that directly concern them.
- If at least one or two learners be there on behalf of the whole student body, that would be fine.
- Hmm definitely no. These are the target group. Our discussions are for them. So don't have to be there. I would prefer if there would be a set up where they would have their views represented. A forum where the students, teachers, parents and board members are included. The School Board would then be the umbrella body.
- Having them in the School Board would be just fine. You see, too many issues involving them are discussed. As such having them as part of the discussions would be okay.
- Not sure.

- Yes I would prefer.

- I would not be very strong on that one but I would not mind if they do.

- According to me there is no need for that. I believe being the board we are their parents.

- No. Actually I have mixed feelings on that.

- I have a fear that School Board affairs are usually secretive. Another forum has to be established where they can best air their concerns. The child would be under stress as many people would want him/her to disclose the board's secrets.

- Definitely.

- I don't think so because the learners' interests are looked after by their parents and the teacher representative. Whatever managerial matters can be discussed within the setting of the school prefect.

- In my view, at this level they are still very young. But their views may be collected before decisions are made but not necessarily making them board members. They are young.

- I don't think so. I do not see much of their contribution because their views are looked into by teachers. It is not necessary to have them in the board.

- No. our learners would just be place fillers who do not contribute at all in the boards as members

- The learners would be better off represented in the School Board. The issues that are discussed almost all the time involve them. So it be great if they were represented.

- No. There are issues that cannot be handled by learners. The learners would just disclose any material that would have been discussed in confidence in the School Board meetings.

- I really cannot imagine a learner keeping School Board secrets to him/herself without telling other learners. So I do not advocate for learners' representative in the School Board.

- As much as I understand that it would be important that the School Board hears about the needs of the learners, but I don't trust learners on the secrets of the School Board.

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Item 13: A secondary school being an institution that prepares learners for tertiary education, do you think it would be a good idea to recruit learned people for candidature of School Board? Judging from the kind of School Board members you have and their contribution?

Their answers were as follows:

- I would definitely prefer one who has been to school. In fact I would propose Form C to be the minimum requirement.

- Learned, I would support that. They understand. They always go out to find sponsors to fund the school. Educated people, I think they are needed.

- We need those people with progressive ideas.

- Yes I do. Having learned people would help. They would understand education Act. They would also approach every issue in an informed manner.

- Yes that would be a good idea. They would bring a lot of change.

- At least those who did the old Standard Six can understand English. We need people who have been to school.

- Well my understanding is that unless I do not understand the question, but I would think er… there is still room for that because the proprietor is given latitude to appoint. He/she is still free to appoint among others some learned people to be members….. Not unless there be a special room for special higher learning institutions specifically for that. That is still the ideal for me.

- Yes at least we need people with education and not just ordinary people.

- I think it's a good idea because they understand how school system works. Some of them have never gone to school at all.

- Education alone is not good enough. Some form of experience is necessary.

- People who know something about educational system. Who know a bit of background on how a school runs. I think that is important.

- Actually there are many challenges now. I think some of these emerging issues require people who have a certain degree in education. But there are people who

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have natural intelligence. On the other hand if they are to be School Board members having such qualifications as degree they may expect the school to sort of pay them for any work done.

- It is always advisable because they can think in a broad way and their academic background may help them to contribute very positively.

- Definitely.

- I am worried about people who think they know. What they normally do is to disturb and cause trouble by even imposing themselves on the whole board by wanting their suggestions not to be questioned. ..

- It is a shameful situation to have School Board that is dominated by the illiterates in the 21st century. So recruiting educated persons would be acceptable

- Having learned people as School Board members would be very good. The learned people are able to think about the future of the school. The other uneducated ones only concentrate on the present. They do not always think independently.

- The educated people can help schools a lot. They would help the principal not to be the only ones having to think for everything in the governance and management of the school

- That would be very correct if the educated people can be the ones for the School Board.

Item 14: According to the (Lesotho. Education Act, 2010) the candidature for School Board membership is open to anybody with or without any educational background. Do you think minimum educational attainment has to be put as a requirement for candidature? Considering your School Board composition and for better performance.

