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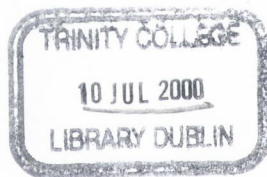
**THE BOARD OF MANAGEMENT: A STUDY OF THE OPERATIONAL
EFFECTIVENESS OF THE BOARDS OF MANAGEMENT AS VEHICLES FOR
THE PARTICIPATION OF TRUSTEES, TEACHERS, AND PARENTS IN A
SAMPLE OF VOLUNTARY SECONDARY AND COMMUNITY SCHOOLS IN
IRELAND**

by

James Mungovan

**A thesis submitted to the University of Dublin in fulfilment of the requirements for
the degree of Ph.D.**

March, 2000



THESIS 5729.2

APPENDICES

APPENDIX ONE

QUESTIONNAIRE: NOMINATED MEMBERS

Thank you for taking the time to complete this questionnaire about your perception of the effectiveness of your Board of Management at your school.

Please answer all the questions to the best of your knowledge by placing a tick in the appropriate column, recognising that this is your perception of the Board, and that there are no right or wrong answers.

BACKGROUND INFORMATION

1 Type of School: Voluntary Secondary [] Community []

2 Please indicate in which capacity you are a member of this board:
Parent [] Teacher [] Trustee []

3 Before being nominated to this Board, what experiences did you have which may have been relevant to your current role as a Board member? (Tick as many as are appropriate.)

- [i] experience as a member of statutory or voluntary group. []
 [ii] active involvement with the school prior to nomination. []
 [iii] experience as a teacher []
 [iv] experience as an educational administrator []
 [v] professional experience as _____ []
 [vi] other (please specify) _____ []

4 For how long have you served on this board? [] years [] months

5 Are you male or female? Male [] Female []

	Strongly Agree	Agree	Disagree	Strongly Disagree
6 As a board, I believe we have a clear understanding of our role and responsibilities.	[]	[]	[]	[]
7 I believe that the group which nominated me has a clear understanding of the role of the Board in my school.	[]	[]	[]	[]
8 As a Board, we have agreed a set of values according to which we seek to manage the school.	[]	[]	[]	[]
9 As a Board, we tend to approve policies presented to us by the school administration more than we develop Board policies.	[]	[]	[]	[]
10 Our Board would be prepared to overrule the principal if an issue arose on which we held an opposing view to him/her.	[]	[]	[]	[]
11 I am uncertain about my role (duties, responsibilities, powers) as a member of the Board of Management.	[]	[]	[]	[]
12 The Board is more comfortable dealing with routine matters that arise in the school, than in discussing policy issues.	[]	[]	[]	[]
13 Our Board is often unwilling to address difficult school issues.	[]	[]	[]	[]
14 There are issues I would like to raise at the Board, but I feel that they are "off limits."	[]	[]	[]	[]
15 Our Board tends to focus more on current concerns than on the future of the school.	[]	[]	[]	[]
16 In discussing key issues, it is not unusual for a member to ask about what the school stands for and how that is related to the matter under discussion.	[]	[]	[]	[]

		Strongly Agree	Agree	Disagree	Strongly Disagree
17	There are issues being dealt with now by the school administration alone about which the Board should be consulted, at least.	[]	[]	[]	[]
18	If you agree or strongly agree with the last statement, please name some issues which you considered irrelevant. 1 _____ 2 _____ _____				
19	Issues in the following areas are raised at my Board regularly, often, seldom, never. Please tick the appropriate response.				
		Regularly	Often	Seldom	Never
19.1	curriculum issues	[]	[]	[]	[]
19.2	school maintenance issues	[]	[]	[]	[]
19.3	future plans for the school	[]	[]	[]	[]
19.4	pupil discipline issues	[]	[]	[]	[]
19.5	school finance issues	[]	[]	[]	[]
19.6	staff performance issues	[]	[]	[]	[]
19.7	school policy development	[]	[]	[]	[]
19.8	academic progress of pupils	[]	[]	[]	[]
19.9	community education issues	[]	[]	[]	[]
19.1	issues relating to educational change	[]	[]	[]	[]
19.11	community education issues	[]	[]	[]	[]
19.12	staff development issues	[]	[]	[]	[]
		Strongly Agree	Agree	Disagree	Strongly Disagree
20	In the nomination of Board members, the competencies and expertise of nominees in areas related to education should be an important consideration.	[]	[]	[]	[]
21	I have a responsibility to account to my nominating group regarding the work of the Board.	[]	[]	[]	[]
22	I rarely disagree openly with other members at board meetings.	[]	[]	[]	[]
23	On the Board, I act more according to my personal understanding of issues and school needs, rather than as a representative of my nominating group.	[]	[]	[]	[]
24	Conflict arises often at our meetings	[]	[]	[]	[]
25	In reaching decisions, there is a willingness among members to compromise when interests conflict.	[]	[]	[]	[]
26	I often feel a conflict of loyalty between my responsibilities to those who nominated me and the interests of the school.	[]	[]	[]	[]
27	I believe that Board members see themselves primarily as representatives of their nominating group.	[]	[]	[]	[]
28	Nominees from particular groups tend to support one another at meetings (e.g. parents support each other, teachers support each other, trustee nominees support each other).	[]	[]	[]	[]
29	The confidentiality of the Board meeting is maintained.	[]	[]	[]	[]
30	Before reaching an important decision, the Board usually seeks input (reactions, opinions, information) from persons who are likely to be affected by the decision.	[]	[]	[]	[]

