

Evolving Secondary Education Governance: Looking at Board Versus

Rebecka Bentinck¹

¹Government-run Schools
J.C. Chandisingh Secondary School
Berbice, Guyana

Publication Date: 2025/07/16

Abstract: This research explores an in-depth analysis of Board-governed and Ministry-administered Secondary schools in Rose Hall Town, Berbice. Two schools were under examination: J.C. Chandisingh Secondary School and Port Maurant Secondary, to investigate the impact of the governance models and how they affect educational quality and outcomes. The effectiveness and the inefficiencies of both schools' governance were studied.

This research addresses key characteristics of administration, policies, allocation of resources, and students' academic achievement within these school types. This study employs a qualitative research design with includes the use of interviews, questionnaires, and case studies to investigate each model of governance. The findings aim to expound on the nuanced differences in curriculum delivery and community engagement to foster students' academic achievement. It explores the strengths and weaknesses of the models. Overall, this research will give insight to educators and stakeholders that impact the quality of education. It will also contribute to the ongoing discourse on effective school governance in developing nations.

Keywords: Academic Performance, Policy, Education, Teacher, Learner, Board School, Curriculum.

How to Cite: Rebecka Bentinck (2025). Evolving Secondary Education Governance: Looking at Board Versus. *International Journal of Innovative Science and Research Technology*, 10(7), 914-930. <https://doi.org/10.38124/ijisrt/25jul666>

I. INTRODUCTION

➤ Statement of Problem

This investigation, centered in the town of Rose Hall, aims to address the knowledge gap of the effectiveness and inefficiencies of the Board-Governed school, J.C. Chandisingh Secondary, and the Non-Board school, Port Maurant Secondary, that influence educational delivery and student performance. The models discussed show the strengths and weaknesses of the governance structures. This study aspires to contribute to strategies that will foster education and enable all children to realize their full potential. It explores the lived experiences of educators and administrators to uncover the consequences of these structural models and improve educational excellence in Guyana.

This study provides vital information based on evidence to improve decision-making strategies, enhance education goals in the schools, and foster higher achievement rates in the Education system. Addressing areas of weakness, an environment can be cultivated where every student can thrive. The holistic development of students is crucial for their development and academic excellence.

➤ Title of Study

Topic: "A Comparative Analysis of a Board-Governed School, J.C. Chandisingh Secondary, and a Non-Board School, Port Maurant Secondary in Rose Hall Town"

➤ Background of Study

Education plays a vital role in an individual's life and growth in society. The Education System in Guyana aims to develop knowledge and skills to promote critical and creative thinking to empower individuals to navigate their way in a changing world. The education system fulfills its mandate to provide diverse administrative structures within the system. This includes Board and Non-Board schools.

The Ministry of Education sets national standards, policies, and curriculum guidelines. Several secondary schools are operating under the Boards of Governors, while others report directly to the Ministry of Education. In the Board-governed school, there is a level of autonomy in administrative and operational matters. This study focuses on the impact of Governance structures on educational quality and compares the effectiveness and inefficiencies of the types of school structures.

Board schools, such as J.C Chandisingh Secondary, are governed by a group of individuals comprised of community members, educators, union members, and other stakeholders who oversee the operations of the school.

This governance model often allows for an increase in local control. Boards can meet the specific needs of the school as they modify practices and policies to the needs of the community. There is enhanced Community Engagement in this system. This allows stronger connections between the school, parents, and local organizations. Also, there is flexible resource management as Boards can determine the allocation of resources and generate supplementary funding.

Non-Board schools, such as Port Maurant Secondary, operate directly under the Ministry of Education's administration. This structure of administration involves centralized resource allocation. The Ministry of Education distributes funds and resources to ensure a degree of uniformity. Guidelines in the curriculum are strictly adhered to and this promotes consistency across the schools. In this school system, administrative decisions are subject to the Ministry's policies and procedures. There is less community engagement and locally driven initiatives in the governing system.

The selection of J.C. Chandisingh Secondary and Port Maurant Secondary in Berbice provides context for this study. Berbice, like the other regions of Guyana, faces unique educational challenges and opportunities. The study of the models will provide essential information to develop policies to enhance the education system.

This research provides evidence on the effectiveness of the different administrative structures. By comparing Board-governed and non-Board schools, the study will: identify best practices can be adopted across the educational system, improve policy decisions to ensure education equity and quality, add to the study of school models that can reform the country, and provide data that can improve educational outcomes of students in Guyana.

➤ *The Statement of the Problem*

This study aims to compare and analyze the effectiveness and inefficiencies of Board-governed schools, J.C. Chandisingh Secondary School, and Ministry-administered Port Maurant Secondary schools in the town of Rose Hall and to examine factors that contribute to their respective strengths and weaknesses.

The Statement of the Problem is to compare the effectiveness and ineffectiveness of Board and non-Board schools in Rose Hall Town. The two schools analyzed are J.C Chandisingh Secondary School (Board School) and Port Maurant Secondary School (Non-Board School).

➤ *The Purpose of the Study*

The distinction between Board and Non-Board schools has been the topic of conversation, yet under-researched. The impact they have on education delivery and student

outcomes. The researcher aims to give insight and provide essential information within each system.

The researcher has chosen the school of employment, J.C Chandisingh Secondary, which presently operates under a Board of Governors, and Port Maurant Secondary, another school within the urban community of Rose Hall Town.

The similarities and differences in these schools' spark interest in investigating the functions and regulations regarding curriculum delivery, development of the child, and academic achievement. The lack of empirical research in Guyana in relation to the comparative effectiveness of Board and Non-Board schools creates a knowledge gap that this study aims to fill. Analysis of the functions and regulations regarding curriculum delivery, student development, and academic achievement in J.C. Chandisingh Secondary and Port Maurant Secondary are highlighted. The research will contribute to a deeper understanding of each governance model. In addition, this research will provide valuable information for policymakers, educators, and community members seeking to enhance the quality of education in Guyana.

➤ *Research Questions for the Investigation*

- What are the key characteristics of Board- governed and Non-Board School, respectively?
- How does the governance of Board-Governed schools influence student academic performance compared to non-Board schools
- What are the strengths and weaknesses of governance of each school in terms of efficiency and resource management?
- How do Board-Governed schools and non-Board schools impact students' holistic development in extracurricular activities and social/emotional learning?

➤ *Significance of Study*

This research will state the characteristics of board and non-board schools, analyze student achievement data, evaluate the school and cultural environment, and inform policymakers and administrators to develop policies and practices that promote student success. Better decisions and more informed information will lead to better school management and resource allocation.

This study provides a detailed description of the characteristics of both the school governance types within the Guyanese context. The operational and administrative structures with evidence on processes are discussed. The study analyses student performances in each structure and the impact of governance on academic results.

Insights into the school to show the effectiveness are discussed with evidence from within each school to compare effective models and student success. The school environment is examined to include physical structure improvements, cultural environment, community engagement, and resource allocation.

Students' achievement is the primary goal of the education system. The best practices and inefficiencies can contribute to informed decision making for all students to access high-quality education and opportunities to grow.

This study will also impact and enhance school management and resource allocation strategies. This research aims to improve education delivery to the Guyanese children, especially in the community of Rose Hall Town, Berbice.

➤ *Assumptions of the Study*

This study is predicated on the following assumptions;

It is assumed that the participants selected (Principals and staff) will provide honest responses that reflect the system models through the survey questions and interview prompts. It is to ensure the data is accurate and reliable.

It is assumed that the instruments used will be reliable and valid and capture the relevant information related to the study.

It is assumed that participants will cooperate and be available to conduct interviews and answer questions on the sheet provided.

Finally, accurate and reliable data during the data collection process is assumed in this study. It is to ensure the integrity and trustworthiness of the findings.

➤ *Limitations of Study*

This study focuses on two specific secondary schools in Rose Hall Town: J.C. Chandisingh Secondary and Port Mourant Secondary. Variations in regional factors, socio-economic background, and school characteristics may limit the study. The results may also be specific to this region and not reflect the entire country.