Their answers were as follows:
- Yes. At least Form C.

- Of course. We need educated people. If a person is not educated you have to sit down to interpret.

- The level of education is needed. We need someone who has been to school. For example, there was one board member who was arguing that a donga is still fine for learners to use for a toilet. You see this person does not see the need for spending on building decent toilets for learners. At least Junior Certificate holders should be the ones.

- I think so.

- At least people with information even from COSC would be better. My board has some members who did only up to JC. All the time they support everything.

- Yes. At least old Standard Six or Junior Certificate (JC).

- That one I think so because now we are dealing with educational matters. Sometimes you get documents that are written in English and people who cannot make head or tail of the language may have a problem. It is unfortunate because there are people who are not learned at all but are very very powerful in ideas and other things…. Yah, it (lack of education) is disadvantaging them. Probably that is why the issue of education has not been very emphatic in our laws…

- For the fact that the Act is written in English means that ordinary people who do not know English would find it difficult to understand. At least COSC.

- I think so. If you have people who have never gone to school in the School Board, you can expect anything.

- Definitely because some of these things are written in English. Otherwise you have to interpret everything all the time for people who do not know English reading and writing.

- At least a Junior Certificate.

- I think so. Minimum should be JC.

- Yes. I think COSC. That one will understand the structure of a school. Understanding will be better.

- I think it can help. I think I prefer it that way.

- Oh yes. At least a COSC person would be better.

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- Yes. A School Board member must have done at least a COSC.
- No that is not right. It is wrong. There has to be a minimum requirement for one to become a School Board member. Tertiary education would be too high. I think COSC would be fine.
- They must have at least JC
- Yes the School Board members have to be educated so that they can understand

Item 15: Have you ever been under the impression that your School Board lacks competence? Such that some of their functions or may be all, are not attended perhaps to your satisfaction.

Their answers were as follows:

- That one is important. Of late we have tried to recruit people who have some light. For example police.
- My school Board is a good one. We have people who are knowledgeable.
- Yes there have been cases when I thought hey lacked competence. You see you have a teacher here whom you are complaining about. Now as the complainant you still have to advise them even perhaps during the case itself. You see once they (board members) take place of the judge, they have to able to handle the matter properly to the end.
- Sometimes they do, especially how they approach a challenge.
- I have felt like at some cases.
- Yes I have.
- Not really, because even if generally you do not have good members, I have always had one or two
- There was a time when I thought so.
- No.
- It is what my colleagues say because they undermine our board.
- Yes on numerous occasions.

- So far it is still okay.

- No.

- I think so. I have had such situations.

    - To a very little extent yes.

- If they would be left on their own I think they would be exposed to that situation. But as I showed, we all work together.

- You see like I said about one member who is the only one that is highly qualified apart from the one who is a teacher, many do not have enough education. So we really work hard to have things done. I do not know what to at this point.

- My School Board always listens to me. I guide them. We work together. If I say they lack competence it means I too am lacking.

- I think I have.

Item 16: Do you ever wish that you had a better School Board than the one you already have?

- Their answers were as follows:

- Sometime in the past I used to have that feeling that they do not have expertise. Today we are a bit better

- They have because my board is a good one.

- No, no because I have never seen them modifying my plans.

- No have not felt so. People who are educated will think of improving the school. No Sir.

- Yes

- I do not think so. Otherwise all the times you can say most of the ideas always emanate from the school and particularly from the principal. I think if more ideas came from them, probably it could have made a difference.

- No.

- Yes. I think so. I think it is the principal who can develop a school with the help of the School Board.
- The board as it is now, I am really satisfied.
- No because the board members act as if there is a fear of informing the principal about what is happening in the village even if that could prove to be detrimental to the school.
- My School Board is concerned about how students perform. I do not regret having the kind of School Board they are.
- No because we have parents members who are very much engaged with their private business. You find they give school issues very limited time. I wish we could get people who will give time to school.
- I think so. Those ones are just there. They just spend school money for nothing.
- Yes.
- Yes I have thought of that. But now that you talk about it, I am of the feeling that if they were all better qualified, I think they could have come up with ideas that would have seen our school way beyond where it is now.
- You know people who know something contribute better. Those who do not know are afraid to talk lest they make a mistake. So if the board was better educationally qualified I think the school could have been somewhere.
- I think no with better qualified persons there is no doubt that the school could have reached the ceiling.
- No

Item 17: Do you think politicians and people with special expertise such as doctors, nurses, engineers etc., would form a better school Board?

