

**CHALIMBANA UNIVERSITY**

**Integrity, service and excellence**

**DIRECTORATE OF DISTANCE EDUCATION**

**ELM 1400: THE SCHOOL AND ITS ENVIRONMENT**

**FIRST EDITION 2018**

Chalimbana University

P/B E1

Lusaka

**AUTHOR: SIANGA BRIAN**

Copyright: © 2018 Chalimbana University

All Rights Reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by means, electronic, mechanical, photocopying or recording or otherwise without prior written permission of the copy write owner, Chalimbana University

**ACKNOWLEDGEMENT**

Chalimbana University would like to record its sincre thanks to **Mr. Sianga Brian, M.** who contributed to the successful production of this module.

**MODULE OVERVIEW**

This module discusses the school community and its external environment. A people’s school must obviously be based on the people’s needs and problems. Its curriculum should be an epitome of their life. Its methods of work must approximate to theirs. It should reflect all that is significant and characteristic in the life of the school community in its environment (Saihidain as in Saidhu (1996). School is a training centre to develop pupils into efficient social beings and trains them to further educate the backward and unprogressive members of the society. The students are prepared to launch rigorous and systematic crusade against social evils, anti-social habits and unhygienic habits. There must be a conscious and continuo’s intercourse: a free give and take between the school community and the environment (the parents and the community), the school has to give priority in its programmes to the training for citizenship.

In order to further strengthen the relationship between the school community and the environment, the later should reciprocate by undertaking various school improvement programmes.

The co-operative between the school community and the environment should become a two – way traffic. There should not remain any barriers and boundaries between the two. In fact, both of them should appear merged for the common cause. The mutual understanding, cooperation and appreciation of each other’s’ services are the task of national and social reconstruction will have a desirable and healthy effect in every way. None of the two should lag behind when it comes to joining hands.

OVERALL GOAL

The overall goal of this course is to equip school managers with values, skills, and knowledge that will enable them succeed in making their schools effective. In the long run the course aims to contribute to school performance improvement and quality education delivery in Zambia.

**INTRODUCTION**

Welcome to the forth module in the first year of Leadership Management Course. In this module, we discuss one of the important issues in school governance; that of school-environment and its relationship.

In order to further strengthen the relationship between the school community and the environment, the later should reciprocate by undertaking various school improvement programmes.

The co-operative between the school community and the environment should become a two – way traffic. There should not remain any barriers and boundaries between the two. In fact, both of them should appear merged for the common cause. The mutual understanding, cooperation and appreciation of each-others’ services are the task of national and social reconstruction will have a desirable and healthy effect in every way. None of the two should lag behind when it comes to joining hands.

**Rationale**

The purpose of coming up with this module ELM 1400 (The School and its Environment)is todiscusses the school community and its external environment. The phenomena of parent involvement, partnership between the school and its stakeholders and the marketing of the school are discussed.Therefore, as school managers, they have a mandate to help their school to be in good partnership with the surrounding community.

**Aim**

The aim of this module is to help strengthen the relationship between the school community and the environment; the later should reciprocate by undertaking various school improvement programmes. The co-operative between the school community and the environment should become a two way-traffic.

**Specific Objectives**

At the end of this module, you are expected to:

* Describe the nature and scope of parent involvement
* Partnership between the school community and its stakeholders.

**Study Skills**

As a student who is studying under distance programme, you need to put in an extra mile in your studies due to the fact that you have very little time for contact session. Use library time as much as possible to enhance your studies as you are the key to your own success. The sky is limitless to one who puts in much effort to their studies.

**Time Frame**

This course will be covered in three terms of one academic year.

**Need Help**

You are free to call me on phone number **0971716927** for consultations when you will be at home

**List of Equipment**

For easy learning of this course, the following equipment will be needed:

1. Power point projector
2. White markers
3. Dusters

**Resources**

Learner support materials

1. Permanent markers
2. Manila Paper
3. Bostic

**Continuous Assessment**

Two Assignments 25

One Test 25

Final Exam 50

**Total** 100

**ACRONYMS**

MOGE- Ministry of General Education.

PESTLE- Political, Economic, Social, Technological, Legislative and Environment.

HIV- Human Immune Virus.

AIDS-Acquired IMMUNO Deficiency Syndrome.

TB- Tuberculosis

PAGE- Programme for the Advancement of GIRL child.

NGO- Non Government Organisation.

FAWEZA-Forum for the Advocacy of Women Education.

ECZ- Examinations Council of Zambia.

CBO – Community Based Organisation.

EB –Education Board

PTA – Parents Teachers Association.

PEO –Provincial Education Officer.

DEBS – District Education Board Secretary.

# TABLE OF CONTENTS

Authorsi

Copy right……………………………………………………………………………………........ii

[Acknowledgements iii](#_Toc416595578)

Module Overview………………………………………………………………………………...iv

Introduction………………………………………………………………………………………..v

Rationale………………………………………………………………………………………….vi

Aim……………………………………………………………………………………………….vi

Specific Objectives………………………………………………………………………………vii

Continuous Assessment…………………………………………………………………………viii

Table of Contents…………………………………………………………………………………ix

Summary………………………………………………………………………………………….xi

[**UNIT 1 :**](#_Toc416595585) [**THE**](#_Toc416595586) **SCHOOL AND ITS ENVIRONMENT**………………………………………..1

1.1 Introduction ………….……..………………………………………………………………1

[1.2 Learning Outcomes………………………………………………………………………... .1](#_Toc416595587)

[1.3 Time Frame….](#_Toc416595588) 2

[1.4 The Parent and Community](#_Toc416595589) 2

[1.5 Parents Involvement](#_Toc416595590) 3

[1.6 Summary](#_Toc416595591) 19

[**UNIT 2 :**](#_Toc416595598) Human and Public Relations20

[2.1 Introduction](#_Toc416595600) 20

[2.2 Learning](#_Toc416595601) Out outcome……………………………………………….................................20

[2.3 Time Frame](#_Toc416595602) .20

[2.4 Human Relations](#_Toc416595603) …...20

2.5 Sources of Good Workmanship....………………………………………………………..21

2.6 Summary……………………………………………………………………………………..29

[**UNIT 3** :](#_Toc416595607) Inter Institutional Relationships……………………………………………………….30

3.1 Introduction……………………………………………………………………………... 30

[3.2 Leraning Outcomes …](#_Toc416595609) 30

3.3 Time Frame………………………………………………………………………….........30

[3.4 The School as an Institution](#_Toc416595610) 36

[3.5 Summary](#_Toc416595611) 38

[**UNIT 4 :**](#_Toc416595615) The School and Other Agencis…………………………………………......................39

[4.1 Introduction. 3](#_Toc416595616)9

4.2 Learning Outcomes ……….................................................................................................39

4.3 Time Frame…………………………………………………………………......................40

4.4 The Role of Related Agencies……………………………………………………………40

4.5 The Role of Standards and Evaluation Department ………………………………………40

4.5.1. The Role of Parastatals………………………………………………………………....40

4.6 School Relations with NGOs……………………………………………………………...41

4.7 Summary………………………………………………………………………………….43

**UNIT 5: WORKING WITH THE COMMUNITY**…………………………………………44

5.1. Introduction…………………………………………………………………………….44

5.2. Learning Out Comes…………………………………………………………………….44

5.3. Time Frame……………………………………………………………………………...45

5.4. Types of School Community Relationship……………………………………………...45

5.5. The Open Door System………………………………………………………………….45

5.6. The Balanced Door Position…………………………………………………………….45

5.7. The Closed Door System…………………………………………………………….....46

5.8. Ways of Promoting Community Involvement………………………………………….46

5.9. Parents and the School…………………………………………………………………....46

5.10. Summary………………………………………………………………………………...52

**UNIT 6: PROMOTING AN EFFECTIVE PTA IN SCHOOLS**…………………………….53

6.1. Introduction……………………………………………………………………………….53

6.2. Learning Out Comes……………………………………………………………………...53

6.3 Time Frame………………………………………………………………………………..53

6.4 Composition of the PTA Executive……………………………………………………….53

6.5. The School-Community Relationships…………………………………………………...56

6.6. Relationships between PTSs and EBS……………………………………………………56

6.7. Summary………………………………………………………………………………….58

**UNIT 7: CREATING AN EFFECTIVE EDUCATION BOARD IN SCHOOLS**…………59

7.1. Introduction………………………………………………………………………………….59

7.2. Learning Out Comes………………………………………………………………………...59

7.3. Time Frame………………………………………………………………………………….59

7.4. The Constitution of the Board……………………………………………………………….62

7.5. The Powers of Education Boards……………………………………………………………62

7.6. The Functions of Education Boards…………………………………………………………62

7.7. Terminologies……………………………………………………………………………….68

8.2. Summary…………………………………………………………………………………….69

REFERENCES…………………………………………………………………………………..70

**SUMMARY**

This module discusses the school community and its external environment. A people’s school must obviously be based on the people’s needs and problems. Its curriculum should be an epitome of their life. Its methods of work must approximate to theirs. It should reflect all that is significant and characteristic in the life of the school community in its environment (Saihidain as in Saidhu (1996). School is a training centre to develop pupils into efficient social beings and trains them to further educate the backward and unprogressive members of the society. The students are prepared to launch rigorous and systematic crusade against social evils, anti-social habits and unhygienic habits. There must be a conscious and continuo’s intercourse: a free give and take between the school community and the environment (the parents and the community), the school has to give priority in its programmes to the training for citizenship.

Furthermore, it should also be noted that teachers and the learners are in the centre of the education system. Education should be given back to the communities where the teacher and the learner come from. This acknowledges the importance of other stakeholders in education. In this regard, communities can include a variety of role players, such as teacher bodies, students, parents, business and industry, and the broader community in which the school is situated. Obviously the state, in form of the various departments of education is also an important stakeholder. In practice this means that important bonds exist between the teacher and different stakeholders.

Additionally, human beings are social animals who throughout their lives have to interact with one another in order to get things happen. As a manager you have to know how to relate with all the people, both at the school and outside. You should counsel and guide your subordinates on how to relate with one another and the general public.

One thing that should be taken into consideration is that we are in a daily contact with people, some become friends, others mere acquaintances and others enemies depending on how we relate with them. Interaction could be via speech, writing, listening and gestures. Sometimes we ignore certain people while others ignore us. You should note that in your relationship with your fellow workers, co-operation is essential; it must be a sound relationship. It is natural to associate with pleasant people.

Finally, in the Teacher’s Curriculum Manual of April 2001 it is stipulated that ‘Schools depends to some extent on the local community for financing, building and maintenance. Such support is more likely to come forth when local community is confident that the education provided is good quality and relevant to the individual and to the community. The main reason for the school to invite parent’s participation and viewpoints on curriculum and administration issues, such participation also promotes the sense of ownership and partnership (2001:18).”

## UNIT 1: THE SCHOOL AND ITS ENVIRONMENT

## INTRODUCTION

## Introduction

As a leader, have you ever come across this term in titled the environment in our working places? If not, this should not give you any worry as this module will unveil the intricate involved in the word ‘environment’. This module discusses the school community and its external environment. A people’s school must obviously be based on the people’s needs and problems. Its curriculum should be an epitome of their life. Its methods of work must approximate to theirs. It should reflect all that is significant and characteristic in the life of the school community in its environment (Saihidain as in Saidhu (1996). School is a training centre to develop pupils into efficient social beings and trains them to further educate the backward and unprogressive members of the society. The students are prepared to launch rigorous and systematic crusade against social evils, anti-social habits and unhygienic habits. There must be a conscious and continuo’s intercourse: a free give and take between the school community and the environment (the parents and the community), the school has to give priority in its programmes to the training for citizenship.

In order to further strengthen the relationship between the school community and the environment, the later should reciprocate by undertaking various school improvement programmes. The co-operative between the school community and the environment should become a two – way traffic. There should not remain any barriers and boundaries between the two. In fact, both of them should appear merged for the common cause. The mutual understanding, cooperation and appreciation of each other’s’ services are the task of national and social reconstruction will have a desirable and healthy effect in every way. None of the two should lag behind when it comes to joining hands.

