SDC Members' Perceptions on the Effectiveness of ODL Degreed Primary School Head Teachers in Managerial Leadership in Chipinge District, Zimbabwe

Constance Gutuza
Principal & Lecturer, Mutare Polytechnic, Mutare, Zimbabwe
Leonorah T. Nyaruwata
Senior Lecturer, Higher Degrees Directorate, Zimbabwe Open University, Zimbabwe

Abstract:
The decentralisation of the education system in Zimbabwe led to the empowerment of School Development Committees (SDCs in the running of school affairs. The study aimed at generating data on the perceptions of SDC members concerning the effectiveness of ODL degreed head teachers in leading and managing primary schools in Chipinge District. The study was qualitative and was guided by constructivism philosophy. A case study research design was considered as most appropriate for a holistic and in-depth investigation. A sample of twenty-nine (29) participants was used comprising sixteen (16) SDC members of and thirteen (13) head teachers. Purposive sampling was used for easy access to accurate data. The researchers were the main tools in charge of semi-structured interview guides with open questions and an observation checklist. Explain data analysis technique some of the key findings were that SDC members preferred degreed head teachers as head teachers to non-degreed ones. They believed that degreed head teachers were good at mobilising resources for school development. The study recommended that educational policies should support the operations of SDCs. Another recommendation was that ODL degree service providers should provide content and skills that would enable head teachers to offer quality guidance to SDC members.

Keywords: School Development Committee (SDC), Open and Distance Learning (ODL), primary school, head teachers, managerial leadership. Do not underline key words unless it is a requirement for Journal

1. Background to the Study

The World Bank (1983) justifies the need for leaders to interact effectively with communities that surround them as a resource mobilisation strategy. The incorporation of parent representative groups has been acknowledged globally as a pre-requisite for effective school development (McGinn and Welsh, 1993). Morrison et. al. (1993) uphold that an effective head teacher includes all stakeholders in developmental issues. The view is echoed by Lundahl (2002) who asserts that the incorporation of parents in school governance ushered in quality and equal education through improved procurement and use of resources. Grant, Lewis and Motala (2004) further support parent participation in schools arguing that the decision to make them active players was consistent with the notion of good governance. Watson (2005) elaborates saying that parent participation led to improved service delivery due to the fact that it brought decision making to grass root level leading to improved accountability, citizen empowerment and good governance.

In relation to the Zimbabwean education system, SDCs are important stakeholders. The government has put in place a legal instrument, Statutory Instrument 125 (1992) further strengthened by The Education Amendment Act of 2006, Chapter 25, Section 36 which clearly state that parents and guardians of school children in a community would form SDCs. The implication of this is that the role of SDCs is a policy in operation and their performance would have a bearing on the effectiveness of the head teacher who is finally held accountable by the ministry.

According to Lazarus Dokora, the then deputy minister of Education, Sport, Arts and Culture quoted in the Herald National Newspaper of 8 August 2010, SDCs needed training to avert conflict in schools and to bridge the gap between them and head teachers. These observations were consistent with those of Mupindu (2012) who claims that there was hostility between the two parties caused by mistrust, lack of common vision and dictatorial tendencies of some head teachers.

The then Zimbabwean Deputy Minister (2010) supported the training of SDCs arguing that decentralisation of some educational activities meant that SDCs had been vested with authority to look after developmental issues in their communities in collaboration with the head teachers in an environment characterised by inadequate resources . The researchers in this study acknowledge that in Zimbabwe just like in any other developing country shortages in financial and other material resources characterise the education system. SDCs and head teachers are therefore partners in bringing about the expected development against the identified challenges.

Chikoko (2008) argues that the Zimbabwean Ministry of education once embarked on ahead teacher and teacher capacitating programme referred to as the Better Schools Programme in Zimbabwe in 1993 which was focused on improving leadership and management skills. Chikoko however bemoaned the fact that the programme did not accomplish much in capacitating SDC members who were partners in school governance.