Their answers were as follows:
- They would but politicians should leave their political differences and beliefs outside. Doctors would help a lot. Police, once they know children's societal problems would come and address it. That would be very good.

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- I think so because they understand quite well the policies of the government concerning education.

- Yes, yes we would need them. We have a board member who is a nurse. She advises us that our cooks should undergo medical checkups regularly. Sometimes we take as the school Board some time to inspect the school to see if the environment still meets the health and safety requirements for the learners the school community at large. So if other departments were represented it would be just fine. For politicians, it may not be right because for them every opportunity they come across they utilize it for their political advantage. But if those politicians are in the board of technocrats, then they would be handled.

- Yes they would but I do not know about politicians.

- Yes I believe with the knowledge they have they could bring a lot of changes to the development of the school.

- Yes. You see we would not have to go to the police station to ask for a person to come and talk to our learners about issues that concern rights and the like if we already have a policeman or someone who knows about law in our School Board. It would just be smooth. It needs to be people from high education.

- I would welcome that. That is the expertise you need….

- People with expertise know why some changes have to be effected.

- I don't like politicians. Yah, these other guys understand. Politicians are inclined more to their politicians.

- Definitely. The level of academics would also count as well as competencies.

- I think professionals outside education field can also help in one way or the other. But with politicians I doubt because to be a politician you do not need to have any qualification. So that would defeat the idea of minimum qualification.

- To a certain extent but not always. As far as projects are concerned they may help with their professional expertise. Politicians not much because most of them are not trustworthy. They make promises they never fulfil. Sometimes they may even want to influence the School Board according to their political inclinations.

- Yah. I think so. In some areas they would contribute positively. We need a mixture of different qualifications.

- I think it is people who are enlightened who can move the school forward. I think that would be fine. They can help. It is true that there are those who have ideas even having not been to school. But the thing is that I prefer those who have been to school.

- Absolutely no. Those one would cause trouble.

- People with special expertise such as doctors and nurses as well as teachers and policemen would form a better School Board. As for the politicians I have my reservations because those ones are only looking for enlarging numbers in their following and not necessarily the interest of the children.

- Hi, politicians are not good. They only want to speak politics and nothing else. That means they won't be good as School Board members to talk anything outside their needs as politicians. The other people are right. They can have well-functioning school

- Expertise is important in the School Board.

- Some politicians cannot do any work if it is not politics. So I think the other people can help a lot but not the politicians.

Item 18: The current career structure shows schools in three different types. They are Small school which have enrollment below 400; Medium school which has enrollment from 400 up to 799 and large school with enrollment from 800 upwards. Do you think the number of members of the School Board has to correspond with the type of school (number of learners), considering the performance of your School Board in all respect?

Their answers were as follows:

- The set standard is good. The school's enrollment fluctuates. So it would mean that the board would have to keep going up and down.

- No it has to be the same.

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- Definitely no. It would not make sense. It does not matter how small the school is. As long as all the departments are represented it is fine. The numbers do not have to keep changing on account of fluctuating enrollment.
- The number is still okay because everybody is represented.
- I am fine with the number that is common to all types of school.
- This one I never thought about it. But I don't think the number should increase. I don't see the need.
- No not necessarily. The size of the board has got nothing to do with the size of the school. We only need a board that is effective.
- The number should be the same.
- I don't think that way.
- No.
- No it is not necessary because even the inclusion of a councilor in the board was totally unnecessary.
- Sometimes it is not about the number because some members are just like silent partners. I therefore don't think it matters because if we have powerful people who are really dedicated, the number does not matter.
- It can be common to all the types of school.
- No. the larger not going above this one. This one is still okay it should not be proportional to the number of students.
- I think that would be fine.
- No not necessarily.
- No it can still be the same for all school types
- The School Board size does not have to differ with the type of school.
- No the number of learners must not determine the number of School Board members

Item 19: Do you think the Act has to give room for schools to co-opt expertise into the School Board once elections (of School Board) have been carried out?