* 1. **Learning Outcomes**

After completing this unit, you should be able to:

* Explain the value of and need of parent involvement
* Describe the nature and scope of parent involvement
* Partnership between the school community and its stakeholders
  1. **Time Frame**

The course will be taught in two weeks contact session at the rate of three hours per week.

## The Parent and Community

The question of parent and community involvement in education and its management is an important aspect of the new education dispensation. In studying this topic you will come to understand the place that parent and community involvements play within the new educational dispensation. We also aim to equip you with the necessary management skills to direct you own environment towards growth in education.

The teacher and the learner are in the centre of the education system. Education should be given back to the communities where the teacher and the learner come from. This acknowledges the importance of other stakeholders in education.

In this regard, communities can include a variety of role players, such as teacher bodies, students, parents, business and industry, and the broader community in which the school is situated. Obviously the state, in form of the various departments of education is also an important stakeholder. In practice this means that important bonds exist between the teacher and different stakeholders.

Therefore the teacher should develop better relations with these groups by, among other factors, develop other skills in listening, communicating and facilitating learning in groups, as these are the talents that build strong relationships.

In this topic we are going to look at the school and its environment. The following matters will be dealt with:

* Parent involvement. Parents are the one of the major stakeholders in education now days and are therefore very important for smooth running of the school.
* The partnership between the school and its stakeholders
* The effective marketing of the school
  1. **Parents involvement**

The school is set apart from other societal institutions by its task, namely educative teaching. For education in school to be effective, it must also contribute to the child’s education. The school and the teacher are however merely the secondary educators of the child while the parent is considered to be the primary educator (Postma 1990:164: is also education). Because the instruction task (instruction is also education) is indivisible the education managers and the parents are therefore jointly responsible for assuring that the education is effective and it is achieved in the following ways:

1. Most teachers that I know view parent involvement as generally beneficial to the children they are working with and have welcomed a closer working relationship with parents( Education, October 1989:10)
2. Teachers and schools end to operate in isolation from the culture and, basic to this isolation, there is a hiatus between parents and teachers. Gone is the sense of community- the mutual respect between home and the school and the trust of teacher for/by parent (The Education Forum, Winter 1988:165).
3. It is vital that the teacher be assisted and supported in this difficult task by his partners and in no way should they make the teacher’s task more difficult through interference or lack of interest (Fokus 2000, October 1990:78; own translation).
4. Thus obsolete parent associations, uniformedness on command structures of relevant societal links (i.e. the home and the school), unattractive cold school buildings and negative attitudes on the part of teachers and parents can inhibit functional parent-teacher contact (Koers, 1987(2): 252 own translation).
5. Improving parent involvement is one of the most challenging tasks facing educators today( educational leadership, September 1992:52)
6. Principals play an important role in persuading management bodies to adopt a corporate approach in the interests of schools in particular and in the interests of parent communities in general( Mondstuk, January 1995:3; own translation).
7. Parents could not be totally exonerated from blame……. they have not been thoroughly involved in the education of their children. They had as usual, only shown interest when the matric results were discussed at the beginning of the year. As the year progressed, they distance themselves from what went on a day-to-day basis an assumed that all was well at school( Sowetan, June 1990: 5)

Each of the above seven quotations outlines a particular view of parent involvement. Of course, there are a number of quotations along similar lines that could have been reproduced here. Parent involvement has been, is and will continue to be a contentious issue in education.

* + 1. **Parent’s Salient Views**

**The following important points are salient views on parent’s involvement:**

* Parent involvement could have benefits for learners
* Teachers welcome parent involvement
* Schools sometimes functions in isolation
* There is a separation /gap between parents and teachers
* Parents should support teachers
* Circumstances in schools sometimes inhibit parent involvement
* Positive attitudes toward parent involvement are needed
* Principals have a substantial and important task in fostering parent involvement.
* Parents assume that all is well at school.

What emerges here is that parent’s involvement is an important aspect of education and that it does not happen by itself. Head teachers and teachers are responsible for bringing it on board. Even if you already have a positive attitude towards this subject, it would appear that, in general, parent involvement does not function satisfactorily and that further knowledge is required to find solution to the problems concerned. Up to know we have alluded rather frequently to the fact that parents should be involved in the education of their children. What, then, are the parents’ responsibilities in this regard?

John Meyer and colleagues developed the institutional change theory in the 1970’s (Huerta & Zuckerman, 2009). Institutional change theory is a framework based on the relationship between schools and their cultural environments. Society’s cultural norms shape organizational structure by encouraging schools to conform to the accepted rules and rituals of an institution. Scott (2003) described institutional theory as “[emphasizing] the influence that an organization’s cultural environment has on organizational structure and behaviour, and it seeks to understand the ways in which cultural rules from the environment shape or constrain organizational action” (as cited in Huerta and Zuckerman, p. 415).

Established institutions, operating with rules and rituals that have come to represent legitimate schooling, become role models for other institutions seeking legitimacy. But not all institutions want to maintain the status quo and are constrained by societal and institutional norms. Huerta and Zuckerman (2009) cited the example of charter schools seeking to break away from the “long-standing institutionalized patterns of teaching and learning…” (p. 416). The institutionalization of the public school system has provided direction and limitations concurrently.

* + 1. **Parent’s Responsibilities**

The following two definitions provide guidelines for you on what parent involvement should be:

* Squelch and Lemmer (1994:93) define parent involvement as follows:

It is the active and willing participation of parents in a wide range of school-based and home based activities which may be educational or non-educational. It extends from supporting and upholding the school ethos to supervising children’s homework at home. Parent involvement implies mutual cooperation, sharing and support.

* Dekker (1933:155) describes the concept of parent involvement as follows:

Parent involvement helps parents discover their strengths, potentialities and talents and to use them for the benefit of themselves, the family and the school. Parent involvement can take the form of co-operation, participation (which leads to) and partnership.

We are able to deduce from these two definitions that parent involvement is far more than serving on school committees or helping at school functions.

The parent as the primary educator of his or her child has certain education responsibilities that are attendant upon parenthood. These responsibilities, generally speaking, may be divided into the following three categories.

- Physical care

- Emotional and spiritual development

- Education and teaching

According to Oosthuizen (1989: 107-108) the common law stipulates the following juridical requirements, regarding the parents’ education obligations to their children:

* The responsibility for the physical education of the child
* The responsibility for developing the child’s character
* The right to religious instruction by choice
* The responsibility for the development of the intellectual abilities of the child
* The cultural development of the child

In modern –day Western society the modern school has gradually begun to take over these tasks from the parents; with the result that parents become less and less involved in the education of their children. Some of the reasons for this state of affairs are the following;

* Higher education expectations: most parents would be unable to provide the kind of education which is expected from the different kinds of schools
* Economically active parents: because of the manpower shortage, high economic expectations and high standard of living, many parents both work outside the home and they become uninvolved in their children’s education.
* State control of education : at present the state has taken over control of education to such an extent that there is little room for parent involvement
* Negative attitudes: both parents and teachers sometimes manifest negative attitudes towards parent involvement.
* Parents sometimes do not wish to and cannot become involved, while teachers regard parent involvement as unnecessary

Research in recent years has revealed two important facts (Jowett et al 1991:1 1-5: Hess 1992: 131: Van Schalkwyk 1990:27)

* Parent involvement has a significant effect on the quality of the learner’s teaching and learning experiences in the school and on their results
* Without cooperation between the parent and the teacher the child cannot be sufficiently education. The parent and the teacher each have a special and important role to play in the education of the child.

New developments in the field of education in Zambia imply, among other things, a greater say on the part of parents. In view of the above two research findings, parent involvement and parent partnership in particular have become a pressing school management issue for today’s principal.

The free market theory proposes that educational change occurs as schools compete for excellence (Marion, 2002). The assumption that all schools begin with an equal opportunity to achieve excellence is attractive to proponents of school choice because it justifies the removal of their children from a failing school to one of greater success. According to the free market theory, the blame for failure lies with the school district.

Eyal, (2008) citing Adnett and Davies (2000) and Lubienski (2006) proclaimed that federal regulations make it impossible for educational institutions to be genuine free markets, resulting in the failure of the free market theory in educational change. Eyal deduced that a free market system, if possible to create in the public school system, would fail to produce significant change because the characteristics of the free market system would not create an environment conducive to change.

* + 1. **The need for Parent’s Involvement**

The roundtable theory (RT) is a shared leadership theory for school change. Gabriele (2002) explained RT as distributing leadership and learning equally across participants. Involving stakeholders in the decision-making process through shared leadership can lead to higher levels of commitment. Gabriele described the ideal RT practice as being run according to a Leader’s Guide developed by consensus and periodically reviewed. The RT sessions would include a reading and review of literature on a topic during a 60 minute session, a time for participants to respond individually and uninterrupted by other members, and all participants would have an equal voice.

A change theory positively focused on strengths, rather than problems would be an ideal choice for school change. Gabriele described the RT model as based on achieving an ideal state, including all stakeholders, and being conducted within the regular school day. RT is an on-going process allowing schools to progress toward excellence. Gabriele noted that RT is a research-based model proven to lead organisations toward the “self-transformation of participants and goal attainment.

* + 1. **The need for Parent’s Involvement**

Parent involvement not only has great advantages, but there are also several reasons why it is vital for parent involvement to come into its own. The following scenario (hypothetical report on a learner) contains reasons why parent involvement may be vital in the case of hypothetical learner. Read the sketch carefully and see if you can identify compelling reasons for parent involvement. Use practical cases and other examples from your own teaching practice to supplement this sketch to help you to arrive at a fuller picture. Then write down the reasons why parent involvement is vital in the space provided after the activity.

**HYPOTHETICAL REPORT ON A LEARNER**

**Name of learner**: Peter Mwansa Samungole

**Grade**: 5

**Age:** 15 years

**Address**: Chalimbana Street

**Home situation**: single parent, learner lives with his mother who works by day. Income of the mother is below average. No interest on the part of mother in the leaner’s school work.

Reason for report: truancy. Learner has on various occasions been seen at the local video arcade during school hours.

**IQ**: average

**Academic progress**: has failed grade 8 once already. May fail grade 9 too

**Participation in school activities**: none

**Interests**: none

**Friends**: No steady friends.

* What problems regarding the school and the home can you identify in this sketch?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

* What could the school do to tackle these problems?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

* In your opinion would greater parent involvement help to solve the problem?

………………………………………………………………………………………………………............................................................................................................................................................

* Name a few reasons for parent involvement?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

As a Head teacher you may have identified the following as reasons for parent involvement

* **Education in Zambia has collapsed in some schools.** Factors that have caused this in some schools include the undermining of authority and discipline, attitude problems on the part of some teachers and learners, financial and provisioning problems and a failure on the part of communities to regard schools as community property
* **In some cases some schools in Zambia** have **failed in their purpose**. Schools have become places that are unattractive and where learners are sometimes treated as objects and where creativity is suppressed, where learners do not feel at home and do not want to spend time.
* **Society as a whole is facing a crisis at present.** Think, for example, of societal problems such as the following
* Drug abuse
* Crime
* Violence
* Broken homes
* Poverty
* Environmental pollution

By combining the forces of the home, the school and the community the quality of education can be much improved. However, this is a task that no school can undertake on its own. Van Schalkwyk (1990: 19-24) refers to the following compelling reasons for parent involvement.

* **A matter of principle**: the parent is by virtue of his or her parenthood the primary and natural educator of his or her child and for this reason bears the chief responsibility for the child’s instruction and education. The parent is the fully co—responsible for what happens to his or her child in formal educational
* **Parent involvement in formal education is juridical prescribed**: parents are also obliged to ensure that their children attend school for as long as the child is required by law to do so.
* **Formal education on its own cannot fully satisfy the demands of the twenty-first century.** All the demands of providing instruction fully, comprehensively, normatively, relevantly and on a differentiated basis can no longer be met by the school alone. Parents must support and assist formal education in the interests of more comprehensive education.
* **Guarantee for maintenance of community values**. By becoming involved, parents can ensure that the values, spirit, direction and character of the community are established and maintained in the school
* **The high cost of education requires that funds be utilized in the possible way in the possible way.** At present about 25 per cent of the Zambian National budget is devoted to education. Parents and the private sector also make large financial contributions and parents should through their involvement, ensure effective teaching and learning.
* The intellectual development of the child calls for parent-teacher cooperation. The first seventeen years of a child’s life are the most important for the development of his or her mind and parents play an important role in this development. It is essential that a parent should be involved in the formal education of the child.
  + 1. **The Value of Parent Involvement**

Benefits of parent involvement include improved school performance, reduced drop-out rates, a decrease in delinquency and a more positive attitude towards the ( Squeich & Lemmer 1994: 93).