• *Sample Size and Composition*

The sample size of teachers may be limited and can affect the representativeness of the findings. It may not capture the insights from other stakeholders, such as parents, students, and community members.

✓ *Challenges in Data Collection*

There is a difficulty in obtaining responses promptly from participants and this limits the amount of data collected. Factors such as teacher availability and unforeseen events may complicate data collection.

✓ *Potential for Bias*

Participant bias may influence the interpretation of data, especially within the respective schools. The teacher's affiliation with each school may be subject to bias.

Despite the limitations, the research will provide valuable data to compare the effectiveness and inefficiency of Board and Non-Board schools in Rose Hall Town. The findings will address these limitations by expanding on population size to include more stakeholders in the research.

➤ *Definition of Terms*

These definitions offer implicit tools by which we can measure the effectiveness of outcomes given the two governing structures under examination.

- Academic Performance is the term that indicates a student's achievement after completing a course or subject at an institution. It measures students' learning across various academic subjects, assessed by formative and summative assessments. It is the outcome of students' attainment of an educational goal (IGI Global, 2021).
- Policy is a philosophically based statement that is goal-oriented and establishes a direction for present and future actions. (Manual for the Governance of Schools by Boards, 2013)
- Education encompasses a broad range of activities and processes that facilitate learning and promote intellectual, social, emotional, and physical development." It includes the transfer of skills, knowledge, and values. (R.K. Doharey et al. 2023)
- Curriculum is the activities designed to promote the intellectual, personal, social, and physical development of students. (Manuel for the Governance of Schools by Boards, 2013)
- Local school boards are a board of directors exercising control and management of a public school district. (Law Insider, 2024)
- Teacher refers to trained individuals who impart knowledge to others, which is not their child, with the intention that the learner will attain educational levels related to the education system. (Guyana School Leadership, 2024)
- Learners refer to all children and young people in a learning environment, including those with special education needs. (Guyana School Leadership, 2024)

II. LITERATURE REVIEW

➤ *Introduction*

The Literature Review discusses various aspects of the education system of Guyana and compares research on local and international studies on Board-Governed and Ministry-Administered schools. An international history of School boards examines the early establishment of school boards, a theoretical study of aspects of school governance, key characteristics of school boards, the role of education towards teachers, the role of Principals, and the qualities of a Board-Governed school that makes it effective. The primary goal of the Education system is to foster students' academic achievements.

➤ *International History of School Boards*

Local school boards, composed of lay individuals, have governed public education. The beginning of this system of school governance goes back to Massachusetts' representative system of local governance. Education governance was separated from local governance, and a committee was appointed to govern education. The first board in education had a greater role in education, and local school boards were given more control over their schools. The aim was to satisfy local needs and preferences. The Massachusetts system of separate educational governance is an example for today's governance of public schools by local school boards. Even with variation in governance structures, the main role of local school boards is to oversee and manage public education. The most essential characteristic of the boards is to oversee daily administration. Their responsibility is to set an overall vision for education and establish short- and long-term goals to improve school performance. (Deborah Land, 2002)

➤ *The Role and Effectiveness of Students' Academic Achievement*

This article discusses efforts made to improve students' academic performance and improve student achievement, which is found in the No Child Left Behind Act of 2001. "Though school boards may be judged effective by measures other than academic achievement, such as their ability to balance budgets, comply with legislation, and respond to local concerns, student achievement is the predominant measure here." (Land, 2002)

The article discusses key characteristics of effective School Boards. Students' academic achievement is the main responsibility of school boards. "School boards that do not support programs explicitly designed to improve students' academic achievement, oversee and evaluate the implementation and performance of these policies and programs, and demonstrate improved and or high academic achievement risk being judged ineffective."

Lack of time and established procedures, as well as the demands of a crisis may often prevent many school boards from concentrating directly on students' achievements. Some educational governance and accountability experts have recommended that school boards use additional measures of achievement such as absences, grades, honor roll retention and dropouts. Although limited guidance is given in the role, school boards target academic achievement. Few research points to school boards to establish a vision for educational excellence, advocate for the vision inside and outside of the school system and provide the resources and structure necessary to achieve the vision. Also, to ensure that programs and people are held accountable for their success.

Board members' relation and the ability to work together are essential for boards to exercise authority. Boards should function as a single body that represents collective values and interests in the community. "The challenge is to transcend individual interests enough to reach a consensus yet still respect and address these interests." (Land 2002)

➤ *Theoretical Nature of Schools*

The Education System has specific roles for the Board and Non-Board schools. With set out guidelines for the overall education system, schools have governance structure with defined roles and responsibilities. Non-board schools have more informal governance structure which offer flexibility but may lack clear accountability. The effectiveness of either type of school depends on leadership, resources, and community involvement in the school.

• *Governance Theory*

The theory of governance focuses on how power, decision-making and accountability are structured and exercised within the school system that aims to ensure effective and equitable educational outcomes. (Samier and Milley, 2020)

The Ministry of Education is responsible for the governance and regulation of all education institutions. They are responsible for the management and supervision of education in each region. The Ministry of Education policies and curriculum guidelines is to be followed in schools. (Guyana, School Leadership, 2020). The Teaching Service Commission is mainly responsible for the deployment of teachers in schools, with boards giving recommendations on appointments.

• *Stakeholder Theory*

Stakeholders refers to anyone having invested interest in education and includes teaches, parents, public and private sector employers and employees, community members, trade unions and professional associations. (Phillips, 2010)

Stakeholder theory, developed by Freeman in 1984 provides a deep understanding how schools operate, overcome challenges, and develop sustainable methods. It discusses the importance of inclusivity and sustainability by accommodating various stakeholders' needs. (Peng et al., 2024). Accountability and improving education quality depend on stakeholders' engagement. It also enhances decision making and overall school performances. All stake holders within the school must reach a consensus in regard to their shared sense of vision and mission, with the principal leading its development and implementation.

• *Organizational Theory*

The Board of governors is responsible for making recommendations for disciplinary actions to be taken, receiving, disbursing, and accounting for the financial resources of the school. They also oversee the building or extension of the school decided by the Ministry; monitor the implementation of policies for the administration of the school and evaluate the performance of the students at various grade assessments and examinations.

If a Parent Teacher Association does not exist in a school, the principal in collaboration with the academic staff may establish a school committee comprising of several parents, teachers and members of the community which shall be an advisory committee to the school. For resource management Board schools have management autonomy.

They assist and advise on the management and governance of the institution and a Parent Teacher Association (Phillip, 2010)

➤ *Responsibility of the Education System in Guyana*

The Ministry of Education sets standards of performance for those who teach, lead, and supervise within the education system to achieve the desired outcomes and provides a framework to assess performance, provide training and enable public accountability.

The article: Guyana School Leadership (2020) discusses the need to develop teaching and learning. It includes the responsibility to collect and analyze student performances and identify patterns of achievement and underachievement and put measures in place to ensure all students reach minimum proficiency. The Education Bill (2014) outlines guidelines for the establishment of school boards. The primary purpose is to promote the interest of the school that enhances cooperation among parents, members of the community, students, and teachers.

Guyana School Leadership (2020) states “Education is regarded as a basic requirement for the socio-economic transformation and advancement of societies.” It is a key ingredient in the development of human resources and the nation.

The Ministry of Education ensures equal access to education to reduce poverty and help everyone to reach their highest potential. It is to enable citizens to acquire the necessary knowledge, skills, and values to lead a happy and productive life. Based on the education individuals receive, they should adhere to ideals and practice democracy, justice, diversity, and accountability.

Phillips (2010) discusses the role of the Ministry of education to ensure teachers are recognized and honored for what they do. The Ministry sets out to provide adequate structures and several strategies for teachers to reach their highest potential. The article discusses that teachers are provided with quality professional development to increase the standards of the teachers in the profession.

➤ *Responsibility of School Principals*

A principal of an educational institution is “the person performing the duties of head of the institution.” They are the head of the school and referred to as headmaster/mistress or principal. (Education Bill 2014) The principal is responsible for ensuring the curriculum suits learners’ needs, it is organized, and aligns with the Ministry of Education.