Their answers were as follows:

- I think I would be very happy. This would help reinforce the members who would not be as informed for the development of the school. Look at the government. They have legal advisors. Why schools can't be allowed to do the same.

- I think yah. That person would change the minds of these people. My predecessor went out to ask the technocrats of this place to avail themselves for the School Board.

- I would go for that. That one is good. It would go a long way into helping me in my job. For example, we would have the people who would advise us on financial matters.

- I think it should allow that. I think it would even help others

- I think it should allow.

- I think so. I think that would be most important. There is one retired principal who worked left her school as one of the schools in all respects. That person has to put into some good use. She has to be a board member in one of the schools.

- Well yes but to me I don't think it necessarily has to be legislated. I would not mind even if they did not vote because their participation and contribution on a matter would actually shed light on that particular issue so that when decisions are made, one group will have been influenced in one way or the other.

- No, No, No, most of the people there are committed elsewhere. Why overburden them.

- It would only cause conflict. I would only wait for the term to end and hope to choose the right people this time.

- Yes that is very important.

- I don't think there can be anything wrong with that. I think it would be fine.

- Sometimes it is necessary.

- If we do not find right people in the board, that would be an added advantage.

- That would be a good idea.

- Yes that would be okay. Schools would invite the resourceful persons to be members of the School Boards.

- Oh yes that would be a very good thing to do.

- Yes the school has to be allowed to get educated people to be part of the School Board. This would help especially when the elected people have been those who are not educated.

- I think it will be good for school to know that they can always have at least a certain number of educated people who can bring change in the board.

- Yes about two or three such members are needed in the School Board

Item 20: What contribution do you think a learner's representative would bring into the School Board?

Their answers were as follows:

- That would help in that the learner would forward their view immediately on matters that concern them.

- I think if they were in the board it would be better than having to ask them to write on the papers about their concerns.

- Learner's contribution is needed however not in the School Board as a member.

- Learners have interests and needs. Involving them in decision making would make them work even harder as they would feel they own the decisions taken at school.

- Being a learner and used to the environment, there is something a learner can come up with that could contribute towards improvement of the school.

- A lot about the concerns of the students.

- Naturally a student will be looking after he interests of the students in the main.

- It is not necessary for a learner to be a School Board member.

- A student would just be very passive in the School Board. But those in other countries who talk much about their rights would know how and what to contribute.

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- I am not sure I see.
- I think it is quite good for students to be part of the School Board in order to bring aspects that concern them which would not easily and promptly be seen by the administration.
- Sometimes involvement of learners could help groom them for future leadership. However others would think that they have executive powers and end up pompous and misbehaving.
- If they are allowed they can represent themselves well. There is a generation gap between teachers and students… their participation can allow us to get up to date with feelings of the children.
- I actually do not advocate for that.
- Nothing at all.
- A learner would help bring light on issues that involve learners so that decisions are not taken without their side being heard or represented.
- It is true they would help the management by making it aware of the needs of the student body, but they cannot be trusted.
- They would not bring much into the board
- Learners would make the other members aware of the demands of the learners

Item 21: In the case where your school has done well such as in COSC results, does your School Board commend you or the educators for that achievement?
Their answers were as follows:
- They will say that we have done well. They really show appreciation. To the teachers, every time the results are good they (School Board) refreshments. About the surroundings, they have not said a word. I think it is because they think that's how they should be. As a result one would not deserve praise when they have done what they must do. I do think if they showed some appreciation it would really mean a lot.
- When they are happy with the results they allocate funds for refreshments for the teachers. They always say our surroundings are clean. About the buildings

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they always say something. For example they said we have to change the look of one building which they have identified after three years.

- We sit down as the board and decide how to say thank you to the staff once they have done well in their work. For the past two years there have been presents to teachers who did well academically. About the surroundings, yes, at times we ask parents what to do. In fact the paving was their idea. The board is always appreciative of the beautiful surroundings.