To bring about the required effectiveness of partnership between head teachers and SDC members, The Netherlands Development Organisation (SNV) report on Zimbabwe Activities (2010) says it embarked on the project of training SDC members and head teachers on school governance between 2008 and 2009. This was after a capacitating survey had indicated that many SDC members in Zimbabwe were ignorant of their roles and responsibilities. However in an evaluative survey of the SNV training programme performance, provincial education directors reported that there seemed to be some improvement in SDC financial management competency. With reference to this study, the researchers are of the opinion that, 'seemed' implied that there was still a gap in the effectiveness of SDCs under the guidance of head teachers in primary schools.

The researchers assume that ODL could have helped significantly in bridging that gap considering that the educational leadership and management graduates have gone through courses that equipped them with knowledge and skills to manage the human resource diversity in schools which includes SDC members. It was critical in this study to examine the opinions of SDC members.

The researchers' other conviction was that, there could be a difference between how a degreed head teacher would relate to SDC members compared to their non-degreed counterparts. There was need to assess the effectiveness of ODL degreed head teachers in their relationships with parents from the SDC members' perspective. Membership in SDCs is not a permanent position but on rotational basis. Researchers in this study were therefore convinced that training of SDC members needed to be an ongoing process and the head teachers are the administrators on the spot in schools to offer continuity in guidance and training.

1.1. Statement of the Problem
Against the background of the expected roles of SDCs and head teachers in primary schools the key question in this study was: How is the effectiveness of ODL degreed primary school head teachers viewed by SDC members in Chipinge District?

1.2. Objectives of the Study
The study sought to:
- Establish the perceptions of SDCs on the effectiveness of ODL degreed head teachers in managerial leadership in comparison with non-degreed ones.
- Identify the indicators of head teacher effectiveness from the SDCs perspective.
- Examine benefits that have been realised by communities through schools headed by ODL degreed head teachers.
- Establish the relationship that prevails between SDCs and ODL degreed head teachers in primary schools.
- Identify areas SDCs think head teacher training through ODL needed improving.

1.3. Research Questions
  i.   How do SDCs compare the effectiveness of a degreed and non-degreed head teacher in leading and managing schools?
  ii. What are some of the indicators of effective ODL degreed head teachers?
  iii. How have the communities benefitted through ODL degreed head teachers?
  iv. How do you explain the relationship between SDC members and ODL degreed head teachers in your schools?
  v.   In which areas do you think ODL degreed head teachers need further training?

2. Review of Related Literature
The participation of parents in school activities is a practice that has been popularised world-wide (Burns et al, 2004). Research has supported parent participation in school affairs as critical in facilitating school development and improvement in teaching and learning processes (Leithwood et. al, 2013).Researchers concur that parent participation had significant influence on pertinent issues such as quality of infrastructure, staff morale, school pass rate (Wolfendale and Bastiani, 2000, and Wolfendale, 2002)

With reference to Zimbabwe, UNESCO report (1990-2000) justifies parent participation in decision-making in schools asserting that it had the following benefits:
- It empowered local levels in society.
- It was a service delivery improvement strategy which ensured equitable distribution of national resources.
- Parent participation enhanced efficiency at local level
- Teacher representative groups promoted public participation and gave responsibility in the development process.

Chivore (1995) echoes the above assertion arguing that the institutionalisation of SDCs within the Zimbabwean education system was motivated by the desire to achieve the following:
- To promote, improve and encourage school development and maintenance
- To improve procurement of teaching and learning materials
- To attend to infrastructural concerns such as building classrooms and teachers houses
- To charge and collect levies such as building funds and control the funds

Abu-Duhou (1999) support the establishment of SDCs as a positive step towards redressing injustices of centralised education system which were characterised by inequitable distribution of resources. Nziramasanga Commission on Education and Training (1999)

supports the role of SDCs arguing that one of the major objectives was to strengthen local political institutions and increase people participation and boost mobilisation of local resources. In the current Zimbabwean scenario the line ministry would justify the role of SDCs as being in tandem with the tenets of Zimbabwe Agenda for Socio-Economic Transformation (ZIMASSET, 2013). The economic blue print places emphasis on maximum utilisation of local human and material resources for social and economic development. This means that parents have taken it upon themselves to be self-reliant in the procurement of necessary resources needed in effectively running the affairs of their children's schools.