There are main areas of performance highlighted in this study and including assessment, behavior management, community involvement and support, curriculum, ethical behavior, education, financial management, governance, school culture, teaching and learning, and technology. The Desk Manual for Education Managers discusses detailed roles and responsibilities of the head teacher; the knowledge and procedures that affect their task.

Another aspect that the article discussed is community involvement and support. It is important to collaborate with the school community to help the school achieve improvement in students’ overall performance. Guyana School Leadership, (2020) highlights “The principal has the responsibility to establish and maintain school community relations, liaise with schools and communities, parents, agencies, and institutions, and meet with parents at least once per term.” The principal is also responsible for the management of school funds and accounts for the material resources of the school.

➤ *Manual for the Governance of Schools by Boards*

The Ministry of Education gives guidelines for school boards. It states the roles and responsibilities in the daily functions of the school. According to the Manual for Board School, 2013, “The objective of school boards is to effectively and efficiently administer and manage the operations of the school.” It highlights the main responsibilities of the board: management of human resources, monitoring curriculum and instruction delivery, managing finance and business activity, maintenance of the school facilities, and developing relations with the school community.

The head teacher’s roles and responsibilities include daily monitoring of the school, curriculum implementation, staff and student welfare, initiating work plans, reporting and requesting facilities, building community relationships, and advising the board on matters of management.

The manual delves into the key concepts and terms along with various relationships for successful school development. This includes the Ministry of Education, the Regional Democratic Council, the Parent Teacher Association, the Guyana Teachers Union, and the Department of Education. The school is the focus of attention and receives support through the cooperation and collaboration of the relevant stakeholders, thus guaranteeing the child, quality education and achievement. The members of the School Board include PTA representative, GTU representative, RDC representative, Accountant, Lawyer, Businessperson, past and current educators, head, and deputy head as ex-officio members.

The head teacher at a non-board school reports directly to the Head of the Department of Education, while the head teacher at a board school reports to the respective Board of Governors. Board schools are efficient as they create a community and build relationships.

A famous quote says, “It takes a village to raise a child.” Board schools allow for support and accountability for the delivery of education. They are responsible for the education of their future generation, make input in the plans and development, and maximize all resources towards the development of the school and its population.

Board schools are subject to laws and regulations as set out by the President’s College Act of 1990 and circulars which are issued by the Ministry of Education. The

composition of Board includes, “not less than twelve and not more than twenty-two members.”

Appointment of Board Members includes the process where the Regional Democratic Council identifies persons to serve on school boards with the guidance of the Department of Education, school management, and the Parent-Teacher Association. All members are appointed by the Minister except ex-officio members.

Other guidelines include meetings; the Ministry of Education's involvement includes communications of policies and financial matters, providing school grants and additional services that may be needed, curriculum, and training.

The school board is responsible for the safe use of the school premises, not to interfere with the school's curriculum delivery. Staffing guidelines are given in keeping with policies laid out by the Ministry of Education and all staff is entitled to equal benefits in line with qualifications, benefits, placement and admissions criteria established by the Ministry of Education

➤ *Characteristics of Effective Boards*

Dervarics & O'Brien (2019) outline characteristics of effective boards. This includes commitment to the vision of high expectations for student achievement, quality instruction and defining clear goals toward that vision. School boards, in a collaborative process, set goals and identify key areas, which include student achievement, classroom instruction and make use resources to achieve these goals.

The article by Dervarics and O'Brien states, “Effective board schools have strong shared beliefs and values about what is possible for students and their ability to learn.” The study highlights that poverty and lack of parental involvement are challenges to overcome and not excuses. In their research, board members believe that “this is a place for all kids to excel,” and they maintain positive results in high-achieving and low-achieving districts.

The article continues to state that effective school boards have a collaborative relationship with staff and community to establish and build relationships with stakeholders to achieve the goals set out. Connection with the community is vital to the overall development of the school. This creates a supportive environment.

Dervarics & O'Brien, (2019) mentions, “Effective school boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement. The needs of the students are identified, and measures can be implemented to target troubled areas.”

School Boards help to maintain resources and incorporate professional development to meet district goals. This is to maintain high standards of curriculum delivery and ways to improve plans. School boards work together as a team with mutual trust and respective roles.

The research highlights qualities of effective board management as communicating clearly about challenges encountered and offering distinctive insight on how to overcome them and channel human and economic resources towards a common goal to build the necessary networks for their execution and resolving emerging problems that affect their school with local solutions.

School boards should facilitate regular conversations with the institution's stakeholders to harmonize any discrepancies, monitor the progress of implementation, and offer meaningful contribution to organizational effectiveness. It also highlights the need for strategic planning that involves a clear direction of future goals, setting priorities, and effectively dealing with changing circumstances, expertise in developing and working as teams to improve the organization's performance. School boards have a distinct role in school outcomes, and the strategic direction they set significantly influences students' academic performance.

➤ *Summary*

The literature discusses the role of education in Guyana and contrasts Board-Governed and Non-Board school models. It examines the international history of boards and includes characteristics of the Board of Governors on the educational system. The literature explores that the focus of boards is to enhance student academic achievement. Governance, organization, and stakeholder theories give an understanding of the school operations, with the Ministry of Education responsible for setting goals and curriculum guides. This guides resource management. Effective School boards ensure that an established relationship among their members is essential for effective execution of functions and engagement with the community, along with stakeholders. These aspects are critical for maximum student achievement, collaborative relationships with stakeholders, data-driven decision making, and strategic planning. The literature highlights the significant influence of enhanced student performance based on several factors, including a clear vision, accountability, and community involvement to foster educational excellence.

III. METHODOLOGY

➤ *Introduction*

The methodology of the study entails the procedures used to collect the data needed to complete the study. This chapter gives a description of the population, the sample chosen to gather the data, and a description of the instruments used to collect the data. Additionally, a detailed explanation of the procedures used to collect the data is provided.

➤ *Research Design*

To conduct this study, the researcher will be using qualitative research. According to Jeffers (2022), Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of a social phenomenon within their natural setting.

This approach allows discussion of school administration, curriculum development, policies, budgets, and execution of roles and duties in each school and to give a detailed record on the success and shortcomings of the governance system. Various aspects of the structure models of the schools will be investigated, including similarities and differences in academic achievement, student well-being, extracurricular participation, student and parental satisfaction, school resources, curriculum delivery, teaching methods, school culture, and community engagement.

The researcher aims to represent the data accurately and concisely to show the relationship between the schools mentioned, their effectiveness, and inefficiencies in the governance of the schools.

➤ *Population*

Population refers to the target group from which a sample is selected, and generalization is made (Moore & McCabe, 2006). The target population is the Head teachers, deputies, and Admin Staff, which includes Senior Master/Mistress, Head of Departments, and teachers acting in these roles from both schools identified in Rose Hall Town; J.C Chandisingh Secondary School and Port Maurant Secondary School in Region Six (6). A total of forty-two (42) participants will engage in this study to provide the necessary information needed to complete the analytical comparison of the effectiveness and inefficiencies of each education-governed system. The teachers vary in age, sex, and experience in the teaching profession.

➤ *Sample*

Joseph (2009) posited that population sampling is the process of taking a subset of subjects that is representative of an entire population. This sample was drawn from the schools identified.

The sample for the research would be purposeful, where all the administrative staff, the Principals and Deputies, is selected. Purposive sampling is a method of intentionally selecting participants based on their characteristics, knowledge, experiences, or some other criteria (National Center for State Courts, 2024). Hence, the population has forty-two participants, and they were selected for the sample population.

Administrative staff members' direct involvement with policy implementation and curriculum delivery is best suited for this study, as they can give valuable insights based on their knowledge and experiences in day-to-day administration within the school. They are mainly responsible for managing resources, and they also significantly impact the academic and holistic development of the students. The participants will ensure a comprehensive representation of administrative perspectives.

➤ *Instrument*

The instruments used were interviews and questionnaires. Each instrument targeted a different aspect of the impact of school governance and explored how it affects students' achievement in the schools.