- They do reward us. In fact we even buy the educators some refreshments in that case.

- They have never done that. They can only do that in the meetings and not to the teachers directly.

- They do. When I come with good results they will come and jubilantly sing with us.

- Honestly they do commend. They do show appreciation. They may not call a staff meeting on that but through me and the teacher member of the School Board, they have always praised the work done by the staff.

- They do commend us a lot. They even give us some incentives.

- They always say thank you to the staff for the work well done.

- In fact in 2011, it was the first time the board talked about the results.

- There is an amount of money allocated for having some refreshments for teachers once the results come out good.

- When results are good they come and commend the teachers on that performance.

- They do commend us. They may not see the teachers personally. But they always send their appreciation through the principal.

- Yah. They do.

- Yes they do. They come to school for that purpose.

- Yes they do because they give us some money to celebrate the results whenever they are good.

- Whenever our results are good the School Board call for a celebration. I don't know if that is because I am the one who initiated that, but they appreciate.

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- They do acknowledge. They come to the meeting and the chairperson thanks the teachers.
- Yes they do acknowledge the good work.

Item 22: Is there anything you would like to say about the School Boards in terms of their qualification and their performance? What should be the minimum entry level into School Board membership?

Their answers were as follows:
- They have to be educated in their own right. That would be better. Sometimes you take one for financial workshop; you find he/she is completely out placed in the meeting. All he/she does is sleep, sleep and sleep.
- We need to have educationally qualified board members.
- In my case my board members are all educated. They all have been exposed.
- The School Board members must at least be fluent in English.
- Better qualified board members could bring a lot of changes. At least COSC has to be a minimum requirement for School Board membership.
- They have to be educated.
- Board members have to have some education.
- School Board member should have done at least COSC.
- Minimum qualification for School Board member has to be a diploma.
- School Board members have to be holders of at least a COSC qualification.
- I would prefer a School Board members who has done at least COSC.
- I think they should be able to communicate in two languages ie. English and Sesotho. So if COSC would equip them with such skills, then I would put COSC as the minimum educational requirement. They must be at least COSC holders and nothing less.
- Really schools have to be governed by educated people. At least a COSC person can have better understanding than a primary school person.

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- I think when a School Board member is educated he /she plays an important role in the school because he /she thinks in the right direction
- A board member who is educated can be trusted for leading the school well and to a bright future. One who is not educated does not know whether there is progress or not.
- School Board members must be educated people who have done at least COSC.

APPENDIX 9

1. Honest and perseverance
2. Knowledge of the (Lesotho education Act 2010) and confidence
3. Knowledge of English
4. Assertiveness, creativeness, honesty and knowledgeable and skillful
5. A member be resourceful and also vocal
6. Dedicated and confident person
7. Workshops for the School Board members
8. No commitment
9. Optimism and diligence
10. Confidence
11. Commitment and dedication, devotion
12. Education, administration and management skills. Reading and understanding of Education Act 2010
13. Skilled communicator, a good listener
14. Training in workshops, remuneration
15. Good educational background
16. Remuneration workshops
17. No comment
18. Dedication, tolerance, confidence
19. Understanding day to day school administration and activities; being ready to participate in school building activities.
20. Being explicit
21. Being compassionate.
22. Regular attendance of meetings; learning duties as provided by the Education Act.
23. Academic discipline; integrity and love for the school

APPENDIX 10

APPENDIX 10

1. In-service training, workshops and reading materials

2. More training

3. In-service training of all members and not only the chairpersons. Writing educational material in Sesotho

4. They should be trained on management and administration. Selection of members be based on educational background and also competencies

5. Ministry of Education and Training (MOET) must arrange at least two ad hoc meetings for them. Principal should keep refreshing the members on their role