We have already referred to the advantages of the involvement of parents in the education of their children for the success of teaching –learning events. Van Schalkwyk (1990:25-32) describes the advantages of parent involvement in terms of its value for the teacher, the learner and the school.

1. **Advantages for the teacher**

Parent involvement can engender a more positive spirit between parent and teacher.

It can work restore trust between the home and the teacher.

Teacher involvement means that teachers can rely on parents’ support.

Knowledge of the circumstances of learners at home can help the teacher in his or her instructional task.

It can work to improve the conduct of learners

Parents can lighten teachers ‘workload.

1. **Advantages for the learner**

• Parent involvement can improve the learners ‘learning performance

• It can improve school attendance

• It can help to eliminate learning and behavioural problems

• Parent involvement can increase the learners’ sense of security and emotional stability.

1. **Advantages for the school**

• Parent involvement can improve the unity and coordination of education

• The involvement of parents can mean valuable service in the interest of the school

• Parent involvement can lead to an improvement in the support from the community

• Parent involvement can lead to greater financial support.

Clearly, therefore, parents who are involved in one way or another in the education of their children create a climate that is conducive to teaching and learning.

* + 1. **Obstacles that affect Parent’s Effectiveness**

What are the obstacles that affect the effectiveness of parent’s involvement in schools?

You were probably able to identify quite a number of obstacles from your practical experience. Were the following among them?

• Parents do not have the time

• Parents are afraid that their children will be “picked on”

• Parents and teachers are not aware of parents’ rights in this regard.

• Teachers are not inviting in their demeanour.

• The school has a negative climate

If you read this list carefully you will notice that some of the obstacles hampering parents from becoming involved originate with the school and the teachers.

**The nature and scope of parent involvement:**

The concept of parent involvement can be interpreted in various ways - from parents showing interest in their children’s education to parents having a say in the administration of the school

Havelock (Hall & Hord as cited in Westhuisen, 2013) describes three different models for understanding change: the Social Interaction Model; Research, Development and Diffusion (RD&D) model; and the Problem-solving Model.

* + 1. **The Social Interaction Model**

Under this model, the emphasis is on understanding the change process as a series of decision phases through which the teachers/community moves and in terms of how innovation diffuses through a social system (Hall & Hord as cited in Westhuisen, 2013).The adoption of innovation goes through five phases. The initial phase involves developing an awareness of innovation. This phase is followed by increased interest in and a search for more information about the innovation. The third phase is evaluation, when a decision is made to adopt the innovation. In phase four trial and adoption take place (Hall & Hord as cited in Westhuisen, 2013).

Under this model, the role of the change agent (head teacher) is more significant during the time the adopter (teachers/community) is becoming aware of innovation and is seeking more information. Information flow and media sources are important in this model, where individuals in a specific social network seem to rely on each other rather than on less credible outsiders to learn about innovations (Hall & Hord as cited in Westhuisen, 2013).This model minimises the potential of the school head teacher or others in leadership roles to influence the change process.

* + 1. **FOUR DIFFERENT PARENT TYPES**

|  |
| --- |
| **+ supportive + supportive**  **-inactive + Active participation** |
| **-Not supportive - not supportive**  **\_ inactive + Active participation** |

**Explanation;**

**Type 1 (+, +):** these parents support their children at home and are also actively involved in school activities; they may even save on management bodies. This type of parent is not necessarily ideal, since many parents are not always able to be actively involved.

**Type 2 (+, -)**: these parents support their children at home but are not actively involved in school activities. Newsletters, circulars and other forms of communication with the home are very effective in these cases.

**Type 3 (- , +)**: this type of parent is difficult to identify. They may attend parents’ evenings and may even participate actively in some school activities, but they do not give their children any support at home.

**Type 4: (\_, \_)**: these parents do not support their children and nor do they participate actively in school activities. They are uninvolved parents are difficult to reach.

Study your prescribed article by Vandergrift and Green (1992) and arrange the following types of parents according to the types as identified by Vandergrift and Green.

|  |  |
| --- | --- |
| Types of parents | Categories ( Vandergrift and Green |
| Withdrawn parents  Parents who avoid the school  Parents who seek encouragement  Absent parents  Parents who want to be seen  Hard-working and quiet parents  Parents as supporters  Policy makers  Parents who like to help  Parents who enjoy teaching their children. |  |

Brandt (1989:25) also uses a scale to differentiate between the ways in which parents can involve themselves in the education of their children. At the one end of the scale are parents who involve themselves by creating conditions at home that are conducive to education. At the other hand of the scale are parents who involve themselves by participating in the management affairs of the school. Each of the ways in which parents involve themselves in education will call for a unique strategy from school.

Van Schalkwyk (1990:35-39) describes parent involvement as the correspondent with the parent must assume for essential concern of the education of their children. This essential concern of education consist, according to Van Schalkwyk (1990:37), in the functional (education), management and support tasks in which parents can be involved in various ways. Dekker (1993: identifies the following three ways in which parent involvement takes place:

* Cooperation
* Participation
* Partnership

Two conclusions may be drawn from the above brief description of the nature of parent involvement:

* Parent involvement can occur on a scale from involvement that amounts to support only to involvement in the actual management of the school.
* The ways in which parent involvement takes place relate to the personality and circumstances of the parents, and parent involvement should be managed by the school accordingly.
  + 1. **Parent – teacher partnership**

Postma (1990: 164) calls educative teaching a **collaborative** **act**. By **this he** means that parents and teachers are both engaged in educating and teaching the same child. In the interests of the education of the child, the contact and cooperation between parents and teachers should denote a partnership.

According to Van Schalkwyk (1990:39), a partnership of this nature is the best way of getting parents and teachers to work together on education and to share the responsibility for education. Van Schalkwyk (1990: 40) says that a true partnership **between** parent and teacher calls for the following **attitudes:**

* Reciprocal **confidence** in sincerity of the efforts and intentions of one another
* Reciprocal understanding of one another’s potential and **acceptance** of one another’s limitations in attaining goals
* Mutual respect for one another’s situation and expectation
* A healthy openness towards one another in the interest of the est possible treatment of the child
* A relationship in which the parents and the teacher act in concert and support one another wholeheartedly
* Support supplementation and enrichment, of one another’s work
* Equality of the partners despite their differences
* Division of labour that enables each partner to specialize in the aspects of the instructional task he or she is competent in.
* Common objectives and aims on the part of the partners.
* Specialized knowledge of each partner employed to serve the interests of the partnership
* Effective two- way communication with a view to optimum cooperation
* Reciprocal encouragement and assistance to ensure that each partner performs his or her role as well as possible
* Sincere cooperation between the partners
* Loyalty towards one another.
  + 1. **Means of parent involvement at school level**

In which of the following activities are the parents of your school involved?

|  |
| --- |
| * Helping children with homework * Fund raising * Maintenance of buildings and grounds * Transport of learners * Attendance at parents’ evening * Organizing functions at the school * Helping with extracurricular activities * Helping teachers in the classroom * Supporting school activities |

Parents often feel that they are not sufficiently involved in their children’s education. They might want to be involved in the activities we have listed above, but do not know how to get involved.

Parents and teachers are often unaware of the structures and possibilities school offer foe involvement. In what follows we discuss the various means of parent involvement.

According to Oosthuizen(1989:11) there are two basic forms of organized parent cooperation and representation: **Statutory or formal bodies** that have to be established at schools in terms of legislation, for example the management body of the school, and non-statutory or less formal parent bodies that are not compulsory by law, for example the **parent-teacher association,** parent societies .

Van Schalkwyk (1990:91-96) identifies the following three levels at which parent involvement can take place at school:

* **Individual level**: this is when parents liaise directly with teachers or the school principal in an informal of formal way by means of interviews, discussions, telephone conversations. Parents can also attend activities at the school on an individual basis, such as sports events, open days or exhibitions.
* **Class level**: parents can offer the teacher and the school their cooperation in a class context, for example in a register class committee
* **School level:** At school level parents can offer their cooperation on statutory or non-statutory bodies. The statutory body, usually the management, is the school’s central or overall control body. This body, together with the staff, controls various activities of the school and it appoints non-statutory bodies or subcommittees for this purpose. Parents can serve on these non-statutory and subcommittees of the management body which are concerned with curricular, non-curricular and school management matters.

**REVIEW ASSESSMENT**

Individually, discuss the Social Interaction Model

***ACTIVITY***

*In groups of four do the following work as assigned to you:*

***GROUPS 1 &2***

*Discuss using examples the difference between driving and restraining forces*

***GROUPS 3 &4***

*Identify and explain three Social Changes that are**generated by a variety of aspects*

* 1. **SUMMARY**

The teacher and the learner are in the centre of the education system. Education should be given back to the communities where the teacher and the learner come from. This acknowledges the importance of other stakeholders in education.

In this regard, communities can include a variety of role players, such as teacher bodies, students, parents, business and industry, and the broader community in which the school is situated. Obviously the state, in form of the various departments of education is also an important stakeholder. In practice this means that important bonds exist between the teacher and different stakeholders.

Parents often feel that they are not sufficiently involved in their children’s education. They might want to be involved in the activities we have listed above, but do not know how to get involved.

Parents and teachers are often unaware of the structures and possibilities school offer foe involvement. In what follows we discuss the various means of parent involvement.

According to Oosthuizen(1989:11) there are two basic forms of organized parent cooperation and representation: **Statutory or formal bodies** that have to be established at schools in terms of legislation, for example the management body of the school, and non-statutory or less formal parent bodies that are not compulsory by law, for example the **parent-teacher association,** parent societies .

**UNIT 2: HUMAN AND PUBLIC RELATIONS**

**INTRODUCTION**

* 1. **Introduction**

In this Unit we will help you comprehend what Human and Public Relations are. Human and Public Relations is the backbone of any organisation. Would you be able to state the advantages of good relation in an organization?

According to (**Cambridge Dictionary 2002: 692**), Human Relationis the study of the relationships between individuals or groups of workers in a place of work. Explain what is the meant by public relation**?**

Public Relation - is the activity of keeping good relations between an organisation and people outside according to **(Cambridge Dictionary 2002:** 1140) It can also be looked at as relating to people in general other than an organisation.

* 1. **Learning Outcomes**

At the end of this Unit you should be able to:

* Define Human and Public Relations.
* Give incidences or situations related to Human and Public Relations.
* Outline the importance of Human and Public Relations to a manager.
* State ways of enhancing human relations.
  1. **Time Frame**

The unit will be taught within the two weeks of contact session at the rate of three terms before administering an examination at the end of an academic year.

* 1. **Human Relations**

Human beings are social animals who throughout their lives have to interact with one another in order to get things happen. As a manager you have to know how to relate with all the people, both at the school and outside. You should counsel and guide your subordinates on how to relate with one another and the general public.

You should remember that we are in daily contact with people, some become friends, others mere acquaintances and others enemies depending on how we relate with them. Interaction could be via speech, writing, listening and gestures. Sometimes we ignore certain people while others ignore us. You should note that in your relationship with your fellow workers, co-operation is essential; it must be a sound relationship. It is natural to associate with pleasant people. Unpleasantness in personal relationship is the source of many and varied troubles and those who can’t inspire the friendship of others are usually the losers.