		Strongly Agree	Agree	Disagree	Strongly Disagree
31	We spend time at our meetings discussing the concerns of the wider community served by the school.	[]	[]	[]	[]
32	There is regular formal contact between me and my nominating group (parents or teachers or trustees).	[]	[]	[]	[]
33	The Board does not seem able to address many of the issues which concern me as a member.	[]	[]	[]	[]
34	Board business reflects more closely the needs of the professional staff of the school than the needs of parents.	[]	[]	[]	[]
35	Important decisions which, I believe, should be made at Board meetings are made outside the meetings.	[]	[]	[]	[]
36	The powers of the Board are too limited to address the needs expressed to it.	[]	[]	[]	[]
37	The professional expertise of teachers is respected by the Board.	[]	[]	[]	[]
38	There is a group spirit and a sense of cohesiveness among the members of the Board.	[]	[]	[]	[]
39	There is an atmosphere of openness and trust at Board meetings.	[]	[]	[]	[]
40	Board decisions are taken usually through majority vote of the members rather than by consensus.	[]	[]	[]	[]
41	Some interest groups exercise undue influence on the board.	[]	[]	[]	[]
42	If you have agreed or strongly agreed with the last statement please indicate what you perceive as the order of influence within the board, by ranking the following interests on a scale of 1-5, beginning with 1 to indicate the highest order of influence.				
	parent interests	[]	chairperson	[]	
	teacher interests	[]	principal	[]	
	trustee interests	[]			
43	The Board provides a periodic (e.g. annual) report of its activities to the trustees of the school	[]	[]	[]	[]
44	The Board monitors the implementation of its policies and plans.	[]	[]	[]	[]
45	The Board reviews the operations of the school periodically.	[]	[]	[]	[]
46	The Board has on occasion evaded responsibility for an important issue facing the school.	[]	[]	[]	[]
47	The Board usually accepts recommendations from the principal with little questioning by the members.	[]	[]	[]	[]
48	The Board receives financial reports regularly.	[]	[]	[]	[]
49	The Board reviews the academic performance of the school.	[]	[]	[]	[]
50	The extra-curricular areas of the school e.g. sport, are reviewed by the Board.	[]	[]	[]	[]
51	The Board sees itself as primarily accountable to (tick one only):				
	51.1 the trustees of the school	[]			
	51.2 the Department of Education	[]			
	51.3 its nominating groups	[]			
	51.4 other _____	[]			