6. Workshops as well as in-service training for members

7. Members are to be held workshops for

8. They should be supplied with the 2010 Education Act.

9. No comment

10. They need to be literate. In-service training in managerial skills.

11. Refresher courses and at least two workshops in a year

12. MOET should make standards for qualification of members of the School Board. MOET to give ad hoc courses to them

13. Holding workshops. Reading lessons to improve their skills

14. Workshops and Training

15. There must be workshops; written documents for members

16. Ad hoc courses

17. In-service training; they should be supplied with the Education Act and Code of Good Practice

18. In-service training; members should at least be holders of COSC

19. Workshops are necessary

20. Workshops be given

21. Workshops be held for them

22. Orientation, provision of materials for guidelines

23. The Ministry should provide a document that guides the School Boards in performing their role

APPENDIX 11

APPENDIX 11

Item 5 read "What is your highest educational qualification?"

Their answers were as follows:

- Standard Six
- Form A
- Master's Degree
- JC
- Old Standard Six
- Standard Two
- Teachers' Certificate
- JC
- COSC
- Degree

Item 6: The School Board is composed of 9 members. Are you comfortable with the number?

Their answers were as follows:

- Yes I am fine.
- Fine
- I would prefer a smaller number as the smaller the number the easier it is to reach consensus.
- No need to temper with it
- Yes I am fine with it.
- Yes I am fine.
- I think the number is still fine
- The number is big enough to do work
- The number is satisfactory

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- The number is just fine. I have no problem with the number

Item 7: Do you think you have full control of the School Board meetings as the chairperson?

Their answers were as follows:
- Yes I have full control.
- Yes I do.
- Yes she has control. Once we get off the track she calls us back.
- Yes I do.
- Yes.
- Yes I do but I think I depend a lot on the principal who helps me to put things to order
- Yes I fully control them
- Yes I do control them but like I said sometimes they want to be unruly.
- Yes I control them all the time.
- We work well together because they are always controllable

Item 8: would you mind if the School Board could include learners' representative as a means of monitoring the learners for better management?

Their answers were as follows:
- Oh yes. The learners are still under parents' guidance. There would sometimes be issues which concern them. Then it would not be right for them to take part in such issues.
- Yes I would advocate for a learner to be a School Board member. He can show us their problems at school.

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- It would do well to include the learners especially because there are issues that concern them. I would again have reservations to recommend a learner to be present when issues concerning teachers are discussed.

- I would not support it.

- I think it would be a good idea that could help those who are positive minded to even work harder when they see their colleague as a board member.

- The learners are too young for such bodies. They are at school to study and not to share talks with elderlies.

- I think I could do with a learner in the School Board. I think School Board would very well understand their grievances.

- I think learners in the School Board would help report any bad move the learners want to make against the school. As such I think they should be in the School Board

- Yes we should have them. The many strikes that we experience from the learners may be prevented if they are in the School Board. What they want will quickly be reported and they will be attended.

- The learners have to be included in the School Board for the reason that they will be part of decisions that concern them.

Item 9: Do you think it would be of some help to the school for the School Board to include persons who have acquired some skills such as medical doctors, nurses, church ministers, MPs etc.?

Their answers were as follows:

- Board needs expertise to advance educational demands and needs at school.

- Yes. People with special skills would advise us. For example, a troublesome worker would be put to order if our School Board had a lawyer member to advise us.

- It would be fine if special skills are included as in some cases we discuss issues that are law based

- Not necessary. They would be too many to come to a decision.
- Yes every skill would be of some help as they would guide the learners correctly in their respective areas.
- Yes the school needs the people who are educated. Educated people know many things and what is good for any situation.
- Educated people are well informed. They do not only depend on the principal to suggest innovations in the school. They help the principal.
- Yes the educated people will do much better than the illiterate ones in terms of running the school.
- I believe a person who has read a lot stands a good chance of doing well in the School Board. He/she has ideas that will help the school to improve. He/she m ay not even be easily cheated by the principal in any report.
- I do believe that a School Board that is mostly literate people can do better in running the school than one that is full of illiterates.

Item 10: Which people look dominant in your discussions (is it those educated)
If so what do you think makes them so?