One day you may be making a mistake in the presence of another person. If he/she is a friend, he/she may save you by timely warning. If he/she is an enemy, he/she won’t bother at all. Building and keeping pleasant/sound relationship with your fellow workers is greatly a matter of co-operation. The required behaviour on the part of individuals if a co-operative effort is to be successful is the deep understanding of the individual contribution to the co-operation. Such ideas as the following are of absolute importance in considering solving co-operation problems:-

* Each individual needs to understand the problem, which must be solved.
* Each individual should see how he/she can contribute towards solving the problem.
* Each individual has to be aware of the potential contributions of others.
* Should be able to see the other’s problem in order to help him/her make maximum contribution.
  1. **SOURCES OF GOOD WORKMANSHIP**
* Full appreciation of work done (good performance)
* Feeling part of the happenings
* Sympathetic help on personal problems.
* Job Security
* Good earnings
* Motivate work
* Promotion and personal progress in the organisation.
* Personal loyalty between people in the group.
* Good conditions.

From the above list you can see that your morale depends on how you are treated by your supervisors. Investigations confirm that 90% of office problems are due to not getting along together with either superiors or subordinates. 10% of this is blamed on lack of job skill and technical understanding.

Success in life depends on your co-operation with other people. We can thus learn that most of the office problems are personality ones, which have to be avoided in order to achieve good morale and efficiency. To do this you have to study each of your co-workers as individuals understanding them and their ways. Deal with them in the manner most likely to produce a harmonious, productive and satisfying relationship on the job.

* + 1. **PSYCHOLOGICAL NEEDS**
* Feeling of security
* Affection
* Response
* Belongingness
* Sensory gratification
* Feeling of adequacy and independence
* Achievement recognition

1. **Feeling of security**

You would feel secure when you’re ‘’sure of yourself” when you are confident in dealing with others about yourself - in your work and in your community.

1. **Affection**

We all get a feeling of security through affection. When people ignore us and don’t speak to us we have the opposite feeling. Affection is needed by all people despite the age group. We get affection as a child or if we did not, we showed our displeasure by a show of temper. We still need it as adults and not all of us have escaped the temper stage. Take the example of being attracted to a person of the opposite sex won’t bother with you - how do you feel?

1. **Response**

We need attention; we don’t want to be ignored. We want others to be attracted to us to respond to the fact that we are around. It isn’t necessary for the satisfaction of this for people to show a lot of affection. If the person who ignored you smiled at you, how different could you feel? We would be completely miserable if people didn’t notice us. We speak of the depth of loneliness as a feeling of being alone in a large city, with no friends and no-one to think of us as having an identity and a personality of our own. Our pride, our pre-occupation with ourselves demands that others pay attention to us as individuals. We need to know that our existence is counted.

1. **Belongingness**

Psychological needs can never be satisfied except through the people who mean something to us. A person needs satisfaction from his social relationships. S/He needs to ‘belong’ to be a part of a group, a neighbourhood, her /his department or a section. S /He don’t want to be left out of things. Man by nature is a gregarious animal. We are all aware of this need ‘of belonging’ and with the feeling of warmth and pride that comes with acceptance by a group to which we wish to belong.

1. **Sensory gratification**

This adds to the feeling of security. One’s feeling of well-being is heightened of the stimulation that comes to us through our senses-seeing, hearing, smelling tasting and touching- are pleasing and attainable. We are constantly bombarded by sensory stimulation. Many of our attitudes and behaviour are influenced by sensory stimulation e.g. television, the movies and magazines do their share.

1. **Feeling of adequacy and independence**

In addition to security, people also want to have a feeling of independence and adequacy. They want to be praised to be held in high esteem, and to have the respect of their fellows. They need and want the kind of personal job and that their work is recognized. All of us need to know that we accomplish something however small it is, it is a taste of success; It goes by saying:- ‘**Nothing succeeds like success’.** When you have accomplished something, and done it really well, you feel a warm glow in your stomach.

1. **Achievement Recognition**

If your success of accomplishment is not recognized by someone else, you feel futile and worthless. You need to know, somehow, that you are making progress. The need for recognition goes hand-in-hand with the need for achievement. Satisfaction of needs of this kind is gained only through people who mean something to you. If you went to a stranger and said “I’ve passed……..examinations” he would think you were mad, but if you told your family members and friends, how different would be their response? Recognition is the form of support and encouragement when we do right and is important to all of us. Listen to what Plato, the Greek Scholar, said many years ago:

‘It is not the life of knowledge, not even if it includes all the sciences that create happiness and well-being, but a single branch of knowledge - the science of good and evil. If this science is excluded from other branches, medicine will still be well to give us health, and shoe-making gives us shoes.

1. **Public Relations**

Public relation as stated in the introduction is the relationship between the organisation and outside. The successes or failures will depend on the following factors:

* The attitude of public servants towards their job and the public they serve.
* Their actions in dealing with the public resulting from their attitudes;
* The reactions of the public to these actions.

1. **Attitudes**

The manager may view the public in one or two ways:-

As a mass of people, ungrateful for what is being done to them, people who come to cause trouble and to burden him or her with more work. He or she sees members of the community as being ignorant, unable to determine what is in their best interest and not appreciative in fact that he or she knows what is good for them.

1. Members of the public don’t deserve the services they get, they are all troublemakers.

One with this view has prejudged anyone who comes to him or her for help. He or she fails to make a fair assessment of their needs; and would not understand what makes them act as they do. He or she risks becoming a dictator, telling people what is good for them and refusing to listen to other points of view since he or she feels that such views are worthless and not worthy hearing. He or she defines his job narrowly; he will only do a minimum amount of work and will not go out if his way to be helpful since he or she feels that if he or she does so once, everyone will take advantage of him or her and push him or her around. He or she will try to ignore and get rid of people who are at all difficult in their demands. In total he or she will do every little that can be real service to the public.

1. The manager who considers members of the public as individuals with important needs, feelings and views recognizes that his or her job is to serve the public. He or she tries to understand people and makes all reasonable attempts to serve people, people who may at times be handled to handle. In serving the public well, he or she does the following:
2. Shows interest in people - their views, problems, requests, etc by.

* Asking questions - to find out views, problems, and other information needed to serve a person.
* Listening carefully to what the member of the public is saying. There is a no point in asking questions if one is not paying attention to the answers;
* Keeping an open mind and not prejudging a person before all the facts are known;
* Show that he/she wants to be helped.

1. Gives good information which is:-

Accurate - correct regulations not outdated.

Complete - all the necessary facts;

Clear - Many regulations are complicated these must be made clear to the public and

Concise - be as brief as possible, unnecessary words waste time and can lead to Misunderstanding.

The information depends on your competence. You must know the facts or source. Be careful to explain things which seem simple and basic to you. You’re Courteous at all times and uses a pleasant tone of voice. A harsh tone of voice can easily irritate a member of the public.

You’re Patient. Be firm in dealing with people. Losing temper solves no problem. It only provokes anger on the part of the other person and makes things worse. Human relations in terms of school managers and teachers relating well to pupils / learners can be a motivation for learners. It is quite important that as a school manager you ought to find ways of motivating and improving human relations at all times and at any cost. In this aspect we could try to state some of the ways in which we could, as managers, enhance the human relationships amongst members of staff in the schools we are privileged to manage:

**Compare your responses with the following;**

* As a manager you must genuine interest in the staff deployed in your school; and display this interest openly.
* During conversations direct towards the subordinate’s interests as these are most important to them. The institutions interests can be more fruitfully directed when good relations are established.
* Fostering discussions must be encouraged because in here people put forward their opinions – which must be respected – and intelligent discussions follow obviously only good can result.
* Trying to imagine the other persons view point , feelings , will make you ,the manager ,not to be ready to criticize or blame a subordinate ; in fact ,if you ( the manager )gives a subordinate a good name to live up to ,this objective may help the subordinate to clarify thoughts and realign aims.
* Straight forward talking is much safer and avoids misunderstandings and this helps the school manager not to make promises that cannot be kept. Most of all, to stop people from putting their own interpretations on what is said.
* The manager must, try by all means, find time to have a good talk with nearly all subordinates periodically, as this will give the subordinates an opportunity to speak out.

It is worth noting that as a manager a lot is expected from you; and many times you would wonder how the staff sees you to be. This should, actually, give you the impetus to put in a lot, because everything in the school, i.e., the smooth running of the institution; the proper learning of pupils are right on the shoulders of the school manager.

Improving human relationships is not an easy task as it is not easy to deal with human feelings, moods and emotions. This calls for more concerted effort by the school manager in order that he/she helps the staff and improves on running of the school.

Suggest some of the ways you can enhance human relations in your organization?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Compare your suggestions with the following ways of enhancing human relations in your school:

1. The school supervisor should be pleasant and try to develop a friendly atmosphere.
2. Do not allow praise to go unspoken, i.e., if a member of staff is doing well, then he or she should be told. Supervisors should just be quick to complain but also to praise extra effort.
3. It is imperative that the supervisor who is a school manager should always make sure that they know what is involved in a particular job before assigning it .
4. Managers must be careful in their dealings with subordinates of the opposite sex. Avoid being familiar as emotional relationships may exist in groups consisting of men and women.

**REVIEW ASSESSMENT**

Individually, discuss the Social Interaction Model

***ACTIVITY***

*In groups of four do the following work as assigned to you:*

***GROUPS 1 &2***

*Discuss any six sources of good workmanship*

***GROUPS 3 &4***

*Discuss and elucidate the four absolute importance in considering solving co-operation problems under the following sub headings;*

* *Each individual needs to understand the problem, which must be solved.*
* *Each individual should see how he/she can contribute towards solving the problem.*
* *Each individual has to be aware of the potential contributions of others.*
* *Should be able to see the other’s problem in order to help him/her make maximum contribution.*
  1. **SUMMARY**

In this Unit you have been looking at Human and public relations, attention was drawn to motivational aspects and significance of good public relations and attitudes of the school manager.

One thing that is supposed to be taken into consideration is that, hhuman beings are social animals who throughout their lives have to interact with one another in order to get things happen. As a manager you have to know how to relate with all the people, both at the school and outside. You should counsel and guide your subordinates on how to relate with one another and the general public.

Therefore, it is cardinal to remember that we are in daily contact with people, some become friends, others mere acquaintances and others enemies depending on how we relate with them. Interaction could be via speech, writing, listening and gestures. Sometimes we ignore certain people while others ignore us. You should note that in your relationship with your fellow workers, co-operation is essential; it must be a sound relationship. It is natural to associate with pleasant people. Unpleasantness in personal relationship is the source of many and varied troubles and those who can’t inspire the friendship of others are usually the losers.

One day you may be making a mistake in the presence of another person. If he/she is a friend, he/she may save you by timely warning. If he/she is an enemy, he/she won’t bother at all. Building and keeping pleasant/sound relationship with your fellow workers is greatly a matter of co-operation.

In conclusion, the required behaviour on the part of individuals if a co-operative effort is to be successful is the deep understanding of the individual contribution to the co-operation. Such ideas as the following are of absolute importance in considering solving co-operation problems:-

* Each individual needs to understand the problem, which must be solved.
* Each individual should see how he/she can contribute towards solving the problem.
* Each individual has to be aware of the potential contributions of others.
* Should be able to see the other’s problem in order to help him/her make maximum contribution.

**UNIT 3: INTER INSTITUTIONAL RELATIONSHIPS**

* 1. **Introduction**

As you may have realized by now, the truth of the matter is that the school and the community influence one another in a number of ways. The school influences the community by providing the citizens of tomorrow. Communities build its schools and the schools build their communities. The two work one for another, as theirs is a reciprocal relationship. (Sidhu 2000:443).

The Teacher’s Curriculum Manual of April 2001 states that ‘School depends to some extent on the local community for financing, building and maintenance. Such support is more likely to come forth when local community is confident that the education provided is good quality and relevant to the individual and to the community. The main reason for the school to invite parent’s participation and viewpoints on curriculum and administration issues, such participation also promotes the sense of ownership and partnership (2001:18).” The Ministry of General Education (MOE) as a whole is providing general education from Grades 1 - 12 needs to collaborate with other institutions that can be categorised as semi-autonomous institutions of the MOE and other institutions namely other ministries whose roles are inter-related to those of the MOE in providing holistic education as per the syllabus and the policy document, ‘’ Educating Our Future’’.