		Strongly Agree	Agree	Disagree	Strongly Disagree
52	The trustees ensure that each new Board is briefed on its role and responsibilities.	[]	[]	[]	[]
53	Important issues raised at meetings are often postponed until further information can be obtained.	[]	[]	[]	[]
54	There are aspects of the school I would like to know more about as a Board member, but I do not feel comfortable enquiring about them.	[]	[]	[]	[]
55	I actively seek out information rather than wait for it to be given at the Board meeting.	[]	[]	[]	[]
56	Other Board members seem to have information that I lack on key issues relating to the work of the Board.	[]	[]	[]	[]
57	The board is well-informed about wider educational issues.	[]	[]	[]	[]
58	The Board takes sufficient time to conduct its business.	[]	[]	[]	[]
59	I feel that I have an opportunity to express my views at meetings.	[]	[]	[]	[]
60	I feel that the Board takes my views into account in arriving at its decisions.	[]	[]	[]	[]
61	Board members tend to put the interests of their nominating groups above the interests of the school.	[]	[]	[]	[]
62	Most of the decisions are arrived at by agreement rather than by taking a vote.	[]	[]	[]	[]
63	After a decision is made, it is supported by all the members.	[]	[]	[]	[]
64	All members become actively involved in board discussions.	[]	[]	[]	[]
65	There is a positive working relationship between the professionals [principal and teachers] and the laity [trustee and parent nominees] on the Board.	[]	[]	[]	[]
66	Most members of the Board rely on informal discussions and observation of how things are done to learn about their role and responsibilities.	[]	[]	[]	[]
67	As a new member, I was given an introduction to the work of the Board.	[]	[]	[]	[]
68	I have sufficient understanding of the technical information needed to manage the school.	[]	[]	[]	[]
69	Board decisions are generally unanimous	[]	[]	[]	[]
70	I consult the Deed of Trust (community schools) or Articles of Management (secondary schools) at least occasionally.	[]	[]	[]	[]
71	As a Board member, I feel adequately prepared for my role.	[]	[]	[]	[]
72	I participate actively at Board meetings through	Regularly	Often	Seldom	Never
	72.1 asking questions	[]	[]	[]	[]
	72.1 listening to / taking note of opinions expressed	[]	[]	[]	[]
	72.3 providing information to the Board	[]	[]	[]	[]
	72.4 making proposals at meetings	[]	[]	[]	[]
	72.5 proposing items for the Board agenda.	[]	[]	[]	[]
73	From your perspective, with regard to meetings, which of the following groups speak most:				
	parents	[]	teachers	[]	
	trustees	[]	all equally	[]	

- 74 With regard to your Board - who sets the agenda for meetings:
- chairperson
 - principal
 - chairperson and principal
 - sub-committee
 - there is a standard agenda
 - there is no formal agenda
 - we develop the agenda at the meeting

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
----------------	-----------	--------------	-------------------

75 Taking everything into account, I am satisfied that:

- | | | | | | |
|-------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 75.1 | I have a good understanding of how my Board operates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.2 | my Board is an effective leader for the school, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.3 | my Board makes a difference in how the school functions, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.4 | my Board determines policy for the school, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.5 | all Board members are equally welcome to participate at meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.6 | I have a good working relationship with other Board members. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.7 | I have a good working relationship with the school principal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.8 | I have an influence on Board decision-making, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.9 | I have access to the information I need, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.1 | I have a good knowledge of what is happening in the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.11 | I have an understanding of educational issues that arise at Board meetings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.12 | that the Board deals with significant issues of policy for the ongoing success of the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 75.13 | that the Board structure has made the management of the school more democratic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

76 My experience of being a member of the board has been

- | | | | |
|--------------------------|------------------|-------------------|--------------------------|
| <input type="checkbox"/> | highly rewarding | frustrating | <input type="checkbox"/> |
| <input type="checkbox"/> | rewarding | very frustrating. | <input type="checkbox"/> |
| <input type="checkbox"/> | mixed | | |

77 Are there any additional comments you would like to make?

78 In your opinion, how could your Board be made more effective in managing your school?

Please check that you have completed question 2 on page 1 above.

Thank you for completing the questionnaire.

Please return the completed questionnaire using the stamped addressed envelope provided.

APPENDIX TWO
QUESTIONNAIRE: PRINCIPALS

Thank you for taking the time to complete this questionnaire about your perception of the effectiveness of your Board of Management at your school.

Please answer all the questions to the best of your knowledge by placing a tick in the appropriate column, recognising that this is your perception of the Board, and that there are no right or wrong answers.