Their answers were as follows:
- There are people who would simply be lazy to respond even when they have something good in their minds. They would just be lazy.
- We do have people whom I trust. One is former board member from other schools while the other is a teacher at our school.
- Yes. I have realized that it is the teacher. It is especially when it is about education and administration. The other members do not know anything about administration.
- Yes there are such members such as a teacher member of the School Board.
- No. these ones chosen by the parents you may find that one of them is very quiet and he would not say a word in the board meeting.

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- The principal and the teacher are the most vocal members. May be they are fighting over things that happen between them in the day to day running of the school.

- We do have the teacher and the principal.

- The teacher

- The principal and the teacher

- I cannot say we have the most vocal. I think we contribute almost equally.

11. What should be the minimum level of education for one to become a member of the School Board according to you, COSC or JC?

Their answers were as follows:

- I think it has to be COSC.

- I want it to be COSC.

- COSC.

- COSC.

- COSC. You see that one can argue reasonably.

- It has to be COSC.

- JC is still very low. COSC.

- At least COSC.

- COSC. Make it COSC.

- COSC.

Item 12: Do you think you have enough education to function well as a School Board member? Do you always perform all of the functions?

Their answer were as follows:

- No. I sometimes regret my level of education.

- I only regret that I do not have enough technical know-how on this troublesome workers.
- I have personally worried about experience I had and not the level of education.
- Sometimes on administrative issues as I think one has to know whether everything is going as expected.
- I do because I understand. I think a School Board member must have done at least COSC
- No. You see I do not know English. So when people like the teacher speak English in the meeting I feel belittled and angry. I think it is because I do not know the language.
- I think I am fine in terms of education. I think with my level education I can deal with every School Board matter.
- I think a School Board member should have done at least JC like me. It is true that sometimes I feel that I am lugging behind.
- Yes I want to have been at a higher level so that I could put this principal in order in the case where he misbehaves.
- Yes I am fine.

Item 13: Do you think the principal's contribution in the meetings is constructive?

Their answer were as follows:
- Yes he always helps us.
- Yes. Our principal's contribution is always constructive since we all discuss the issue and get to a consensus.
- Yes it is. The members of the School Board have to be able to read and write English. Experience is also very important.
- Yes it is in our school.
- It is very constructive.
- Yes it is.

- Yes it is

- Yes our principal helps the school a lot

- I think he advises us in the correct manner

- Yes. The principal acts in a manner that very well helps the School Board and the school.

14. Do you ever hold interviews for the purposes of recommending an educator to the appointing authority?

Their answers were as follows:

- The principal always does the work for us.

- That guy is good. He does all those things.

- We sometimes do come and interview them.

- Oh, we do not. He tells us about the teachers he has picked.

- We come and do it after he told us.

- Yes it is our work. He cannot do it for us.

- We only come when it is time to receive the teacher.

- We ask him to do it for us because he knows better.

- I thought it is his work alone. But sometimes he invites us for it.

- We do it.

15. Do you ever look into the audited statement of accounts for the purposes of sending it to either the proprietor or the Principal Secretary?

Their answers were as follows:

- No.

- No.

- No.

- We do but not for sending it to the proprietor or the Principal Secretary.

- He never tells us that it goes to either the proprietor or the Principal Secretary.

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- We never do that for sending it to those two.

- Not aware that it has to go to them.

- When did the practice of giving them start? We never send it.

- Yes. We are very particular about that.

- I do not remember having to that and even sending it to the PS or the proprietor.

16. Have you ever been involved in going out to solicit funds for any project of development in the school?

Their answers were as follows:

- No that is the duty of the principal.

- No we do not have time. It is the principal's work.

- No it is not my duty.

- But that is the work of the principal. We cannot do it.

- We have not.

- No, it is the principal's work.

- That is the principal's work as he is at school and not us.

- No we cannot.

- No.

- That must be done by the principal. We do not.

17. Have you had a situation where an educator was called to the School Board for any form of discipline?

Their answers were as follows:

- No

- The principal handled such issues

- Yes at one time a teacher was summoned before us to talk to her

- Once. Yes once
- You see the principal talks to them alone
- We tell the principal to be strong and deal with them
- No we have not
- But who has to do that? Is it not the principal?
- No
- No