The partnership of the SDCs and head teachers in leading and managing school affairs is observed as critical by Griffith (2000) in Tshabalala (2013) who asserts that head teachers play a key role in driving parent involvement in school affairs. The assumption is that, head teachers would have the capacity to use their expertise in training SDC members on leadership and management issues. The researchers acknowledge that it was possible that not everyone regarded the empowerment of SDCs as a panacea for all the challenges facing school organisations.

Hornby (2000) asserts that despite evidence that parent participation in schools contributed to achievement of school goals, minimal parent involvement remained an issue throughout the world. It was important in this study to establish whether or not the SDC members in some primary schools in Chipinge district considered themselves to be effectively involved in the running of their children's schools by the ODL degreed head teachers.

In developing countries such as Zimbabwe, other critics hold the opinion that the empowerment of SDCs was overburdening rural parents specifically those too impoverished to engage in school developmental issues. The review shows that there are several competing views on the role of SDCs in partnership with head teachers. The researchers were confident that a qualitative inquiry would do justice in unravelling the views of SDC members with regard to the performance of ODL degreed head teachers in primary schools. This group of head teachers (ODL degreed) was critical due to the fact that they are a group that has been or is being exposed to modern managerial leadership practices that should contribute to cooperation and collaboration with SDCs for educational goal achievement in schools.

3. Research Methodology

The study aimed at constructing a 'thick' description of reality concerning the effectiveness of ODL degreed primary school head teachers from the SDC members' perspective. Qualitative methodology resting on constructivist philosophy was considered most appropriate. The methodological and philosophical orientation of the study allowed the researcher to interact actively with the participants and probe for more information. The choice of the methodology is supported by Mafa (2013) who posits that qualitative research allowed for a better understanding of the phenomenon being studied.

3.1. Research Design

The case study was the adopted design in this study. The researchers' choice of design was in tandem with the acknowledgement of Dooley (1995) and Denzin and Lincoln (2000) that it is an in-depth study of a person, family or social group in their natural setting. The design allowed the researcher to conduct an in-depth study of ODL degreed head teachers and SDC members in a single educational district. The use of the case study was consistent with the tenets of the adopted qualitative research methodology.

3.2. Population and Sampling

Chipinge district has one hundred and twenty-five schools. The researcher purposively sampled thirteen ODL degreed head teachers and sixteen school development committee (SDC) members. Easterby-Smith et al, (1991) Veal, (1997), and Gay and Airasian, (2000) acknowledge that purposive sampling allowed for the selection of participants who were thoughtful and had the information, points of views and experiences related to the study. The sample was considered to be adequate since the purpose of case studies is not to generalise findings (Cresswell, 2003) but to gain a richer insight through the perspectives of those who actually lived the experience under study.

3.3. Data Generation Procedures

SDC members were interviewed using the semi-structured interview guide. Appointments were made through the purposively selected head teachers. Another semi-structured interview guide was used to generate data from the head teachers. The responses were recorded manually over a period of six months by the researcher who was the main tool. Data generated through interviews was complimented by observational data.

3.4. Data, Presentation Analysis and Interpretation Procedures

The generated data were presented, analysed and interpreted qualitatively through 'thick' verbal descriptions aided by some actual utterances of the participants. Grounded Theory (GT) approach was used for analysing the generated data. It was therefore analysed as it was being generated in the field. It was from the analysis that themes emerged. The themes formed the basis for discussion. To ensure that confidentiality of data and anonymity of participants are maintained, the researchers opted to use the following numbered codes:

H T- Head Teacher
SDC- School Development Committee member

4. Findings and Discussion

4.1. Head Teacher Preference
The majority of the SDC members expressed the opinion that they preferred ODL degreed head teachers in their schools compared to non degreed ones. Some of the reasons given were that degreed head teachers were more knowledgeable and had administrative skills. They said today's life requires information and degreed head teachers had the information they needed. Most SDC members believed that most degreed head teachers offered better guidance to them compared to non-degreed. Some participants thought non-degreed head teachers could not solve problems properly and tended to resort to threats when there were disagreements. Nyamuda (2002) observed such behaviour as unhealthy in organisations by arguing that some leaders stifle effective communication by using excessive authority. Madziire in Tshabalala (2013) agrees with this view pointing out that lack of proper supervisory skills may result in conflict in schools. Respect of the views of parents is in line with the 'Ubuntu' philosophy enshrined in the line ministry's mission statement. Chitando and Mangena (2011) and Tirivangana (2013) articulate the 'Ubuntu' concept as meaning a process of consulting and listening to other stakeholders within the school and not imposing decisions. One of the SDC participants said that schools which were headed by non-degreed head teachers were usually looked down upon by other schools and community members.
SDC4: There are many teachers with degrees these days in primary schools so non-degreed head teachers would find it difficult to give orders
SDC 9: Tinodawo munhu akadzidza anoziva zvakawanda. (We also want educated leaders who know a lot)
SDC 14: Head teachers with no degrees have a habit of dictating things. They want to protect their positions too much
SDC 10: A head teacher without a degree may not have confidence and may base his or her support on unethical actions like buying out SDC members.
SDC 16: ODL degreed head teachers offer better guidance to us SDC members.
One SDC member summed up the preference asserting that, 'The school is looked down upon by other schools as well as by community members because the head teacher does not have a university degree.'
Only one SDC member claimed that the academic and professional qualification of a head teacher in a school did not matter. On the issue of parent preference for degreed head teachers in primary schools, most head teachers agreed that there was indeed preference for degreed head teachers to non-degreed ones. The preference is in tandem with the view expressed by Mineduc School of Management in Kigali, Rwanda (2003) that a school leader should possess adequate academic and professional qualifications. One head teacher accepted that he earned a high level of recognition and respect from subordinates and the community when he attained a degree. Several other head teachers concurred that they were more respected in the community because of the degrees they attained. The researchers observed that in most of the visited schools, the head teachers had made it an effort to acquire a degree, mainly ODL educational management degrees.
HT 12: I am viewed as someone with expert power
HT 7: The community is increasingly approving degreed head teachers in primary schools
The sentiments of both SDC members and ODL degreed primary school head teachers indicate that there is now a bias in favour of degreed primary school head teachers in Chipinge district primary schools.

4.2. Indicators of Head Teacher Effectiveness
The SDC participants highlighted indicators of head teacher effectiveness as, good communication, good planning and infrastructural development in the school, good discipline in teachers and pupils and high pass rate at Grade Seven level. Some of the SDC members cited good relationship between head teacher and SDC members as a sign of head teacher effectiveness. Below are some of the views in relation to how SDC members perceived the term 'head teacher effectiveness':
SDC10: The head teacher is very effective. The head teacher is developing the school greatly by building learning blocks and toilets and many other things.
SDC: 9: Our head teacher is the chair person of the Chipinge Exam Board. He is also a Grade Seven marker. He is very capable and intelligent.
SDC 2: ODL degreed head teachers have displayed effectiveness in staff control and school discipline.
SDC 7: It looks like ODL degreed head teachers practice good class supervision in the schools because pupil performance is improving in their schools.
Effective supervision is noted by Cogan (1973) as a strategy of modifying teachers and pupils; behaviours for the success of the school. At the top of the indicators list was the ability to cater for the newly introduced ECD programme by building classrooms and sourcing for furniture. Most of the head teachers concurred that the issue of infrastructural and material resources was uppermost in the minds of SDC members. The researchers observed that there was noticeable effort towards infrastructural development in schools headed by ODL degreed head teachers.
The majority of the SDC members appeared to accept that their role was specifically to ensure that schools were adequately provided for and that head teachers were leaders on this dimension of school development. SDC9 sentiments represent a few SDC members who associated head teacher effectiveness with curricula issues. The researchers noted that high pass rate was also regarded highly as a measure of head teacher effectiveness by the SDC members. Infrastructural development and improved pass rates are considered by Kirkpatrick (1994) as critical in evaluating any programme and its output in this study being ODL and the educational management graduates.