BACKGROUND INFORMATION

- 1 Type of school: Voluntary Secondary [] Community []
 2 For how long have you been principal of this school? [] []
 3 Are you male or female? Male [] Female []

		Strongly Agree	Agree	Disagree	Strongly Disagree
4	I believe that, in general, the board members have a clear understanding of their role and responsibilities.	[]	[]	[]	[]
5	I believe that there is a good understanding in the nominating groups of the role of the Board of Management.	[]	[]	[]	[]
6	As a Board, we have agreed a set of values according to which we seek to manage the school.	[]	[]	[]	[]
7	The Board has helped in solving difficult problems at the school.	[]	[]	[]	[]
8	The Board approves policies presented to it by the school administration more than it initiates its own policies.	[]	[]	[]	[]
9	Our Board would be willing to overrule the principal on an issue.	[]	[]	[]	[]
10	I believe that the Board, as a whole, is uncertain about its role.	[]	[]	[]	[]
11	The Board is more comfortable dealing with routine matters that arise in the school, than in discussing policy issues.	[]	[]	[]	[]
12	Our Board is often unwilling to address difficult school issues.	[]	[]	[]	[]
13	At least some Board members appear hesitant to raise issues at Board meetings.	[]	[]	[]	[]
14	Our Board tends to focus more on current concerns than on the future of the school.	[]	[]	[]	[]
15	In discussing key issues, it is not unusual for a member to ask about what the school stands for and how that is related to the matter under discussion.	[]	[]	[]	[]
16	There are issues being dealt with now by the school administration alone which should be dealt with by the Board.	[]	[]	[]	[]
17	In my view, many of the issues raised at Board meetings are irrelevant to my concerns as a principal in the day-to-day management of the school.	[]	[]	[]	[]
18	If you agree or strongly agree with the last statement, please name some issues which you considered irrelevant.				

1 _____

 2 _____

19 Issues in the following areas are raised at the board regularly, often, seldom, never.
Please tick the appropriate response.

Regularly	Often	Seldom	Never
-----------	-------	--------	-------

19.1	curriculum issues	[]	[]	[]	[]
19.2	school maintenance issues	[]	[]	[]	[]
19.3	future plans for the school	[]	[]	[]	[]
19.4	pupil discipline issues	[]	[]	[]	[]
19.5	school finance issues	[]	[]	[]	[]
19.6	staff performance issues	[]	[]	[]	[]
19.7	school policy development	[]	[]	[]	[]
19.8	academic progress of pupils	[]	[]	[]	[]
19.9	community education issues	[]	[]	[]	[]
19.1	issues relating to educational change	[]	[]	[]	[]
19.11	community education issues	[]	[]	[]	[]
19.12	staff development	[]	[]	[]	[]

Strongly Agree	Agree	Disagree	Strongly Disagree
----------------	-------	----------	-------------------

20	In the nomination of Board members, the competencies and expertise of nominees in areas related to education should be an important consideration for nominating groups.	[]	[]	[]	[]
21	Board members have a duty to report to their nominating groups regarding the work of the Board.	[]	[]	[]	[]
22	Members of the Board rarely disagree openly with one another.	[]	[]	[]	[]
23	Conflict arises often at our meetings	[]	[]	[]	[]
24	In reaching decisions, there is a willingness among members to compromise when interests conflict.	[]	[]	[]	[]
25	I believe that Board members see themselves primarily as representatives of their nominating groups.	[]	[]	[]	[]
26	Nominees from particular interest groups (parents, teachers, trustee tend to support one another at meetings (e.g. parents support each other, teachers support each other, trustee nominees support each other).	[]	[]	[]	[]
27	I believe that				
	27.1 Board members are objective - they do not impose their own personal agendas.	[]	[]	[]	[]
	27.2 the confidentiality of Board is maintained.	[]	[]	[]	[]
	27.3 Board members are supportive of the school administ	[]	[]	[]	[]
28	Before reaching an important decision, the Board usually seeks input (reactions, opinions, information) from persons who are likely to be affected by the decision.	[]	[]	[]	[]
29	We spend time at our meetings discussing the concerns of the wider community served by the school.	[]	[]	[]	[]
30	There is regular formal contact between the Board and the nominating group (parents or teachers or trustees).	[]	[]	[]	[]
31	The Board does not seem able to address many of the issues which concern me as a Principal.	[]	[]	[]	[]