The interview will be conducted with the Head teachers and Deputy-Head teachers at each school. The interviews will consist of eighteen structured questions that target governance, academics, faculty, and students' engagement in extracurricular activities, finance, and community involvement. This information will delve into the scope of the research to effectively analyze each school and its governance models.

The second instrument used was questionnaires. This was printed in hard copies and presented to the administrative staff to gather data about their attitudes, expertise, and experiences. It targeted the audience of teachers who are directly responsible for the execution of responsibilities and decision-making of the day-to-day operations of each school. A study of how their responsibilities is affected by their direct governing bodies was discussed.

➤ *Validity of the Instrument*

Validity and reliability of an instrument are important characteristics that it should entail. Validity refers to the best available approximation to the truth of a given proposition or conclusion (Trochim, 2001). Therefore, for research instruments to be considered as valid, they should possess honesty, richness, depth, and scope of the data received. The case studies will show the influence of history and the use of facilities and teaching methods that differentiate each type of school governance. The interviews will provide direct information from the head of the schools and the execution of their daily duties. This information will be analyzed and discussed to compare the effectiveness of each system and the inefficiencies. The questionnaires will be a confidential instrument without revealing the names of individuals, so the responses can reflect honesty and validity in the research.

➤ *Reliability of the Instrument*

Reliability, on the other hand, is concerned with precision and accuracy. It deals with the quality of measurement, repeatability, or consistency (Trochim, 2001). Reliability of the instrument will be ensured by each participant. Clear instructions will be provided so vital information can be retrieved. In the interviews, the instructions will be discussed with the Head teachers and Deputy Head teachers to ensure responses relate to the questions. Also, the questions for the questionnaire will be preceded by instructions to ensure accuracy in the responses.

➤ *Procedures for Data Collection*

On April 20th, the researcher will schedule an interview with the Head Teacher and Deputy Head teachers of the first school, J.C Chandisingh Secondary School. The researcher will outline the title and objectives and seek permission to distribute the questionnaires to the Admin Staff who relate to the study.

On April 26th, the researcher will go to the Headmistress with the questions that relate to the investigation. Permission will be sought to record. A recording device will capture the information for further analysis. The researcher will distribute questionnaires to twenty selected Admin staff for responses. Questionnaires will be confidential. The

questionnaire will consist of ten (10) questions targeting curriculum delivery, resources, and community involvement. It is structured to target departments, senior staff duties, and general teaching and learning practices under Board and Non-Board schools. This information will be collected and analyzed.

On April 28th, permission letters will be sent to the Head teacher at the Non-Board school to schedule an interview and distribute questionnaires to the Admin Staff. Providing permission is granted, the researcher will schedule the interview within the expected dates, 31st March – 4th April 2025. The researcher will explain the background of the research and record the responses of the Head teacher and Deputy Head teachers at the said school. The Questionnaires will be distributed on the said day, and responses will be collected before teachers leave.

➤ *Proposed Data Analysis*

The data will be analyzed using various formats. Two instruments were used, which include interviews with Principals of the Board and Non-Board schools investigated, and Questionnaires of the Administrative staff members.

For the Interviews, each question will be examined, highlighting findings and the discussion from findings. The Questionnaires will be analyzed using tables and charts for roles in Administration and years of experience. The qualitative data will be discussed according to the questions separately. Each question will be keenly analyzed. The summary will include the effectiveness and Inefficiencies highlighted in the study for both instruments used.

IV. DATA ANALYSIS

➤ *Introduction*

This analysis delves into the structure of governance, decision making, resource management, and support systems in the two types of school systems in Guyana, particularly in Rose Hall Town, Corentyne, Berbice. The Non-Board School investigated is Port Mourant Secondary and the Board School, J.C. Chandisingh Secondary School. The two school Principals were interviewed, and the results are as follows.

➤ *Presentation of Data and Results of Analysis*

• *School Governance*

In Non-Board schools, the Ministry of Education holds direct governance. As stated by the Principal, “The school reports directly to the Ministry of Education.”

There are various channels of information that need to go through the Regional Executive Officer. Governance responsibilities fall directly under the Ministry of Education. “All policies are created by the Ministry of Education, and the school reports to the Ministry of Education,” highlighted the Principal.

In Board-Governed schools, the Principal reports to the Board of Governors. These Boards then report directly to the School Board Secretariat, which acts as a point of

communication with the Ministry of Education. The Principal of this school states, “Board-governed schools do not have to go to the Ministry of Education.” This structure includes local input and engagement of the school’s community. The Principal mentioned that the Board is made up of “A body of people with vested interest to reach a certain standard and who want to give back and leave a mark.” They are actively involved in developing strategies to enhance the development of the school that they are governing. This includes an additional body to give support and aid in the development of the school.

• *Decision-Making Process*

Establishing and monitoring the operations of School Boards is a responsibility coordinated by the Chief Education Officer.

The Central Ministry focuses on conceptualizing and formulating educational policies, coordinating, monitoring, and evaluating programs, and ensuring parity among regions.

In Non-Board schools, decisions are primarily handled at the Regional Education level, with school administrative leadership operating within the policies set by the Central Ministry. The Principal states that “all policies are made by the Ministry of Education, and for Board schools, an additional body may give suggestions to meet the needs of the school.” The Ministry of Education makes provisions for the maintenance of educational facilities within its region. The principal mentions that instructions for improvement work come from the Ministry of Education.

Decisions in Board-governed schools are made by a majority vote of members present at a Board meeting. In the case of a tie, the Chairman exercises a second or casting vote. For binding decisions to be taken, a quorum of fifty-one percent (51%) of the Board membership is required. As stated by the Principal, “various operations are carried out speedily” and “tracking is more efficient.” Decisions are guided by policies and procedures established by the board by the Ministry of Education guidelines. The Headteacher/Principal prepares work plans and submits budgets to the Board for representation to be made and work to be done.

• *Recruitment and Discipline Procedures*

The processes for teacher hiring and discipline differ significantly between non-Board and Board-Governed schools in Guyana.

In the Non-Board system, the hiring of teachers begins with requests sent to the Ministry of Education to fill vacant positions. These vacancies are advertised through various channels, which include the media, the Parent Teacher Association, the School Principal, the Education committee, and circulars. Applicants are reviewed, and interviews are conducted.

Once applicants are reviewed and an interview conducted, the selected candidate’s information is then conveyed to the Principal with a letter of Introduction.

For teacher discipline, matters are brought before the Ministry of Education, and teachers are represented by their respective union throughout the disciplinary process.

In Board-Governed schools, the board plays a direct role in teacher recruitment. As mentioned by the Principal, “Appointments are done through the board secretariat.” Letters of Assumption of duties are sent to the Board, Head of Education Department, Regional Executive Officer, and Human Resource Manager. If indiscipline is identified, the Board can “speedily execute actions based on offences.” The process involves the Principal documenting the teacher’s offense and sending it to the Board with a recommendation, the Board ensuring that there is a solid case against the teacher, and the teacher retaining the right to appeal against the charges within one month.

- *Strategic Support to Teachers*

In the Non-Board investigation, the Principal states that “Teacher development is critical in the school”. He mentions that “When their [teachers’] qualifications improve, it helps to enhance programs at the school”. Thus, teachers are provided with monthly professional development sessions that are internally done by the school, time off is given to teachers when needed, facilities are made available, and personnel are there to give assistance when requested.

In Board schools, the School Board Secretariat sponsors training programs, seminars, workshops, and conferences for Board members when necessary also contributes to a supportive environment for teachers. Newly appointed teachers and those promoted to senior positions receive salaries and benefits comparable to teachers in public schools. Incentives and other benefits are given to teachers, “Air conditioning staffrooms” and incentives are promised to Heads of Department for improved performance in upcoming CSEC examinations. The Board of Governors acts as a motivator and encourages teachers to perform their best. They also assure teachers that the needs of the school will be met as requests are made. Aid is given by the Ministry of Education and also by the Board of Governors, which acts as an additional body to lend support and gets things done faster. Alongside the Principal, Board members interact with teachers and Heads of Departments and listen to concerns raised, and make representations for the teachers and students. The Principal mentioned that “The board offers additional support to teachers, gives talks, and helps teachers.”