The views expressed could be indicators that there could be SDC members who felt that they were in a position to have say in the performance of the head teacher in areas other than just construction and renovation of school buildings. Revise this sentence it sounds ambiguous   Ruben (2003) supports the opinions of these SDC members by asserting that parents were in a position to assess the quality of services rendered in the school because they were key beneficiaries of the school output. The finding was that, SDC members were definite about indicators of head teacher effectiveness or what they expected in an effective head teacher. Their relationship expectations went beyond what the legal framework of their participation provided for in the Zimbabwean education system.

Despite commendations given by most SDC members, the majority of head teachers conceded that it was a challenge to reach the desired level of effectiveness. Their stance is supported by Sergiovanni and Starratt (1993) and Bray (1996) who argue that reaching the required levels of effectiveness could be a challenge due to inadequate resources and other constraints. The researchers observed that even if some of the interviewed head teachers displayed clear visions about their missing, I am not clear here the plans were hampered by mainly financial limitations. Some head teachers had this to say:

HT 3: Reaching the desired level of effectiveness is a challenge due to factors such as scarcity of the necessary resources and the harsh economic environment schools are operating in.

HT 13: Education policy on recovery of levies from defaulting parents and corporal punishment are militating against school development and discipline in schools.

The economic predicament that some head teachers in this study find themselves in is acknowledged by Moorad (1989) and Mwiria (1990) who advance that head teachers might face problems mobilising resources for effectiveness because most rural schools are located in financially marginalised areas. However, the sentiments of the two head teachers show that SDC empowerment through decentralisation in Zimbabwean primary schools needed to be complimented by supportive government policies. Policies that were not supportive to the concept of decentralisation were bound to limit not just head teachers' effectiveness but that of SDCs as well.

4.3. Benefits of Having Degreed Primary School Head Teachers

The study showed that there was better coordination of school and community where the head teacher was ODL degreed. The majority of the participants testified that most of the schools headed by ODL degreed head teachers were generally neater and welcoming. The head teachers were considered as exemplary primary school leaders who were development oriented. Most of ODL degreed primary schools were viewed as effective in planning for development and mobilising community towards educational goals. Several of the participants considered the head teachers as diligent. The participants said that schools and communities had benefitted in terms of construction of school buildings and sporting activities. The participants' expressions confirm Epstein's (2003) contention that developing partnerships with parents strengthened relations between school and community as well as enhancing cooperation through parent involvement. Below are sentiments of some of the SDC participants.

SDC 6: The head teacher is very effective and is developing the school greatly by building ECD blocks and renovating teachers' houses.

SDC 12: The community views her as good because she is progressive in developmental issues.

SDC 3: Tinoda mutungamiri wedu pachikoro, basa riri kufamba. (We appreciate our school leader (head teacher) because our school is developing.)

SDC 4: There is better coordination of school and community coordination.

SDC 8: The most developing schools are run by degreed head teachers.

The responses indicated that there was pride in having ODL degreed head teachers in some communities in Chipinge district.

However, one SDC participant held the view that ODL degreed head teachers needed to be more active in leading and directing other members towards more finance generating projects in schools to make up for limited financial resources. To the researchers this view was suggestive of the need for entrepreneurial skills in head teachers which could be cascaded to SDC members through school-based training. Nevertheless, some head teachers who participated agreed that the ODL educational management degree programme had enabled head teachers to run and coordinate school activities for development. Head teachers had this to say:

HT 11: The SDC members I have worked with have expressed appreciation of my efforts in school developmental issues.

HT 4: It is natural that parents want the best but most of them realise that schools are operating in difficult environmental situations.

The finding was that, most members of SDCs found ODL degreed head teachers to be beneficial in terms of bringing development in schools within their communities. It was observed that most of the participants associated non-degreed head teachers with stagnation in school development.