* 1. **Learning outcomes**

By the end of this Unit you should be able to:

* Explain how the Ministry of Education cannot stand on its own as an institution in providing quality relevant education.
* List and discuss the roles of semi-autonomous institutions in relation to the Ministry of Education.
* Identify and describe how some of the other government institutions (other ministries) relate to the Ministry of Education (school).
  1. **Time Frame**

The unit will be taught within the two weeks of contact session at the rate of three terms before administering an examination at the end of an academic year.

* 1. **The School as an Institution**

As a leader of your institution, do you really agree that your place of work is a well-respected venue of academic excellence? You may wonder about this, but for sure, by the time you finish reading this unit, you will come to agree with me that a school is a very important place of work. However, for more information about this, take a moment to reflect on what has been written about the school. A school is therefore an institution and or a building which exists in a particular area where people are in one unit because of their geographical position, common interests, background or nationality. The institution provides education to learners. In order to do this effectively, there has to be inter-institutional relationships with semi-autonomous institutions of the Ministry of Education and other institutions namely other Ministries of the government. The Opening Learning Foundation notes that the magnitude and diversity of tasks that the Ministry of Education faces in form of limited human and other resources in considering the Ministry’s programmes of education should focus on competence in the area of general and tertiary education.

They recognize that many external factors can influence and change organisation which can have a significant effect on you as a manager, acting as constraints in the way you plan and manage activities. The author in question categorizes these influences with the acronym ‘**PESTLE**’ that is Political, Economic, Social, Technological, Legislative and Environmental. As you can see, most of these forces are outside your control that is external influences but are necessary to respond to and acknowledge, for your school or institution and personal survival as a manager.

1. **Political**

Let us first examine the issue of political influence. Political changes can be national as in the case of major moves towards nationalizing, or privatizing certain industries. Under these circumstances the very existence or role of certain types of managers is threatened. Political changes can also be on an international scale.

On Zambian national political influence for instance, ‘’ ………views were expressed and remedies were examined at the first National Education Conference convened by the Minister of Education in September of that year. In his opening address to the conference His Excellence the President called for fundamental reform of the educational system in conformity with **Humanism**,” Educational Reform (1977:1) Meanwhile during the second republic of the same Zambian government, the preface reads that ‘’The Ministry of Education decided to decentralize the education system. The aim of doing this was to avoid inefficiency and to restore a sense of ownership of these institutions by the parents and communities” (Educating Our Future - Standards and Evaluation Guidelines - (1996:V)

1. **Economic**

Have you ever thought that economic influence can affect the running of the school?

In your school and the community, community participation in the provision, management and financing of education, should be a rule and not the exception. The author recognizes that many external factors can influence change. You know that the influence of finance and economics may affect national or international activities. Currently speculation can influence strategy and affect decisions of allocation to education and in turn running of schools.

The Ministry of Finance and National Planning through the Minister in the National Budget (Zambia) gives an allocation to the Ministry of Education. These funds may determine whether there will be substantial amount apportioned for rehabilitation of infrastructure or for building new ones. Furthermore, whether these expenses will be on learning or teaching materials, may be in form of pupils’ books, Teachers Guides or other apparatus. The Ministry of Finance and National Planning also provides our government institutions with training for accounts personnel to control and ensure funds are utilized according to the institutional allocation, regulations and specifications.

1. **Sociology**

Let us now look at the effects social pressures have on the education in a school. Sociology being the study of the relationships between people living in groups especially in industrial society is very cardinal in relation to you as Manager in a school in any given community. Sociological pressures on cultural and style are often subtle but nevertheless profound in that they can have a significant effect on our education within a school. Equal opportunities for education have now become a major social issue thereby allowing for private schools run by either missionaries or individuals or churches. Some of these schools are expensive catering for the high class while community schools have a provision for the under-privileged in our societies.

1. **Legislation**

Another external factor you should study as influencing our education system as alluded to earlier on is equal opportunities for education which has become not only a major social issue but a legislative one. In the past years and changed peoples’ attitude and education policies had led to severe reappraisal by many managers of their role and behaviour in the school premises. The guidelines on enrolling Grade 1 for instance in government schools calls for equal gender to be enrolled at any given time; allowing the pregnant girls to go and give birth and go back to either the same school or another school of her or her parents’ choice; the banning of corporal punishment which used to be administered by teachers in general and School Managers - although this has always been there, has now been reinforced by a law in the Zambian Constitution through an Act of Parliament.

In addition to laws as stated above the Ministry of Justice through the Attorney General acts as a lawyer for school managers, principals, and other government personnel in managerial positions if they are sued in their capacity as Senior Civil Servants.

1. **Technology**

We as Managers must note now that most of the major changes have occurred in recent years. Information technology, advanced manufacturing processes, very short times in production development, personal and institutional computers and new design mechanism have affected nearly every educational institution just as every industry.

The effect of this on you as school managers has been massive School Managers are now expected to operate within a computer network. Computer literacy shows no sign of slowing down and will have a significant effect on education. Unlike in the past most school Managers have secured computers either through direct procurement or through donor or donor agencies so as to keep abreast with the current technology.

Most educational institutions have computers however, there is need to make learners and employees have more access as computer literacy is now becoming as important as literacy itself. School managers should make it a point to be computer literate and make sure all their subordinates are equally so. At tertiary institutions research on various issues are made easier and so is personal and official communication. Vast knowledge can be tapped through the internet. E-Mail services, other office machines like fax, scanner as well as other computer accessories like the printer should be made available. The speed and size of technology change as eluded to earlier shows no sign of slowing down and will have significant effects as already being felt on education for a foreseeable future. You as school manager do well therefore to secure them for your institution.

“As social purposes change, as the techniques of production develops knowledge advances, as the meaning of culture deepens the life of the community is powerfully influenced by all these factors. If the school is not able to keep pace with these changes and does not adjust its programmes to them, it becomes an outdated backward looking agency”.

(Kochhar: 2005:26)

1. **Legislation**

Legislation, according to the Cambridge International Dictionary of English is “ a law or set of laws suggested by government and made official by a parliament.

1. **Environment**

You as school Managers should realize that there has been more subtle influences on the world of work such as no smoking in public or health eating campaigns. The issue of environment in the school or any other institution has seriously affected the existence or issues concerning the environment. As in the case of the move from glass to disposable bottles or in the production of asbestos, the Ministry of Environment before educational institutions are built send the Environmental Impact Assessment (EIA) officers to assess if the environment is safe and gives a report on the effects on the environment in the long term due to buildings in the geographical area.

The Ministry of Energy and Water Affairs provide electricity through ZESCO and water through the Water and Sewerage Company in the local government areas and in the case of rural institutions each has its own water source mainly by borehole.

The Ministry of Local Government provides routine Health Personnel (in conjunction with the Ministry of health) to inspect schools for enough water supply and good sanitation. Local Government again in collaboration with Health provides health education through talks, drama, culture and sketches on the results, dangers and prevention of diseases such as HIV/AIDS, T.B. dysentery, cholera and many others. These two Ministries also use schools and other educational institutions to vaccinate learners and children in the surrounding community against measles, polio and give vitamin A, deworming tablets, provide eye checkups with treatment and encourage children/learners above 15 years old to donate blood - you do well as school managers to allow them.

Other NGO/Agencies like Programme for the Advancement of Girl Child Education (PAGE), Forum for the Advocacy of Women Education in Zambia (FAWEZA) have improved a number of schools’ learning environment by sourcing for funds then providing water by sinking boreholes, building more toilets that are sometimes water borne. This is to ensure that the girl child learns in a conducive school environment that facilitates girl children to concentrate on school rather than avoid classes to poor infrastructure facilities.

The role of Semi-Autonomous Institutions of the Ministry of Education cannot be over emphasized in relation to the roles that you play as Manager. These are:

1. **Examinations Council of Zambia (E.C.Z.)**

All that is taught in school has to be assessed continually and at the end of every term and year. However, due to few places in grades 8 and 10 there are exams in Grade 7 and 9 to compete for few existing places. The grade 12 exam is a necessity to the school leaver as the grade attained helps to grade the learner so as to ascertain which tertiary institution one can aspire for. E.C.Z.’s mandate therefore, in relation to the country, certification of these exams and administration of the primary, basic, high school and as well as college exams.

1. **Community Schools Council (C.S.C.)**

Poverty levels in Zambia as well as the desire of the global community to have all school going aged children in school by then the year 2000 and now 2015 makes the provision of education by community schools - C.B.O.s (Community Based Organisation) and NGO’s (Non-Governmental Organisations) a welcome move. Most children attending these schools cannot afford school uniforms, shoes, socks, books and in some cases the nearest government school in rural areas is far away from their homes. They cannot afford the minimum fees or contributions demanded by the government schools and sometimes needs food before or during lessons as such may not be available in their homes.

The Community Schools Council therefore, used to oversee the running of community schools, make policies for them and co-ordinate ownership and the administration of these schools. The situation now is that communities as always are the key stakeholders with regard to community schools. The New Education Act has recognized the existence and significance of this category in the education delivery system in the country (Zambia), hence these schools fall under the category of aided educational institutions. As such the Ministry of Education shall endeavour an equitable allocation of resources to community schools through the relevant budget lines in the Ministry. On the curriculum and quality of education, the community schools shall now follow the Zambia Basic Education Curriculum and the Ministry of Education shall monitor and supervise the delivery of educational services to achieve quality of education as articulated in the Ministry of Education Policy.

1. **Continuing Education**

Co-ordinates continuing education in the country, running continuing education skills centers and provides policy.

1. **Zambia Education Broadcasting Services (Z.E.B.S.)**

ZEBS has the responsibility of production of educational programmes on radio and T.V. After production they transmit the programmes on the air. Then they make sure they secure and develop and distribute the audio and visual aids to schools and colleges.

1. **Bursaries Committee**

The committee gives bursaries and loans to school leavers who by virtue of their result are university candidates. They also receive and administer grants and scholarships from both local and foreign countries.

1. **Curriculum Development Centre (CDC)**

Develops educational materials, co-ordinates the production and approves educational materials from other sources. It also produces and distributes syllabi.

1. **Education Sector Support Implementation Programme (ESSIP).**

Sources education funds, procures educational requisites and co-ordinates education provisions and support of line ministries. They have the following skills and attributes:

* Influencing, persuading and negotiating skills.
* Facilitation skills (New Break Through to Literacy, SITE, Read On Course)
* Integrity
* Total commitment to the objective.
* Access to formal power holders
* Access to Organisational information, knowledge of and skill in using change strategies.

**Review Assessment**

* Identify and write six roles of ESIP in inter institutional relationships?
  1. **Summary**

In this unit you have been looking at how the school in relation to the community has a relationship with the community in form of inter-institutional relationships. As discussed for the school to provide holistic education it has to relate directly with the semi-autonomous institutions of the Ministry of Education as well as directly or indirectly with other institutions like the Ministry of Health on issues of HIV/AIDS, Information required by the pupil and the community on how to live and keep healthy. Legislation in relation to all these help to enforce or implement as it would be called for a penalty if not adhered to or when human rights are infringed on a learner or educator. The duty of you as school Manager is to keep records in form of plans minutes, project proposals, agreements with donors, and deadlines on things like when handling monies for examinations to ECZ in time, handling in names of proposed examination invigilators and supervisors as well as preparing transport money or transport to transport members of staff to go and swear- in for examinations.

Due to the multi activities that take place in the school in relation to all these inter-institutional relationships, you as manager will do well to delegate some members of staff who you can communicate to on issues in question and who can represent you as the manager and give a feedback on the inter-institutional relationship or agreed activities for such relationships. The school therefore, is specially charged with the responsibility of providing the scheme of education. For the proper discharge of this ‘’Special Responsibility” assigned to the school, it is obligatory for all agencies affecting child growth and development to join hands, have a common outlook and design a comprehensive programme for the physical, mental, moral, emotional, social and spiritual growth of children.

(Kochhar :2005 :363).