- *Support Given to Students with Diverse Learning Needs*

It was highlighted that there are several forms of support given to students to support their diverse needs. The Ministry of Education supports inclusive learning.

At the Non-Board school, there is a special needs class to cater to students with learning disabilities like autism and those who struggle with dyslexia. The Principal states that “it is difficult to pass them through the grade. They are put together and see how best to impact with different programs.” Among other initiatives include “an active Student Body, Women Empowerment programs, Allied Arts Program,

Music group which includes steel pan, drums and keyboard, and other programs outside of the curriculum, such as Impromptu speech and debate speeches, which internally aids in the overall development of the children”. It was mentioned that Teachers contribute personally to the development of the students and with other donors in the community.

At the board school, J.C. Chandisingh Secondary, there are similar programs in place. There is the Student Body, Music clubs which include keyboard, marching band, and guitar, and religious clubs. It was highlighted that “each religious event is supported, and activities planned.” Also, the Sports club includes volleyball, basketball, and cricket. There are also co-curricular activities done and include students in debate competitions. Teachers would spend long hours in training and preparation for these activities to ensure students are well-rounded. The Principal highlights that students are recognized and given incentives to boost motivation and encourage more participation.

- *Academic Progress Measured and Reported*

In the Non-Board school, academic success is measured and reported through continuous assessments throughout the term, and in the final term, annual examinations. The Principal states that there is a Smart room and students can interact with Smart boards and a computer lab to complete assignments. Also, there is an active library where students can get books. This progress is reported through the Parent Conference throughout the term, and on National Report Day at the end of the term.

In the Board school, the school has an active Information Technology lab, where students can do assignments and access a printer to print their materials. The Principal highlighted the Board’s initiative to meet with fifth form parents when the need arose and tackle issues that may be causing poor performance. Parents share their concerns, and the board implemented strategies which include Mathematics teachers with extra lessons given and motivation to teachers as well. The National Report Day includes a list of information that the teacher must fill out with parents’ reactions and feedback, which is in turn reported to the Board of Governors. This enables challenges to be highlighted and strategies put in place to improve performance rates. The board meets with Heads of Department and Senior Masters and Mistresses to seek ways to improve the departments and meet their needs.

- *Parents’ Concerns and Feedback*

In the Non-Board, the Parent Teacher’s Association is where parents’ concerns are addressed, and feedback is given. Parents can meet with class teachers and also the Principal in severe issues. There is an open day policy where parents can inquire about students’ progress and performance in school. The Principal states that “at every stage, parents are involved. A lot of emphasis is made on PTA meetings where most parents come out.” There are also social events planned, like parent night, where “parents are encouraged to come out with their children and engage with teachers and enjoy activities planned.”

In Board Schools, there are meetings held, at least once a year, with stakeholders to discuss matters during the year on how the Ministry, Board, and school management carried out their responsibilities. Recommendations raised at these meetings are considered by the board, and measures are put in place for the further development of the school. There are also committees set up to handle matters and create a fair approach to meet parents' concerns. Parents can also come in and make suggestions.

- *Local Community Engagement*

In the Non-Board, the Principal highlights “Community alliance is extremely important, and they are the key stakeholders”. It was mentioned that activities that are planned in the community, the community engages with the permission from the Ministry of Education. The Principal also mentioned support in graduation practices and other activities. “The students actively participate in programs held in the community with permission from the Ministry of Education,” stated the Principal.

In the Board School, the Principal highlights that “your vision and mission be known to the community”. In this way, community members can see the developments and improvements and contribute in ways to meet the school's needs. The Principal states that through the Board, this can improve community involvement because the Board is made up of members in the community. The school establishes a relationship between communities and provides avenues for the community to interact with the school.

- *Procurement of Resources*

In Non-Board schools, the Regional Education Officer consults with the Regional Executive Officer regarding budget allocations. The Principal states that “specific needs are identified in staff meetings.” The Regional Education

Officer oversees the process of accessing funds and their distribution. The management of finances is controlled by the Regional Executive Officer of the Regional Democratic Council, who plays a key role in the financial aspects of resource management.

In the Board school, the Principal prepares a work plan and submits it to the Board of Governors. The Head Teacher plays a key role in the allocation of funds. The School Board manages all monies received and gives them to the needs of the school. The Ministry also provides grants, which are managed within the school's budget

- *Allocations of Resources*

Non-Board, there is better tracking of resources used with the budget allocations.

Boards are required to observe the relevant provisions of the President's College Act of 1990, in addition to the government's financial rules and regulations, and practices as amended from time to time.

Discussion and Analysis of Data: Questionnaires from Administrative Staff.

- *School Governance*

Two schools were used to conduct this research. Forty (40) participants which including the Administrative Staff of the schools, were given questionnaires prepared by the researcher; twenty from the Board school, J.C Chandisingh Secondary School, and twenty from Port Maurant Secondary School.

- *Years of Experience in Administration*

- ✓ *Board School*

Table 1 Shows the Years of Experience and the Number of Teachers in J.C. Chandisingh Who Participated in the Study

Years of Experience	Number of Teachers
27	1
16	1
14	1
12	3
9	1
8	1
7	2
5	1
4	2
3	3
2	4

- ✓ *Non-Board School*

Table 2 Shows the Years of Experience and the Number of Teachers in Port Maurant Secondary Who Participated in the Study

Years of Experience	Number of Teachers
20	1
10	1
8	1
7	4

5	4
4	1
3	2
2	5
0	1

- Current Administrative Role**

In the Board school, there was one deputy, eleven graduate Senior Master/Mistress, two Senior Master/Mistress, and three Heads of Departments who participated in the research.

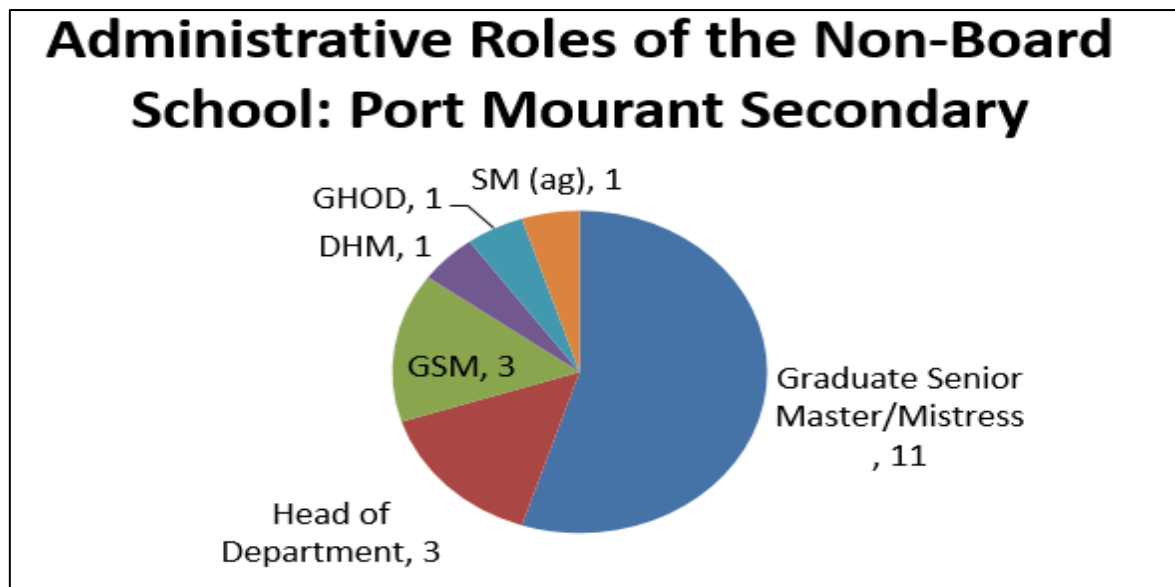


Fig 1 Administrative Roles of the Non-Board School: Port Mourant Secondary

Pie chart showing the Administrative role assigned to Administrative Staff in the study.

In the Non-Board schools, there was one Deputy Head, five Graduate Heads of Department, twelve Graduate Senior Masters/Mistresses, and two Acting Heads of Department used in the study.