4.4. Relationships between ODL Degreed Head Teachers and SDCS in Primary Schools

Modern theorists on organisational leadership and management, emphasise the importance of teamwork in achieving organisational goals. The incorporation of parents into the leadership and management of schools implies that SDCs are an important section of school organisations. It would therefore be correct for the researchers to assume that the quality of the relationship between the two parties would have a bearing on the effectiveness of the school as a whole. Drucker (1967) observes the importance of good relationships in a school organisation by asserting that effective head teachers would be noted by the degree to which he or she interacts with the environment that surrounds the school. In the case of the sampled Chipinge district schools, most of the SDC member's participants acknowledged that the relationship was friendly and harmonious. Some participants said that there was mutual respect in that ODL degreed head teachers were allowing SDC members to play their role without interference. Mc Beath (2005)

supports this need by advancing that school leaders should stop dominating the decision making role and make space for others to participate. The SDC members were praising good qualities found in most ODL degreed head teachers such as being humble, tolerant of SDCs views, open for communication and being ready to involve them in school activities. To support the researchers' observations below are some of the views:

SDC 13: Head teacher anonyatsotitsanangurira zveshe zvatisingazivi kana kunzwisisa. Munhu akasununguka uye anobhuya nesu zvakanaka. (The head teacher explains to us even where we do not know or understand. He is sociable and communicates with us well.)

SDC 5: The head teacher respects our presence in the school although we are not teachers.

The views of the SDC members showed that open communication and being involved in school affairs were important to them as parents. One head teacher (HT 8) confirmed the observations by saying, 'The community values me highly. I can see their feelings are such that they are having the right leadership.'

Basing on the responses of head teachers and SDC members, the researchers could comfortably conclude that ODL degreed head teachers had successfully managed to forge healthy relationships with parents' representatives in primary schools in Chipinge district. Florestal and Cooper (1997), Gwarinda (2001) and Winkler and Gershberg (2003) support the need for a healthy relationship between head teachers and parents in a school. The study revealed that there was minimum conflict between the two parties. This was viewed by the researchers as an ideal situation in that all energies were positively directed towards school improvement.

4.5. Weak Areas in the Performance of ODL Degreed Primary School Head Teachers

Although the majority of the participants were full of admiration of ODL degreed head teachers there were two SDC members who called upon some of the head teachers to improve on staff developing programmes. One of them highlighted that they depended on the head teachers for guidance but some were not doing this effectively. The other one indicated that SDCs needed head teachers who were competent in financial management:

SDC 7: Vazhinji vedu hatina kudzidza mumakomiti aya saka. Tinoda head teacher anoziva zvemari nemumabhangi umo asingaiti kuti mari ibiwe Zvinhu zvomira pachikoro (Most of us in the SDC are not learned. Therefore we need a head teacher who has good financial management skills, who does not allow misuse of school funds so that our schools develop.)

The desires expressed by the participant are justified by Kaizes and Posner (1981) who propose that effective leaders should be able to model the way for others to follow. The desire for head teachers with financial management competency is further justified by Nandwah (2011) who posits that the head teacher is the accounting officer and the person on the spot to interpret and implement policy decisions. The researchers acknowledge as true the above observations because in Zimbabwean schools the SDC member role is rotational and the members depend mainly on guidance from head teachers. It is therefore pertinent that head teachers should be fully capacitated with financial management skills so as to offer quality guidance to parent representatives. The finding was that there was a gap in the financial management skills of ODL degreed head teachers and that gap in knowledge was considered by SDC members to be a hindrance to school development.

The overall finding was that, there was good social and working relationship between SDCs and ODL degreed head teachers in Chipinge district schools. The majority of ODL degreed head teachers have created an environment that is conducive for team effort through cooperative and collaborative means leading to effectiveness of primary schools in the district.

5. Conclusions

Basing on the participants' responses, the researchers conclude that there was a clear preference for ODL educational management degreed head teachers in Chipinge district primary schools. The SDC members were definite about indicators of head teacher effectiveness and high pass rate topped the list. Another significant conclusion was that, most ODL degreed head teachers had managed to bring development in schools. Lastly, it was concluded that the relationship between ODL degreed head teachers and SDCs was ideal for effective teamwork.