**UNIT 4: THE SCHOOL AND OTHER AGENCIES**

* 1. **Introduction**

In our continued look in this Module at the school and community, we must remind ourselves that the Ministry of Education is the main provider of education in our country. It does this at various levels: National, Provincial, District and Institutional levels. This entails administration and control of learning institutions, like schools, by the Ministry of Education. In the governance of schools this is, rather through a coalition of interest groups and agencies working together, thus helping the schools achieve their aims and objectives. Therefore, it is important for you, the chief executive of the school, to be aware of the agencies, groups and individuals with which the school is expected to have relations.

It can also be argued that the rapid increase of pupil enrolment the attainment of political independence in Zambia coupled with inadequate resources to cope with the ever-increasing demand for educational provision, had made school management a much more complex and difficult enterprise now than a few decades ago. Therefore, to ensure effective and successful management, there is a need for you to be innovative, resourceful and dynamic. As a manager, you should interact well with people both within and outside the school. This unit introduces you to the partners in school management other than the local community and their roles with emphasis on the need to relate with them well for efficient school management.

* 1. **Learning Outcomes**

By the end of this Unit, you should be able to:

* Justify the importance of the school and other agencies to the education of pupils.
* name some of the agencies in school management,
* Describe the roles of the school and other agencies in school management.
* Analyze the relative importance of the different agencies in school governance.
* Describe the roles of Ministry of Education in relation to your institution.
  1. **Time Frame**

The unit will be taught within the two weeks of contact session at the rate of three terms before administering an examination at the end of an academic year.

* 1. **The Roles of Related Agencies**

What are the roles of the Ministry of Education? The main role of the Ministry of Education at national level is to set standards and norms. Some of the particular roles of the Ministry at national level include:

* Developing and analyzing policies
* Devising strategic plan
* Mobilizing and allocating educational resources
* Developing the national curriculum
* Setting educational standards and ensuring quality
* Monitoring and evaluating educational programmes
* Establishing an effective system of accountability
* Determining policies related to employment and personal issues
* Collecting and analyzing necessary data on education

It should be mentioned here, that the roles of the Ministry outlined above are expected to be put in place also at the provincial, district as well as institutional levels; in a decentralized system.

* 1. **The role of the Standards and Evaluation Department**

The Standards and Evaluation Department is an important agency that has an impact on school governance. Their main roles include establishing, evaluating and promoting standards of quality in educational provision. This is done through periodic inspections of schools with the view to evaluate the quality of school work.

* + 1. **Role of Parastatals**

Examples of Parastatals include the Examinations Council of Zambia, the Zambia Education Publishing House (ZEPH) and the University of Zambia (UNZA). Close relations between schools and Parastatals organisations is very essential. For instance, ZEPH is a Parastatals organisation that produces books for schools. Thus the existence of ZEPH depends on schools as customers for books, while schools have to have a relation with ZEPH as the source of the books.

* 1. **School Relations with Non-Governmental Organisations**

Relations with Non-Governmental Organisations which are associated with education include: Education-based donor agencies, Church organisations, some individuals and local community organisations. Private sector organisations and institutions can play any of the following roles:

* Ensuring that the type of education provided responds to the real needs, such as by providing educational materials and equipment.
* Participating in some professional educational issues such as curriculum development, assessment of both pupil’s performance and local programmes, and acquisition of books and educational materials.
* Establishing appropriate relationships with national, provincial, district and institutional officials.
* Establishing good relations with schools.

**REVIEW ASSESSMENT**

**1.** Explain how the handling of most matters relating to school governance at the provincial, district and local levels is more beneficial for the efficient and effective operation of the school, than when such matters are most handled by central government.

**2.** Discuss the assertion: ‘’The District is the key level of educational authority influencing the ability of Head teachers to manage their schools effectively.”

**ACTIVITY**

1. List the areas in which the Ministry of Education influences the way your school operates

and briefly describes how it does so.

1. Suggest some ways in which the work of Standards Officers could further improves the

effectiveness of your school.

1. For each of the items listed below, indicate whether it takes place at national, provincial, district or school levels.

**N.B.: (Some responsibilities may be shared by different levels)**

* Size or enrolment of schools
* Choice of curriculum
* Posting of teachers
* Choice and purchase of books
* Appointment of Education Board members, budget allocation and control
  1. **SUMMARY**

In this unit an attempt has been made to examine the relations which the school manager needs to establish with different agencies that play a part in school governance. First and foremost, relations have, to be established with the Ministry of Education, which sets standards and norms on school operations and educational administration. In addition the need to have relations with specialized educational agencies like the inspectorate, the Examinations Council of Zambia, and the Educational Publishing House has been noted.

Finally, the role of the private sector in educational provision has been highlighted suffice to mention the fact that this sector has had an impact on both the provision of education and the governance of some schools.

**UNIT 5: WORKING WITH THE COMMUNITY**

* 1. **Introduction**

Has it ever occurred to you, as a manager, to try and define the work of the school, let alone the community in which the school is found? A school can be considered to be a place of formal activities of teaching and learning, some people have defined it as any place where more than ten (10) pupils meet to receive regular lessons. A community, on the other hand is said to be a group of people who live together and have some common features e.g. language and values. It can take the form of a family, village or a nation and so on. A human being does not live alone and the actions are influenced by expectations of the people with whom one lives. The question one may ask is whether the school and the community should work together. If so, to what extent and what are the benefits? The educationist, social scientists and politicians alike, are divided on the issue of whether the school should be an island within the surrounding community or should it be an integral part of the community?

Those who believe that the school should be detached from the community argue that the school cannot represent a wider community as it is composed of mainly the pupils of a narrow age range with few adults and aims to teach pupils, while the community is more heterogeneous in composition and multipurpose in function.

The advocates of the school as a model of community say what pupils learn and how they like in the school will shape and continue to influence their adult behaviour patterns. They argue that the school should act as an agent of community improvement, among others. Obviously, the second view is more ideal as both the teachers and pupils are active participants of community affairs and programmes while the community is expected to provide the most appropriate setting for the total or all round education of individual, whether teacher or pupil.

* 1. **Learning Outcomes**

By the end of this Unit you should be able to:

* Define school and community.
* Describe the different types of school-community relationships.
* Discuss the various ways of community involvement in school.
* Involve members of the community in various school affairs and programmes.
* State some advantages of community involvement in school
  1. **Time Frame**

The unit will be taught within the two weeks of contact session at the rate of three terms before administering an examination at the end of an academic year.

* 1. **Types of School Community Relationships**

It is important that before looking at the different ways in which you can and should involve the community in the school programmes, you are introduced to some of the general styles of relating to the community in a wider sense. Taking the idea of school and community (which you were introduced to earlier) further, one can say that the school is a social organisation or a community in its own right. But as you may realize, the school is located in and it is part of the wider community. In this case, the wider community includes people and other institutions around the school. There are possibilities for interaction between the school and other people and the institutions within the wider community. This brings us to the question of types of relationships, the school under your leadership, can explore! To what extent do schools need to work with communities?

* 1. **The Open door System**

This is a situation where the school and the community work together in close partnership. That is, there is close relationship. For instance, if a teacher has a lesson that can involve the community, they should be free to invite a member(s) of the community as a resource person(s). In other words community involvement in school programmes is on a more frequent basis that it could otherwise be envisaged.

* 1. **The balanced door position**

In this case, the school and the community should interact up to a certain extent. In other words, community involvement is allowed in a controlled way. In this kind of relationship, parents and other people are allowed access to the school only when need arises, and not always. This ensures that there is a genuine partnership between the school and the community.

* 1. **The closed door System**

Under this relationship, the schools tend to keep away parents and other members of the community so that the schools work independently of the communities. That is, community involvement in school activities should either not be there or have very little involvement. The argument in favour of this approach is that a professional skill like teaching must be carried out without interruption or interference (What do you think about this?).

* 1. **Some ways of Promoting Community Involvement**

Before getting into the discussion on some of the ways that could promote community participation in school activities, it may be necessary to reflect on the justification for this participation or involvement. In spite of what was discussed in the introduction on the rationale for community involvement, you could still be asking yourself whether it is really necessary to have the members of the community on board. There are several good reasons for establishing a hospitable environment for enhanced community participation in the provision and management of education. The constraints on public finance have necessitated increased involvement of the community and users of educational services in funding the system.

But even if economic constraints were not an issue, experience worldwide has shown that there is much to comment non-governmental agencies in the financing and management of education. Community involvement is not just an emergency stop-gap measure in times of financial difficulty; it is a preferred alternative in its own right.

Moreover, users and locally based agencies that work closely with communities are in many ways best placed to manage educational services. Users tend to respond promptly and positively to school problems if they see themselves as closely involved as possible with the running of the school. On the other hand, a highly centralized system, that effectively marginalizes the community’s involvement in school management, contributes in a country like Zambia, to poor functioning and a low level of efficiency. You, as a manager, may also wish to know some of the conditions that encourage community participation. In short, you should:

* Promote conditions for positive community participation, so long it is within your means.
* Let them take part in the choice of the projects to be undertaken rather than impose on them.
* Take note that there are several problems that may discourage community participation such as misuse of funds, poor management, lack of information flow, lack of transparency and accountability, lack of consultations between teachers and community members, non-completion of projects/taking too long, loss of confidence in teachers by community members etc.
* Involve traditional leaders.
* Make an effort to change the attitude through encouraging teachers to earn the respect of the community,
* Ask parents to pay money when their economic activities are most profitable, e.g. peak season for fishing or after harvest.
  1. **Parents and the School**

Traditionally, schools had tended to keep parents away/out (the closed door system), using the argument that a professional skill such as teaching must be carried out without interruption or interference. Of late, things are changing. You are therefore advised to encourage parents to take a greater interest in the school and get a better understanding of what is going on in the classroom. This is to be welcomed, for no satisfaction can be drawn from the experiences of the past in which children at school become culturally and intellectually divorced from their families and found on leaving school that they were misfits in their communities.

The task is not an easy one, for education and development are concerned with change, and much traditional community life is opposed to change. The school manager is, therefore, faced with a difficult challenge in trying to resolve this dilemma. For you as the manager of the school, to overcome their natural suspicion, it is necessary to gain their confidence and enlist their participation whenever possible. You should tackle the problem/s by opening the school to parents so that they can come and sit alongside their children as they learn, or use the facilities of the school for studying and recreation. Some are welcoming parents into the classroom as teacher aides so as to utilize the skill and energy of those who have the greatest vested interest in the pupils.

More and more parents are being urged to visit schools and talk to teachers about their children’s work. This ensures that the parents get an accurate idea of how their children are getting on and it helps the teacher to clear up with the parents any misunderstandings that there might be. Such visits are much more profitable than report cards sent home with pupils informing in shorthand language how their children have performed.

* 1. **School-home Relations.**

These are the foundations of school-community relations. The link of school established with the homes or parents of the students flourished into a sound school-community relationship. The teachers and the parents can easily come closer in the interest of the child. The parent-teacher cooperation can be secured and strengthened by taking a number of steps;

1. **Parent Teacher Associations**

These are other means which some schools have encouraged. In these the parents are invited to support the school in practical ways such as fund raising for teaching equipment or helping to carry out building repairs and improvements. In return, the school opens its doors to them, inviting then to share in the life of the school and discover how best they can help their own children’s education. The meetings of the association may be held as frequently as possible according to the convenience of the two sides. The forum will enable the two to understand each other’s limitations and difficulties. They will be able to evolve the best possible procedures to tackle the numerous problems of education.

1. **Parent’s day or Open day**

Is one more occasion which will enable the parents to come to the school and interact with their children and teachers for some time. It is very important that whenever the two happen to meet the child’s interests and welfare should be uppermost in their minds. They should adopt a constructive outlook in this exchange of notes and in the discussion about the child’s progress, difficulties, etc.

1. **Visiting teachers**

Visiting teachers is another good idea suggested in this aspect. Some of the school teachers may be deputed to visit the homes of children (with special difficulties) after the school hours. Parents of problem and mentally-challenged children should be more frequently contacted. The teachers will be able to understand the physical, social, economic and emotional conditions of the children placed in their charge for development.