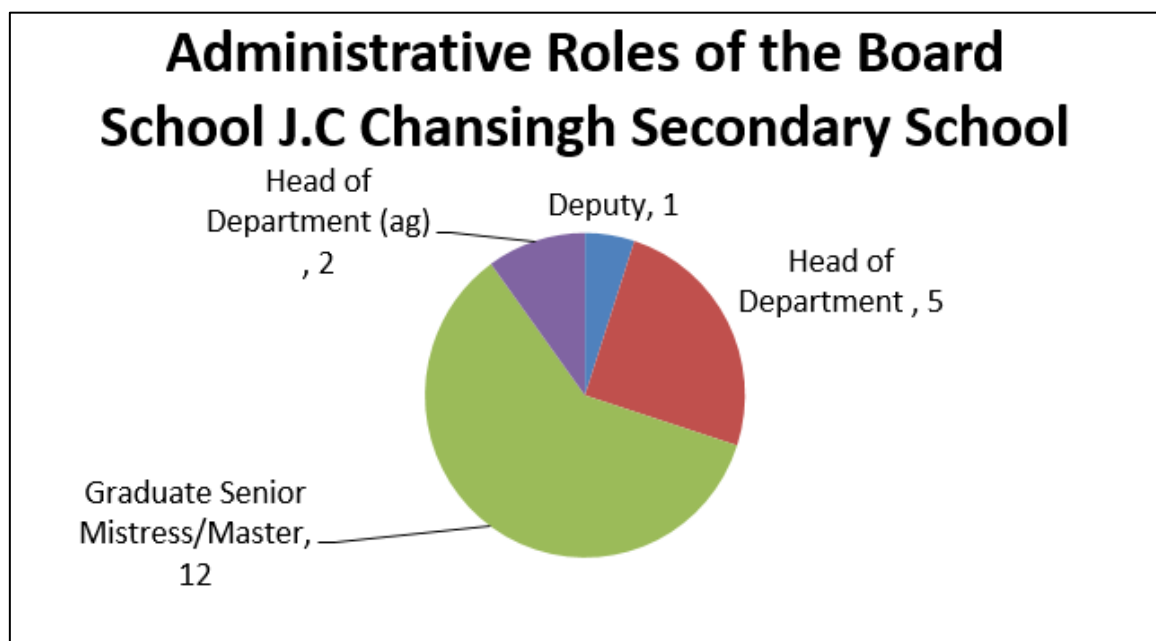


Fig 2 Administrative Roles of the Board School J.C Chansingh Secondary School

Pie chart showing the administrative role assigned to Administrative Staff in the study.

✓ *Main channels of communication*

In the Board School system, the main channels of communication mentioned are verbal, social media (WhatsApp groups), Meetings, One-to-one communication, written form, instant messaging, face to face interaction, instructional book, digital WhatsApp, and visual. There were fifteen responses for WhatsApp and social media of which ten indicated that it is effective, and one stating it is not effective. Poor internet connections disrupt the dissemination of information quickly. There were eight mentions of Meetings; five responses stated effectiveness, and three were effective sometimes. There were eleven responses for Face-to-Face interactions, of which seven people stated that it was effective. One-to-one communication is effective.

✓ *Non-Board School*

The main channels of communication identified are verbal, oral, face-to-face, written, digital, or social media, which include WhatsApp groups and meetings. There were sixteen responses for Verbal, Oral, and face-to-face communication. There were nine mentions of written communication in the instruction book, and Digital or social media (WhatsApp and Facebook) includes fifteen mentions.

Verbal, oral, and face-to-face are described as “very effective” for immediate feedback.

The written form of communication is noted to be generally effective. Some noted that it was somewhat effective and overall is an efficient tool.

• *Resource Availability and Accessibility of Resources*

It was noted in Board-governed schools that there is a general availability of resources, “sufficient resources.” There is additional financial support; therefore, accessibility and availability of materials are not an issue,” indicates a significant advantage in finding, which leads to more resource acquisition.

The inefficiencies highlighted are space limitations. “Space is the issue, resources are available,” indicates a physical constraint that limits the effective utilization of resources available. It is also mentioned that there are access barriers, “resources are available but need to be requested.” This suggests challenges in accessing the resources available.

Other Administrative members mention, “The key challenge I am faced with is the unavailability of internet access,” and “unavailability of internet access.” This suggests that there are drawbacks in the digital age that affect learning and administrative tasks.

In the Non-Board system, the effectiveness includes one respondent who states, “Facilities are upgraded.” With only one positive response shows that there is potential for improvement.

It was noted that there is insufficient funding and budget limitations. Four respondents mention that there are “insufficient funds,” “outdated materials,” “Budget limitation,” and “inadequate funding” for availability and accessing resources. This shows that there is a financial constraint that results in the issues mentioned. Also lack of internet availability. “Internet access is limited, and this hinders day-to-day activities since most records are completed online,” “the internet at my school is unstable,” “electricity and Wi-Fi shortage and limitation which hinders the use of ICT devices” points to a lack of ICT facilities.

• *Decision-Making Progress*

In Board schools, there is most responses that include inclusivity in decision making: “Decision making is inclusive of all players involved,” “Yes. All decisions are made through a structured process whereby all stakeholders – teachers, students, parents, members of the board of administrators to address challenges.” There are some responses indicating involvement of staff members, “Yes, I am involved in the process,” and “Decision making is a participation to an extent: I am somewhat involved,” and a few states that they are not always involved, and one mentions they are not “involved at all.”

Non-Board: Top-Down decision making is repeated several times, “Most decisions are handled at a higher level”. There are varying degrees of staff involvement. Teachers expressed their concerns and stated that “Sometimes, I am involved,” “Sometimes,” and “Decision making is done mainly by the HM and seniors.” This shows that major decisions are handled by the head.

• *Extra-Curricular Activities and Impact on Workload*

In Board schools, there a higher negative than positive comments that relate to workload impact (taxing, tough, heavier, pressure). Almost every statement highlights a negative impact, with only a few that mention a positive side (multitasking, stress relief), with others includes it “hinders curriculum delivery,” “subtracts from allotted curriculum time,” and “affects content delivery.”

With Non-Board schools, there is also a negative response: “curriculum delivery is affected,” “limits time and hours that should be spent in delivery of curriculum (content).” There were a few positive remarks, “minimally impacted” and “planned for”. It suggests a more balanced, though still challenging experience.

• *Promotion of Relations with Parents and the School*

Both schools recognize the importance of fostering good relationships between the school, students, and parents.

The common strategy is the Parent-teacher conference. It is mentioned by both schools. It is effective as it provides a direct means of communication and personalized updates. It is inefficient as it can be time-consuming, and attendance can be an issue for some parents.

In the Board school, there is a strong emphasis on formal representation. The mention of “Parents and students are represented at the level of the board and are thus involved in decision making” highlights a more formalized structure for input. Random checks and walk-ins are encouraged and suggest a high level of transparency and openness.

In the Non-Board school, there are annual parent night activities and Mix and Mingles activities that are used to engage parents. There are also PTA meetings and support services. This suggests a holistic approach that aids in relationship building.

- *Community Involvement*

According to the data presented, Board schools seem to be far more successful at using community and parental involvement to raise student academic achievement. They exhibit a proven system in which this kind of participation produces observable advantages in a number of facets of student life and school operations.

Despite acknowledging the importance of participation, non-Board schools experience inefficiencies mainly because of a perceived lack of overall impact and especially low community engagement. This implies that although they welcome participation, they might find it difficult to develop plans that consistently draw in and make use of community and parental resources to the same degree as Board schools.

- *Facilities and Infrastructure, and Impact on Learning*

In the Non-Board school, there are a variety of facilities, for example, the Smart room. Technology lab and class spacing. This enhances students' engagement and aids in learning.