6. Recommendations

- The Ministry of Primary and Secondary education should uphold the policy decision of appointing only degree holders as head teachers because parents were considering them as more effective than non-degreed.
- The ministry of Primary and Secondary Education should continue liaising with ODL service providers to ensure that ODL degreed head teachers maintained the high pass rates that were now in place in primary schools.
- Policy makers should find ways of assisting SDCs and head teachers in procuring the necessary scarce resources for the development of schools.
- Policy makers and ODL service providers should maintain healthy relationships between SDCs and head teachers through quality staff development programmes.
- ODL service providers should seriously address the financial management gap in ODL educational management degreed primary school head teachers.

7. Recommendation for Further Research

It is recommended that further research should be directed towards carrying out a survey covering the whole province of Manicaland where Chipinge district is in. Such a study would increase study replication and generalisability so that better strategies could be

developed to ensure that effective guidance and involvement of SDCs could be achieved and maintained throughout the country's primary education system via the head teacher-SDC partnership.

8. References

i. Abu-Duhou, I. (1999). School –Based Management. Paris: UNESCO
ii. Bray, M. (1996). Decentralisation of Education: Community Financing. New York:The World Ban
iii. Burns, D., Heywood, F., Taylor, M., Wilde, P. and Wilson, M. (2004). Making Community Participation Meaningful.University of the West of England. Joseph Row tree Foundation.Policy Press.
iv. Chikoko, V. (2008). The role of parent governors in school governance in Zimbabwe:Perceptions of school heads, teachers and parent governors.InternationalReview of Education, 54(2): 243-265.
v. Chitando, E. and Mangena, F. (2011). Millennium Development Goals in Zimbabwe'Decade of Crisis'.Journal of Sustainable Development in Africa (Volume 15No. 5, 2011)
vi. Chivore, B.R.S. (1996). A situation evaluation of the Education for all in Zimbabwe. Harare:University of Zimbabwe.
vii. Cresswell, J.W. (2003). Research Methods: Qualitative, Quantitative and Mixed Methods Approaches (2nded). London: Sage Publications.
viii. Cogan, M. (1973).Clinical Supervision. Boston: Houghton Mifflin.
ix. Denzin, N.K. and Lincoln, Y.S. (2000).Handbook of Qualitative Research (2nded.) Thousand Oaks. CA: Sage.
x. Dooley, D. (1995). Social Research Methods (3rded.). New Delhi: Prentice-Hall.
xi. Drucker, P. (1967). The Effective Executive. New York: Harper and Row.
xii. Easterby-Smith, M.,Thorp, R. and Jackson, P. (2008). Management Research (3rded) London: Sage.
xiii. Epstein, J.L. (2005). Developing and Sustaining Research-Based Programs of School, Family and Community Partnerships: Summary of Five Years of NNP Research: John Hopkins University.
xiv. Florestal, K. and Cooper, R. (1997).Directions in Development. Decentralisation of Education.Legal Issues 17048.The World Bank. Washington DC.
xv. Gay, L.R. and Airasian, P. (2000). Educational Research: Competencies for Analysis and Application. Toronto: Abel and Howell Company.
xvi. Government of Zimbabwe (1992).Statutory Instrument 87. Education (School Development Committees) (Non-government schools) regulations. Harare: Government Printers.
xvii. Government of Zimbabwe.The Education Amendment Act (2006). Harare: Government Printers.
xviii. Government of Zimbabwe. The Provincial Education Directors' (PED) Report (2005).
xix. Grant, L. S. and Motala, S. (2004). Educational Decentralisation and the quest for Equity, democracy and quality.In Chisholm (Ed.), Changing Class: education and social change in post-apartheid South Africa (pp.115-141). Cape Town: HSRC Press.
xx. Griffith, J. (2000). Principal Leadership of parent involvement.Journal of Educational Administration, 39(2): 162-186.
xxi. Gwarinda, T.C. (2001). Issues in Education.A Sociological Perspective. ModulePGDE 003. Harare: Zimbabwe Open University.
xxii. Hornby, G. (2000). Parentschoolrelationships.wikispaces.com/file/view/hornby2011
xxiii. Kouzes, J.M. and Posner (1987).The Leadership Challenge. San Francisco: Jossey -Bass.
xxiv. Kirkpatrick, D. (1994).Evaluating Training Programme: The Four Levels. San Francisco: Berret-Koehler.
xxv. Leithwood, k., Seashore, K., Anderson, S. and Walhstrom, K. (2013). How Leadership Influences Learning. University of Toronto. Ontario Institute for Studies in Education.The Wallace Foundation.
xxvi. Lundahl, L. (2002). From Centralisation to Decentralisation: Governance of Education In Sweden.European Educational Research Journal, 1(4), 625-636.
xxvii. Mafa, O.and Nyathi, L. (2013).Experiences of School Development Association in Zimbabwe: A case of Bulawayo Metropolitan High Density. Zimbabwe.
xxviii. Mc Beath, J. (2005). Leadership as Distributed: A matter of Practice. School Leadership and Management, 25(4), 349-366.
xxix. Mc Ginn, N.and Welsh, T. (1999).Decentralisation of Education: Why, When. What And How? Paris: UNESCO.
xxx. Mineduc School Management (2008). School Management Training Manual. Kigali Rwanda.
xxxi. Moorad, F.R. (1989). 'An Evaluation of Community Junior Secondary Schools inBotswana. Particular emphasis on community participation and decentralisation.'Ph. D. diss., University of London.Institute of Education.
xxxii. Morrison, J.A., Olivos, K., Dominguez, G., Gomez, D. and Lena, D. (1993). The application Of family systems approaches to school behaviour problems on a school a school- Level discipline board. Elementary school guidance and counselling, 27, 258-275.
xxxiii. Mupindu, W. (2012). The Capacity of the School Development Committees/ Associations Towards Providing School Instructional Resources in Zimbabwe.http://www.onlineresearchjournals.org/JSS, 1(7): 200-212 accessed 20/05/15
xxxiv. Mwiria, K. (1990). 'Kenya's Harambee Secondary School Movement: The Contradictions of Public Policy.'Comparative Education Review 34(3):350-68.
xxxv. Nandwah, I. (2011). In Preparation and Development of Public Secondary Schools' Principals in Kenya: International Journal of Humanities and Social Science Vol.1 No. 9.Special Issue. July 2011.