1. **Inviting parents**

To functions of the school will be another opportunity to be availed of for bringing, the school and home closer. These functions may include Sports day, Prize distribution, Variety show, Exhibition, Fair, and Independence Day etc. Some competent parents may be invited to speak on such occasion also.

1. **Reporting the work and progress of Children**

Is another important means of securing co-operation between the teachers and parents. This keeps the parents in touch with the physical, academic, social and moral development of their children.

* 1. **Advantages of Community Involvement in school**

One may be tempted to ask as to what benefits are derived from community participation in school activities. Some of the mutual benefits include:

* The school can get goods and services from the wider community such as labour. The community acts as a catchment area for the pupils.
* Schools also act as centers for various agencies that work through them to uplift the living standards of the local community. For instance, schools sometimes turn into health centers for vaccination, ante-natal, under-five clinics etc. Some NGO’s go to schools to carry out their programmes. Political rallies and elections are held in schools. During weekends, classrooms are used as church buildings.
* Schools and communities should work together because schools act as role models. For instance, you may organize the pupils and teachers to carry out soil conservation at school. Some of the methods used may be new to the community, and so the school becomes an agent of change and development. Other agricultural oriented activities, such as a successful school farm becomes a demonstration model for the surrounding community.

Parents learn a lot when they visit schools on such occasions as open days. The school provides human resource in form of learned students who have new ideas. These ideas may be passed on to the community over the holidays, weekends or every day in cases of day schools. They can serve as consultants and sometimes become successful local business persons and artisans after learning the skills in school thereby contributing to the development of the community.

The other point in favour of the idea of community involvement is that schools have realized and accepted that they are not the only providers of education. Education can be and is provided by other agencies as well (e.g. churches, parents etc.). Other advantages of working with the community include: the community will know the problems of the school and they will try to come and help as they have a sense of belonging; vandalism can be minimized as the community regards the school as one of their properties, the teachers also are afforded a peace of mind as the community understands their situation.

* 1. **Challenges in fostering school-community relationships**

As we come to a close of our discussion, ask yourself this question: How realistic is the idea of mutual benefits of the school-community relationships? Or does it really work? What are some of the constraints? In many areas in Africa, the organizational structure is basically indigenous. In such areas, schools while now generally accepted as avenues to school mobility remain organizationally and culturally alien to their surroundings: they are bureaucratic, with modern features, foreign language and by and large “foreign” curricular. The curriculum of the schools tends to be distinctly academic with very little practical orientation that would be of direct benefit to the community. For example, a study of production units in selected Zambian schools showed that they did not involve the local community, not even agricultural experts and local leaders! The culture of schooling has fostered and exaggerated sense of importance in pupils, especially from high schools and above, thereby promoting elitist attitudes among them. This tends to create a cultural gap between those who have not been to school or have only rudimentary form of schooling and the ones that have advanced in schooling. This culturally gap makes co-operation between school and community extremely problematic. There is in the end, a tendency to move away from the “idiocy of rural life” i.e. rural-urban migration, shunning of manual work.

Sometimes confusion may rise from conflicts of the culture of the school and that of the wider community. For instance, while the wider society may be stressing democratic and participatory values, the organisation of the school still maintains an authoritarian style of leadership and docility on the part of the pupils.

**REVIEW ASSESSMENT**

1. Discuss the practical implications of sharing school facilities with the community.
2. Make a list of school activities in which the community might participate usefully. Suggest practical measures the school manager and staff could take to bring about such participation.

**Activity**

(i) What do you think are the advantages and disadvantages of each of the three (3) systems as regards school-community relationships?

(ii) Which system would you prefer and why?

**Suggestion**

It is possible to start with the disadvantages and end with the advantages as the former can solve some of the latter issues.

**5.10. Summary**

In this unit we have discussed issues concerning community involvement into the school affairs. Attempts have been made to highlight the rationale for community participation. Prominent among these is the need for self-reliance due to the decline of the economy resulting into reduced funding from government. In addition, it helps to develop a strong sense of ownership, responsibility and care for the school property and any other community facilities. Some of the conditions that may encourage community participation have also been outlined which could help the manager to identify situations that could discourage community participation and acting positively on them. Different ways of promoting school-community interaction have been discussed such as school-home relations, parents’ day, visiting teachers etc.

The mutual benefits of the interaction between school and community have also been looked at, saying that the school stands to benefit from community involvement in that it draws labour from there and also its catchment area. On the other hand the community may benefit by learning new techniques. Other benefits include solutions to problems found together, reduction of vandalism and enhancement of community development.

Lastly, but not the least, your attention has been drawn to some of the constraints in making school-community relationships workable. An attempt has been made to highlight some of the fallacies about community involvement in school activities so that as you try to promote these relationships it is important to realize that things may not be as “rosy” as they are portrayed to be

**UNIT6: PROMOTING AN EFFECTIVE PTAs IN SCHOOLS**

**6.1. Introduction**

In most cases, good public relations are one of the ingredients of effective school governance as has been discussed in Unit 1. In effect school management involves relationships and communication with the community. A Parent Teacher Association should be formed whenever a school is built in a particular place of locality, with the approval of the Ministry of Education. The Association will act as a link between teachers and parents for the good of a school.

* 1. **Learning Outcomes**

By the end of this Unit, you as a School Manager should be able to:

* State the composition of executive committee of the PTA.
* Indicate the tenure of office for the Executive Committee.
* Describe the process of electing the Executive Committee of the PTA.
* State the functions and activities of the Executive Committee and the PTA.
* Explain how school and community relations may affect the quality of school management.
* Describe how the community may contribute to the welfare of the school curriculum.
  1. **Time Frame**

The unit will be taught within the two weeks of contact session at the rate of three terms before administering an examination at the end of an academic year.

* 1. **Composition of Executive Committee of the PTA.**

According to the M.O.E.: Principles of Education Boards Governance and management Manual (August 2005) the following guidelines should be adopted when establishing a PTA in a school.

1. Establishment of parent-Teacher Association

Establishment of the Association

A school may establish an Association upon application for its recognition to the Minister of Education through the Provincial Education Officer (PEO). The Association becomes legal when the Minister has approved.

1. **Composition of the PTA.**

All members of staff of a school are ex-officio members of the Association established for that school and are entitled to vote at any meeting. Any parent who has a child attending that school is a member of the PTA.

1. **Other Members**

Any of the following persons may be member of the Association:

* + a Town Clerk
  + Council Secretary or
  + Mayor or
  + Chairperson of the Council
  + Any Chief or
  + Local dignitary.

1. **Formation and Composition of the PTA Committee**

The PTA Committee shall consist of:

* Not more than six members who shall be elected by the association from members other than ex-officio members, at its annual general meeting.
* Not more than two members who shall be elected by the teachers from members of their school teaching staff.
* The School Manager and the Deputy of the school.
* On the recommendation of the School Manager of the school and with the approval of the Minister of Education, the Mayor/Mayoress/Chairperson or Secretary/Town Clerk of a council, Chief or Local dignitary may be appointed an ex-officio member of the committee and would be entitled to vote at any meeting of the committee.

As School Manager, you shall convene the first meeting of the PTA where six members of the PTA committee shall be elected from the members other than ex-officio members of the Association. At this first meeting of the committee after election, the members shall elect from among their members a Chairperson and Vice-Chairperson of the Committee who shall automatically be Chairperson and Vice Chairperson of the association. The School Manager shall be the Secretary to the Association and to the Committee.

1. **Tenure of Office of Members of the PTA Committee**

Tenure of office of members of the committee is one year. However, the members are eligible for re-election during the next general meeting.

**The office of a member becomes vacant if:**

* The holder of office dies, is declared bankrupt, resigns or becomes mentally or physically incapable of performing duties.
* The holder of the office who is a teacher is transferred, retired or has resigned.
* The Minister of Education terminates a member’s holding of the office by notice in writing.

The PTA, with approval of the Minister of Education, shall appoint another officer to fill the vacancy and that person shall hold office for the remainder of the period. The Minister has authority to dissolve an association or committee when he/she finds it absolutely necessary to do so.

1. **Procedure of holding meetings of the PTA and its Committee**

Meetings of the Association or Committee may be held when necessary provided that an Association shall hold an annual general meeting in the first term of each year and the committee shall hold a meeting at least once each term. A quorum of an Association is twelve members of whom not more than six shall be ex-officio members. A quorum of the committee is half of the total number of members. At each meeting a Chairperson shall preside and direct its operations while the Secretary shall take minutes.

1. **Functions of the PTA**

It is important that you the School Manager understands and appreciates that teachers and parents are among the key stakeholders at a school. The need for co-operation between a school and its teachers on one hand, and homes and parents on the other, cannot be over-emphasized. This co-operation is not only likely to be beneficial to the school but is also absolutely essential to the welfare of pupils.

Briefly, the functions and activities of the PTA are as follows:

* To ensure the welfare and best possible education of pupils.
* To enlighten parents on all aspects of pupils’ progress in school.
* To enlighten teachers on the home background of their pupils so as to enable teachers
* To raise and control funds.
* To plan and implement projects.
* To perform any other functions approved or directed by the Minister of Education.
  1. **The school-Community Relations**

As School Manager, it is your responsibility to ensure that positive relationships exist between the school and the community. Although communities vary in localities they occupy as well as in their norms and values they are interested in their own well-being and survival. Every community attempts to pass on the knowledge, values and skills which are special to their group. The school should be the main institution for the acquisition and transmission of the knowledge, values and skills, and this it might be regarded as the most important asset of any community. This is quite natural that we should expect close links between schools and their communities for the benefit of the children.

* 1. **Relationships between PTAs and EBS.**

Both the PTA and the Education Board are legal institutions or bodies whose functions relate to schools. The PTA is expected to:

* Make recommendations to the Board on matters pertaining to school policy.
* Submit to the Board proposals for raising funds and for using those funds for specific projects.
* An Education Board is above the PTA and the latter will be supervised by the former although their functions will be complimentary.

**REVIEW ASSIGNMENTS**

1. Describe how to conduct an annual meeting to elect the members of the committee.
2. Discuss how the PTA contributes to the welfare of the school.

**ACTIVITY**

Describe the Composition of Executive Committee of the PTA.

* 1. **SUMMARY**

In bringing the home and the school together the PTA may assist in identifying pupils’ needs and finding solutions. Problems related to attendance and drop-outs can be solved by both the PTA and the school.

The PTA may provide a form where the head teacher and the staff may explain the school programme to gain the support of parents and thus help to ensure their success, very often the P.T.A. is an important source of financial and material support essential for development of the school. The PTA can also be a source of resource persons to help in a wide variety of school projects. It is therefore, essential for the school to maintain good relations with the community, the PTA and the Education Boards, all of which are partners in the provision of education.

Both the PTA and the Education Board are legal institutions or bodies whose functions relate to schools. The PTA is expected to:

* Make recommendations to the Board on matters pertaining to school policy.
* Submit to the Board proposals for raising funds and for using those funds for specific projects.
* An Education Board is above the PTA and the latter will be supervised by the former although their functions will be complimentary.

**UNIT 7: CREATING AN EFFECTIVE EDUCATION**

**BOARD IN THE INSTITUTION**

**INTRODUCTION**

* 1. **Introduction**

Managers have a responsibility to create a conducive learning environment in their schools, however, creating a conducive learning environment in schools require a collaborative effort with other stake holders. This can be made possible by creating effective education board in the learning institutions. As a manger, have you tried to do this at your learning institution? Let us now try to look at how we can create this.

It is imperative that you as a Manager understand that the government and the public must have a vital interest in the management of schools because of the importance of education in national development. To ensure that the interest of these stakeholders are brought to bear upon the management of schools, Education Boards (EBs) and sub-committees are set up to exercise control over the management of schools. In order that you as the school Manager may relate to, and work effectively with the E.B., it is important that you understand the role and powers of the Board and how it may operate to the best advantage in the management of your school.

* 1. **Learning outcomes**

By the end of this Unit, you should be able to:

* Describe the constitution of the EBs.
* Identify the powers of the EBs
* Identify the functions of the EBs.
* Describe the membership of the EBs.
* State two relations between the head teacher and the EB may be developed.
* Explain some of the by-laws and procedures which govern Board meetings.
  1. **Time Frame**

The unit will be taught within the two weeks of contact session at the rate of three terms before administering an examination at the end of an academic year.