In a Board school, there is an increased use of facilities with renovated classrooms, each with power outlets to maximize the use of technology in the class. Also, classes contain combination chairs for the entire school population of students. There are air conditioning units in the staffroom for the teachers to feel comfortable and plan more efficient lessons to deliver. Also, there is an additional physical education ground built where more sports activities can be done. Finally, the construction of a new building to house CAPE classes, Theatre Arts programs, a new and renovated science lab, and other facilities is presently in progress.

V. SUMMARY

➤ *Introduction*

This section discusses the significant results that were extracted from this study: Comparative Analysis of effectiveness and inefficiencies of Board-Governed and Non-Board schools in Rose Hall Town. These include J.C. Chandisingh Secondary School and Port Maurant Secondary School.

➤ *Summary*

- *Introduction*

This section includes a summary of the effectiveness and inefficiencies of the Board-Governed and Non-Board Schools examined in this research.

- *Summary of Main Points and Findings from the Investigation*

- ✓ *School Governance*

There is direct oversight from the Ministry of Education for Non-Board schools, which leads to uniformity and consistency in educational standards across all schools.

The inefficiency in this system is slow decision-making due to the Ministry of Education's oversight of more schools in the Region.

In Board-Governed schools, there is increased stakeholder engagement. This includes parents, teachers, students, and community members, which fosters shared responsibility and collaboration. Boards can make decisions more quickly on local issues, such as disciplinary actions, resource allocation, and recommendations for staff appointments.

The inefficiency is that if this is not properly managed, it can lead to conflicts within the community and communication gaps between stakeholders. Also, Board members may require ongoing training to effectively carry out their responsibilities.

- ✓ *Decision Making*

The effectiveness of the non-Board system of decision making is that it is given more oversight from the Ministry of Education, and again, leads to consistency in the schools.

The inefficiency is that needs may not be readily met, and there are resource limitations.

The effectiveness of Board schools is more efficient tracking. This involves project commencement, and challenges encountered can be treated immediately to continue progress. The board focuses on governance and strategic direction, while the Principal handles day-to-day operations.

The efficiency in this system is a communication gap between the Ministry and the Board of Governors that can alter the plan of one or the other in project implementation. While the Boards have a range of power, some critical decisions like disciplinary penalties still require approval from the Chief Education Officer

- ✓ *Recruitment of Teachers*

The effectiveness of this system is that vacancies are filled as needed. There are sufficient teachers to carry out the curriculum task. This means more efficient content delivery because needs are met faster. Also, teachers are held more accountable. As mentioned by the Principal, and also if

indiscipline is found, can speedily execute based on the office.

In Non-Board schools, there is inefficiency because vacancies take longer to fill and thus add additional workload on existing teachers. Non-Board schools have a longer process to fill staff vacancies, which can affect curriculum delivery because they must wait until the Ministry of Education assigns

✓ *Strategic Support to Teachers*

Non-Board systems give motivation and challenge teachers to aim to make an impact on students' lives. They are motivated by the Principal and other senior teachers. This is effective because assistance is realized from the Head to all other members of staff, and facilities are made available when needed and requested.

In the school board system, teachers garner more resources and additional aid from Board members who conduct meetings and listen to concerns of teachers and seek ways to improve teachers' workload. They also assist by making contributions to meet the needs of the school.

✓ *Students' Support with Diverse Learning Needs*

At the Non-Board school, there is a dedication to special needs inclusion with the establishment of a special needs class for students with learning disabilities. There are holistic development programs, including the Women's Empowerment. And, there is a strong personal investment. This highlights a deep sense of commitment, ownership, and resourcefulness.

The inefficiencies include a potential for teacher burnout. The personal contributions from teachers, while demonstrating dedication, could increase workload and potential burnout if not formally recognized, compensated, or adequately supported.

The effectiveness of a Board school is the promotion of physical fitness, teamwork, and spiritual and cultural engagement. Teachers "spending long hours in training and preparation" shows a high level of commitment and professionalism. Effective motivation strategies, in which children are given incentives for participation, boost motivation. There is potential for greater resource access due to Board status. This results in more facilities and equipment for clubs and brings professionals to train children.

Teachers' long hours can also lead to teacher burnout if not properly organized with shared responsibilities.

✓ *Academic Progress Measured and Reported*

In the Non-Board, there is access to a Smart room, which helps to equip students with the latest technology developments. National report day allows face-to-face interactions, which highlight students' progress and areas that need to be improved.

In the Board school, there is strategic parental engagement for performance improvement. The Board's initiative to "meet with fifth form parents" is highly effective. There is systematic feedback to the Board. The Board examines the results of the school's academic performance and puts measures in place to address the needs to improve learning. Monitor students' performances

✓ *Parents' Concerns and Feedback*

In the Non-Board school, there is active parental involvement with an emphasis on well-attended PTA meetings. The social events build relationships in which parents can engage with teachers to build relational bonds, and this improves communication among parents and teachers.

In the Board-Governed school, the Annual stakeholder meetings enable needs to be communicated and measures implemented for the school's development. The specific committees also address matters and provide a means of feedback

✓ *Local Community Involvement*

In the Non-Board school, there is active engagement of children in the community.

The inefficiency of this system includes less influence of community members compared to the Board schools.

In a Board school, there is a shared vision and mission, and a broader reach of community involvement. Some of its members are a part of the community and can influence broader participation. The goal is to involve all stakeholders in education delivery and includes significant community engagement.

✓ *Procurement of Resources*

In the Non-Board school, there is financial control by the Regional Executive Officer, who plays a key role in Budget management.

In this system, there is less representation to garner the necessary resources.

In the Board school, there is an identification of school-level needs. This identifies specific needs and ensures the daily operational requirements of the education priorities of the school.

✓ *Resource Allocation*

Better resource tracking and budget allocations are made by the non-Board

Boards must adhere to the pertinent provisions of the President's College Act of 1990 as well as the government's financial policies and procedures, which are subject to periodic amendments.

✓ *Summary of Interviews*

Twenty Administrative Staff were given questionnaires. This is the summary of the results.

✓ *Years of Experience*

In the Non-Board School, there is potential for growth for the younger administrative staff. However, this can put strain on the few experienced administrative staff.

In the Board school, the years of experience vary. There is a balanced middle and experience groups, a considerable young workforce, and the also the presence of seasoned teachers. The experiences of teachers provide opportunities for mentorship for the younger teachers.

✓ *Administrative Roles*

In the Non-Board, there is strong Departmental leadership. This leads to efficient curriculum oversight. There are also twelve Graduate Senior Masters/Mistresses who play supervisory, mentorship, and specialized roles within the school.

In the Board school, the larger Senior Masters/Mistresses show efficient management. Different tasks and roles are delegated, and there is efficient resource management and distributed leadership for school initiatives.

✓ *Channels of Communication*

Verbal and face-to-face to face and digital means are the main channels of communication methods of both Board and Non-Board schools. This is effective because it produces immediate feedback from the Principal, and operations of the school are carried out efficiently.

Written communication is the form of the instruction book also serves as a means of physical evidence of meetings in the form of signatures of teachers for upcoming meetings

Digital means of communication are effective because it is quick and can be used to send information on current issues and give updates on what is occurring at the school.

They both have similar methods of communication and find similar effectiveness in each method

✓ *Resource Availability and Accessibility*

Board schools have stronger financial support, which leads to better availability and accessibility of resources. This is a significant differentiator. Also, boarding schools have ready and upgraded facilities. Financial constraints in non-Board schools lead to outdated materials, limited resources, and inadequate infrastructure. Both schools struggle with internet access, but it appears to be more of a fundamental challenge for non-Board schools, with more responses on internet accessibility.

✓ *Decision-Making Process*

Both schools show inclusivity of staff members in decision-making.

Even though both schools have different governance levels, they also have similar leadership, with major decisions handled at the higher level and then filtered to the staff who make significant decisions.

✓ *Extra-curricular Activities*

Although teachers always face difficulties with extracurricular activities, especially when it comes to delivering the curriculum and managing their workload overall, the way these difficulties are handled and how serious they are separate "board" schools from "non-board" ones. Even though the activities are frequent, "non-board" schools appear to have strategies (like planning and delegation) that allow for a more balanced experience and lessen the direct impact on some aspects of workload, like record-keeping. According to these responses, extracurricular activities appear to be more "taxing" and burdensome for "Board" schools.