xxxvi. Nyamuda, P. (2002).Leadership in Organisations.Module HRM 105. Harare: Zimbabwe Open University.

xxxvii. Ruben, B.D. (2003). Excellence in Higher Education 2003-2004: A Baldbridge-Based Guide to Organisational Assessment, Improvement and Leadership. Washington

xxxviii. DC: National Association of Colleges and University Business Officers.

xxxix. Sergiovanni, T.J. and Starratt, R.J. (1979). Supervision: Human Perspectives. New York: Mc Graw Hill'

xl. The Netherlands Development Organisation (SNV) (2005)

xli. The World Bank (1983). Decentralisation in developing countries: A review of recent Experience.

xlii. Tirivangana, A. (2013). In The Patriot-Celebrating Being Zimbabwean, Unhu/Ubuntu.Published October 24, 2013.

xliii. Tshabalala (2013).Instructional Supervisory Practices of Zimbabwean School Heads. Greener Journal of Educational Research ISSN.2276-7789. Vol 3(7) pp 354-362, September 2013.

xliv. Netherlands Development Organisation (SNV).Building School Community Relations Through Empowerment of School Development Communities in Zimbabwe Case Studies 2010.

xlv. Veal, A.J. (1997).Research Methods for Leisure and Tourism. A Practical Guide (2nded.) London: Pitman.

xlvi. Watson, J.C. (2005). Internet Addiction Diagnoses and Assessment: Implications for Counselling Practice and Research 33(3), pp. 17-30.

xlvii. Winkler, D.R. and Gershberg, A.I. (2003). Education Decentralisation in Africa: A Review of Recent Policy and Practice.

xlviii. Wolfendale, S.and Bastian, J. (2000).The Contributions of Parents to School Effectiveness.London: David Fulton.

xlix. Wolfendale, S. (2002).Parent Partnership Services for Special Educational Needs: Celebrations and Challenges.London: David Fulton.