* 1. **The Constitution of the Board**

In order to ensure that EBs operate on some common principles every Board has a Constitution which provides basic guidelines and the legal framework for its operation. Proper interpretation of the constitution will result into well-managed schools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Constitution |  |  |
| Powers |  |  |  |  |
|  |  |  |  |  |
| Roles |  | Education Board  and  Committees |  | Well-Managed schools |
|  |  |  |  |  |
| Membership |  |  |  |  |
|  |  | Operational  Procedure |  |  |

**Fig. 6.1: The Operational elements of EBs and Sub-Committees**

The constitution is usually approved by the Minister of Education, and it provides the blueprint for a Board’s operation as a legal entity. The constitution of the EB usually derives its power from the Education Act.

* 1. **The Powers of Education Boards**

One of the most critical and sensitive matters concerning EBs which you must take into account is the extent and limits of their powers of authority. Understanding these limits is essential for both the school manager and all the members of the Board. In identifying the powers of your EBS which is a body corporate with perpetual succession and a common seal, you may have noted that: subject to the provisions of the Education Act, a Board shall have power for the purposes of discharging its functions (for both the DEB and the SSB):

* To purchase or otherwise acquire hold and alienate real and personal property on approval of the Minister;
* To borrow such sums of money as it may require, by mortgage or otherwise, and to enter into contracts;
* With the approval of the Minister to enter into arrangements for the secondment to offices in its service of Public officers and other persons;
* Generally to all such things as are necessary or desirable for the aforementioned said purposes (for more information, refer to “Guidelines to the functions of Education Boards”).

As these are powers of the board, there are also limitations to the powers that it may exercise. The limitations may include the following:

* The EB cannot dispose of school property or create a change against any such property without the within approval of the Minister.
* To avoid conflicting of roles, an EB shall, in exercising its powers and policy functions;
* Be careful not to encroach on the day-to-day management authority and responsibility of the school Manager.

It is also important for you to note that, while an individual member of the Board, deriving his/her power from the Board as a corporate Body, may act in his/her capacity as a Board member for and on behalf of the Board, he/she cannot as a private citizen transact business on behalf of the Board.

* 1. **The Functions of Education Board**
     1. **Functions of the District Education Board:**
* To administer , maintain and control the running of basic and primary schools;
* To plan and supervise the development of schools for which it is established;
* To supervise staff, the administration and money of the basic and primary schools in the districts;
* To recruit, deploy, and maintain discipline of staff;
* To approve staffing and enrolment plans for basic and primary schools;
* To prepare capital project plans in a district.
* To prepare the annual budget including capital and recurrent expenditure in the Board.
* To determine the level of user charges.
  + 1. **Functions of the Secondary School Board**

It shall be the function of the board to provide education of such a nature as the Minister may determine from time to time in accordance with the Education Act.

* Supervise and control the administration and management of that school for which it is established;
* Supervise staffing, recruitment and discipline of teachers in the school.
* Approve staffing and enrolment plans at the school
* Prepare capital project plans in the school
* Determine the fees to be collected for the approval of the Minister
* Regulate the levies to be collected
* Be the custodian of funds for the secondary schools
* Prepare the annual budget of the school.
* Recruit and deploy staff in the school.
  + 1. **Composition of Education Boards**

As a School Manager, you must know the basis and rationale for the identification and nomination of members of the public to serve on your EB. The EBs have a major responsibility for providing leadership and direction in the management of schools, therefore, the EB must be made up of individuals of reputable standing in their respective communities.

Let us now look at the qualifications necessary for one to be appointed to serve on the board; the bodies or groups that are to be represented and the conditions for disqualification from appointment.

* + 1. **Membership Qualifications**

In looking for membership for your Board, consider:

* People who will have something positive to contribute, through their personality, experience or contacts.
* People who can argue constructively and work with others for the good of the whole school community and not necessarily educationist.
* Any literate adult, unless he/she is disqualified by statute or law.
  + 1. **Representation**

The EB should consist of 15 members who should represent as much as possible the various identifiable groups which have interest in the school. The team may be improved by having a range of people with different qualifications and interests in the school. The people and bodies identified for representation on the Board may be from:

* To determine the level of user charges.
* The general public
* The religious body to which the school belongs
* The Parent-Teacher Association
* Student/pupils population
* Local employers
* Staff of the school
* Local councilors

**Note:** EBs should not be too small or too large. Too small a Board may be seen as an unrepresentative clique while too large a Board may divide into actions which may render any decisive action become difficult.

* + 1. **Disqualification**

A person may be disqualified for appointment to an EB if he/she:

1. Has a criminal record without pardon
2. Is adjudged to be of unsound mind or has been detained as a criminally insane person
3. Has economic or business interest linked to those of the school.
   * 1. **Meetings of the Board**

School Boards constitutions normally include a set out framework within which business of the Board is transacted. An EB may exercise some flexibility to develop its own policies and practices to ensure the orderly and productive conduct of meetings. Most EBs follows accepted rules of parliamentary procedures for the conduct of business. Some of the rules and procedures for conducting EB meetings are as follows:

* + 1. **Sub-committees**

Some Sub-Committees which a Board may establish as being necessary or desirable for the discharge of its functions are:

1. Standing (executive) committee
2. Advisory committee
3. Adhoc committee
4. Tender committee
5. Finance Committee

The Board shall appoint members of the Committee who may be members of the Board or not. The Board shall also appoint one of the members of the Committee to be Chairperson thereof. The Board shall determine the functions of any Committee established by it and may delegate to any such Committee, either absolutely or conditionally, the power to discharge any functions of the Board on behalf of the Board.

* + 1. **Standing Committee**

The Committee shall consist of three to five members (of the Board) who can be called to a meeting at short notice. The Committee meets between Board meetings to deal with pressing (emergency) issues, which are then reported to a full Board meeting for ratification.

1. **Chairperson and Vice-Chairperson.**

The Chairperson shall be elected by the Board members for one year provided that he/she shall be eligible for re-election. The Vice-Chairperson shall also be elected by the Board from amongst the members of the Board. The Vice-Chairperson shall discharge the functions whenever the office of the Chairperson is vacant or the chairperson is absent or is for any reason prevented from and incapable of discharging the functions of his/her office.

1. **Secretary**

The secretary shall be appointed by the Board among some of the public officers in the office of The DEBS, School Manager and the Secretary to a Board shall be responsible in accordance with such instructions as may be given him/her by the Board for arranging the business for, and keeping the minutes of, the Board and its Committees and shall have such other functions as the Board may direct.

* + 1. **Procedures of Board and Sub-committee meeting**

Board meetings shall be held **three-times in a year** and shall be convened in accordance with the directions of the Chairpersons of the Board.

Committee meetings (any Committee) shall be held **as and when necessary** and shall be convened in accordance with the directions of the Chairperson of the Committee.

At any Board meeting, **one-third** of the members shall form a quorum.

At any Committee meeting, **three members** shall form a quorum.

* + 1. **Presiding Over meetings**

The Board, the Chairperson of the Board, or in absence of the Chairpersons of the Board, or if such member of the Board as the Board may elect for that meeting only will preside over such meetings. Committee Meeting, the chairperson of the committee or in the absence of the Chairperson of the Committee, such a member of the Committee, as the Committee may elect for that meeting only.

* + 1. **Voting**

Any questions subjected for decision by the EB or a Committee shall be determined by a majority of votes of the members present thereof. Each member present shall have one vote. In the event of a tie, the Chairperson shall have in addition to a deliberate vote a casting vote.

* + 1. **Attendance of non-member**

A Board or a Committee may invite any member of staff of the educational institution for the Board is established and any other person whose presence is desirable to attend a meeting of the board or Committee, as the case may be. Any person who attends a meeting of a Board in pursuance of the provisions of this regulation shall be entitled to take part in the deliberations of any question proposed, but shall not be entitled to vote thereon.

* + 1. **Role of a Manager**

Considering the role of the EB and your own role as the Manager of a secondary school, here are some of the actions you should take to enable the Board fulfill its functions:

1. Arrange for Board meetings in consultation with the Board Chairperson.
2. Preparing the annual budget estimates for consideration and approval by the Board for onward transmission to the appropriate educational authority.
3. Preparing and presenting annual Income and Expenditure accounts to the Board.
4. Assisting with the identification of worthy candidates for recommendation to the appropriate authorities for appointment to the Board.
5. Preparing and presenting on regular basis, reports on all aspects of the operation of the school.
   * 1. **Relationship between the School Manager and the Education Board**

The School Manager’s relationship with the EB should be one of partnership based on mutual understanding of each other’s role and responsibilities. As a School Manager you are the Chief Executive of your school and usually an ex-officio member of your Board. You are expected to advise and keep the board informed on matters relating to the management of the school. You are to provide relevant facts and figures which will guide the Board in its deliberations and help it make policy decisions for the school. As a School Manager, you are thelinkbetween your school and the Board on one hand and the Ministry of Education and other Educational authorities on the other. In this role, you have to provide, in co-operation with your Board Chairperson, a channel for information to flow between the Board and the appropriate educational authorities.

As a School Manager, your relationship with your Board is that of facilitator, enabling the Board to perform its functions. While the Board depends on you and your staff for information and professional expertise on educational matters, you and your staff should look to the Board for support and ‘direction’ in your operations.

**8.1. TERMINOLOGIES**

**Advisory Committee:**

This Committee shall advise the Board on issues which require technical advice. Members of this Committee may include both Board members and others from outside the Board.

**Ad-hoc Committee:** A task force or Work Committee to investigate a specific issue.

It membership may also be drawn from temporary members invited by the Board.

**Review Assessment**

**1.** Bearing in mind the procedures for the conduct of the Board’s business, list some of the:

* 1. Sub-committees the Board may set up to help arrive at decisions on major issues.
  2. Rules and procedures governing the conduct of meetings.

1. Discuss the effect of giving too much power to the head teacher as school Manager.
2. From your study of the constitution of your Education Board, what are its main functions?

**ACTIVITY**

In your groups of fives, what would you say are the main provisions addressed by the constitution of the EB?

The constitution of the Board addressed issues which are intended to provide for its effective functioning. Your list may have included:

* Powers and functions of the Board
* Composition of membership of the Board
* Tenure of office of members
* Seal of the Board.
  1. **SUMMARY**

In this unit we have learnt about the importance of Education Boards and sub-committees in school governance. The constitution which provides the legal framework under which Boards operate has been reviewed in order to emphasis the powers and limitations of Boards and School Managers. Some procedures for the conduct of Board meetings have been identified and explained. The roles of Education Boards, Committees and School Managers have been examined. The relationships which exist between the School Manager and the Education Board have been identified. The major role of an EB is to ensure the effective and accountable use of resources in the provision of education.

The School Manager’s relationship with the EB should be one of partnership based on mutual understanding of each other’s role and responsibilities. As a School Manager you are the Chief Executive of your school and usually an ex-officio member of your Board. You are expected to advise and keep the board informed on matters relating to the management of the school. You are to provide relevant facts and figures which will guide the Board in its deliberations and help it make policy decisions for the school.

**REFERENCES**

Betts. P.W. (1989). **Literature “Supervising Studies 5th Common Wealth Secretariat:**

Module 2, Principles of Educational Management Jan. 1993.

Commonwealth Secretariat (1993). Better Schools Resource Materials for School Heads.

Module 2, Principles of Education Management Jan. 1993.

Farrant, J.S. (2000). **Principles and Practice of Education.** Longman: London.

Kochhar, S. K. (2005). **Secondary School Administration.** Ministry of Education:

The Ministry of Education Strategic Framework for Community Schools.

GRZ (1977). **Education Reforms 1977 edition.** Printpack: London.

Ministry of Education: **Principles of Education Boards Governance and Management**;

Manual Aug. 2005.

Sidhu, S. K. (2003). **School Organization and Administration.** Longman: Manchester.

Simmonds, T. (2016). **Managing People and Activities Workbook.** University Press: London.