Both Board and Non-Board schools acknowledge that extra-curricular activities increase teacher workload.

✓ *Promotion of Positive Relationship with Parents*

Both Board and Non-Board schools have similar strategies, like parent conferences and PTA meetings. However, the responses show that board schools have a slightly more structured approach to formal parent and student representation in decision-making and direct communication regarding academic process and behavior. They are good for decision-making and academic tracking.

Efficiency in this system may be more focused on academic and Behavioral aspects and overlook broader community building for some parents.

Non-Board schools emphasize a relationship-building approach. They focus more on a supportive environment that extends beyond academic reporting. This Non-Board school includes social events (parent night, mix and mingle). There is broader engagement beyond academics.

Inefficiency in this is that participation in the events may vary and requires significant planning and resources for the events.

✓ *Community Involvement*

They have higher accountability to the community because of the inclusive learning included. There is improved school operation. Parents assist in school activities

There are more responsibilities on the administrative staff in Non-Board schools. While parents are involved, there is greater participation in Board schools. The school may also struggle with consistent improvements as there is less representation involved.

✓ *Facilities and Infrastructure*

Non-Board members have the necessary resources needed. They make use of what is provided and constantly seek means of improvement and to establish excellent curriculum delivery. They are still at a financial disadvantage, but still strive for high-quality delivery. They maximize the use of the resources provided. There is proactive improvement

The Board-Governed schools are more able to integrate technology with renovated classrooms and devices. The combination chairs aid student comfort, and the air conditioning units enable teachers to better focus and plan lessons for effective content delivery. There is an enhanced learning environment and teacher well-being, and efficiency. The additional sports areas aid commitment to physical health and extra-curricular activities

VI. CONCLUSION

Guyana's school system operates under two distinct governance structures: Board-Governed and Non-Board systems. While both have strengths and weaknesses, a closer examination shows the significant impact of active Board involvement.

At Port Mourant Secondary, a Non-Board school directly under the Ministry of Education, effective operations are largely due to the dedication of its Principal and staff. They leverage available resources, including updated technology, active libraries, and adequate classroom facilities, to foster improved performance. They aim to make maximum use of the resources available and even give off their resources to maintain, develop, and effectively deliver curriculum that leads to the holistic development of students.

In this system, however, a primary challenge lies in limited representation to garner necessary resources. These schools are largely dependent on the Ministry of Education, which oversees all public schools. This can lead to a longer process for developments to take place, often delaying the ability to meet the individual needs of the school efficiently.

Furthermore, the curriculum can be hindered when staffing vacancies are not filled promptly. Upgraded facilities may also take longer to implement due to this reduced representation. Consequently, community involvement and students' accountability are limited, as there are fewer relations to foster these crucial connections.

In contrast, Board, Board-Governed schools demonstrate a rapid capacity for growth and improvement. Here, the Principal, administrative staff, and active Board members collaborate to set high standards. This system allows for faster and more efficient acquisition of facilities, which leads to quick development. The positive impact of a Board of Governors is evident when members share a common vision for the school's advancement.

This system is effective as there is enhanced facilities which includes larger classrooms, equipped with materials that is needed, development of the environment and an additional physical education ground, additional support is given to teachers, with concerns shared in meetings and initiatives put in place to achieve better results and for teachers to be equipped with necessary tools to effectively carry out their duties. The upgrade of the staffrooms also aids in this area. There is greater teacher, parent, and community accountability, and this improves the overall implementation of the curriculum.

Overall, the effectiveness of Board schools outweighs the non-Board system of Governance. School's development under the Board of Governance system is effective and leads to specialized needs being met in an effective and efficient manner.

IMPLICATIONS

The presence or absence of a Board of Governors in a school in Guyana has significant implications for its operation, resource acquisition, responsiveness, and overall effectiveness.

Non-Board schools, while benefiting from centralized support and national alignment, often face hurdles related to slower processes and limited ways to address their specific needs.

There are some implications with Board schools. These include: a risk of ineffectiveness due to members who may not be fully dedicated and lack expertise. In this way, the board can become a hindrance rather than an asset.

There is a potential for unequal distribution between Board-Governed and Non-Board schools. This is because more effort is made with Board-governed schools to meet specific needs and in an efficient way. This allows more resources to be attracted to Board-Governed schools, and this can cause disparities between the two systems, which leads to a two-tiered system.

Overall, the main implication is that Board-governed schools demonstrate greater agility in resource acquisition, decision-making, and targeted development, leading to faster growth and improved outcomes.

RECOMMENDATIONS

➤ *Recommendation for Board-Governed schools*

To maximize and strengthen the effectiveness to continue to make a positive impact, there can be regular training sessions for board members on their roles, responsibilities, financial oversight, strategic planning, and best education practices.

Additionally, members should foster a collaborative culture with school leadership. There should be clear and defined roles. The Board focuses on governance and strategic direction, while the Principal handles day-to-day operations. There should be a continuous engagement with parents, alumni, local businesses, and the wider community to build partnerships and garner support.

There should be sustainability planning in this system of governance. Members should explore diversified funding streams beyond direct donations to ensure long-term financial stability and plan for board member recruitment and succession to ensure continuity of leadership and expertise.

➤ *Recommendation for Non-Board-Governed Schools*

The Ministry of Education could establish a dedicated unit or mechanism to specifically address the resource needs of non-board-governed schools, potentially fast-tracking critical requests.

They can also implement a more robust needs-based assessment system for resource allocation from the Ministry of Education to ensure that schools with the greatest needs receive priority attention.

Non-Board-governed schools can also establish informal Community Advisory Councils that could serve as a valuable link between the school and the community. This will help to identify needs, mobilize local support, and provide feedback to the Principal. There should be an improvement in resource acquisition and allocation to garner more resources when needed.

✓ *Budget*

Table 3 Budget

Item	Cost
Printing of Interview Questions	\$ 40
Printing of 40 Questionnaires	\$800
Total	\$840

The two items needed to be printed were the Interview Questions and Questionnaires to be distributed to the schools identified in this investigation.

REFERENCES

- [1]. Desk Manual for Education Managers. (n.d.). Education.gov.gy. <https://education.gov.gy/web2/index.php/or/other-files/desk-manual-for-education-managers>
- [2]. Dervarics, C., & O'Brien, E. (2019). Eight characteristics of effective school boards. <https://www.nsba.org/-/media/NSBA/File/cpe-eight-characteristics-of-effective-school-boards-report-december-2019.pdf>
- [3]. Guyana | School leadership | Education Profiles. (2020). Education-Profiles.org. <https://education-profiles.org/latin-america-and-the-caribbean/guyana/~school-leadership#School%20principals>
- [4]. IGI Global. (2021). What is Academic Performance | IGI Global. [www.igi-global.com. https://www.igi-global.com/dictionary/academic-performance/42383](https://www.igi-global.com/dictionary/academic-performance/42383)
- [5]. Independent Public Schools: Roles and Responsibilities of School Boards. (n.d.). <https://subiacops.wa.edu.au/wp-content/uploads/Roles-and-Responsibilities-School-Boards.pdf>
- [6]. Joseph, R. (2009). Educational Research: An Introduction (8th Edition). New York: Pearson Edition, Inc.
- [7]. Local school board Definition: 320 Samples | Law Insider. (2024). Law Insider. <https://www.lawinsider.com/dictionary/local-school-board>
- [8]. Manual for Governance of Schools by Boards (2013)
- [9]. National Center for State Courts. (2024). Purposive and Convenience Sampling. Ncsc.org. <https://www.ncsc.org/consulting-and-research/areas-of-expertise/communications>
- [10]. Peng, Y., Alias, B. S., & Mansor, A. N. (2024). Application of Stakeholder Theory in Education Management: A Comprehensive Systematic Literature Review (SLR). *International Journal of Learning Teaching and Educational Research*, 23(6), 1–31. <https://doi.org/10.26803/ijlter.23.6.1>
- [11]. Phillips, W (2010). Guyana's Draft Standards for Teacher Education. World Bank Consultant