		Strongly Agree	Agree	Disagree	Strongly Disagree
32	Board business reflects more closely the needs of the professional staff of the school than the needs of parents.	[]	[]	[]	[]
33	At times, the Board has appeared unaware of the impact its decisions will have within the school.	[]	[]	[]	[]
34	Important decisions which, I believe, should be made at Board meetings are made outside the meetings.	[]	[]	[]	[]
35	The powers of the Board are too limited to address the needs expressed to it.	[]	[]	[]	[]
36	The professional expertise of teachers is respected by the Board.	[]	[]	[]	[]
37	There is a group spirit and a sense of cohesiveness among the members of the Board.	[]	[]	[]	[]
38	There is an atmosphere of openness and trust at Board meetings.	[]	[]	[]	[]
39	Board decisions are taken usually through majority vote of the members rather than by consensus.	[]	[]	[]	[]
40	Some interest groups exercise undue influence on the board.	[]	[]	[]	[]
41	If you have agreed or strongly agreed with the last statement, please indicate what you perceive as the order of influence within the board, by ranking the following interests on a scale of 1-5 beginning with 1 to indicate the highest order of influence.				
	parent interests	[]	chairperson	[]	
	teacher interests	[]	principal	[]	
	trustee interests	[]			
42	The principal provides a periodic report (e.g. annual) on the school to the Board.	[]	[]	[]	[]
43	The Board monitors the implementation of its policies and plans.	[]	[]	[]	[]
44	The Board reviews the operations of the school periodically.	[]	[]	[]	[]
45	The Board has on occasion evaded responsibility for an important issue facing the school.	[]	[]	[]	[]
46	The Board usually accepts recommendations from the principal with little questioning by the members.	[]	[]	[]	[]
47	The Board examines the financial report put before it.	[]	[]	[]	[]
48	The Board reviews the academic performance of the school.	[]	[]	[]	[]
49	The extra-curricular areas of the school e.g. sport, are reviewed by the Board.	[]	[]	[]	[]
50	I see the Board as primarily accountable to (tick one only):				
	50.1 the trustees of the school	[]			
	50.2 the Department of Education	[]			
	50.3 Board nominating groups	[]			
	50.4 other _____	[]			
51	The trustees of the school ensure that new Boards are briefed on their role and responsibilities.	[]	[]	[]	[]

		Regularly	Often	Seldom	Never
71	Most members of this Board appear to rely on informal discussion and observation of how things are done to learn about their role and responsibilities.	[]	[]	[]	[]
72	Board members are adequately prepared through training for their role.	[]	[]	[]	[]
73	Most members have an adequate understanding of the technical information needed to run the school.	[]	[]	[]	[]
74	I consult the Deed of Trust (community schools) or Articles of Management (secondary schools) at least occasionally.	[]	[]	[]	[]
75	There is no need for formal training of Board members.	[]	[]	[]	[]
76	Taking everything into account, I am satisfied that my Board:	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
76.1	has a good understanding of its role.	[]	[]	[]	[]
76.2	is an effective leader for the school	[]	[]	[]	[]
76.3	makes a difference in how the school functions	[]	[]	[]	[]
76.4	determines policy for the school	[]	[]	[]	[]
76.5	welcomes participation from all its members at meetings.	[]	[]	[]	[]
76.6	enjoys good working relationships between Board members.	[]	[]	[]	[]
76.7	has a good working relationship with you as the school principal.	[]	[]	[]	[]
76.8	is a democratic decision-making body	[]	[]	[]	[]
76.9	has access to sufficient information for good decision-making	[]	[]	[]	[]
76.10	has a good knowledge of what is happening in the school.	[]	[]	[]	[]
76.11	has a sufficient understanding of the educational issues that arise at Board meetings.	[]	[]	[]	[]
76.12	deals with significant issues of policy for the ongoing success of the school.	[]	[]	[]	[]
76.13	has made the management of the school more democratic.	[]	[]	[]	[]
77	My experience of working with my Board of Management has been	[]	highly rewarding	frustrating	[]
		[]	rewarding	very frustrating.	[]
		[]	mixed		

78 In your opinion, how might the Board be made more effective in managing the school?

79 Are there any further comments you would like to make?

Please check that you have completed question 2 above.

THANK YOU FOR COMPLETING THE QUESTIONNAIRE.

Please return the completed questionnaire using the stamped addressed envelope provided.

APPENDIX THREE

LETTERS

March 31, 1998

Dear Principal:

I am writing to invite you to participate in a study of Boards of Management in Community and Voluntary Secondary Schools from the perspective of their effectiveness. I am conducting this study as part of my Ph.D. thesis currently underway at Trinity College, Dublin under the supervision of Dr. Seamus McGuinness. The study is prompted by the growing interest among the public in how education is managed, a reappraisal by parents and communities of their influence on the educational provision, and a personal interest of the writer in how boards are functioning particularly in the light of their evolving role in Irish educational management. There is very little substantive study of boards of management operations in second level schools in Ireland, or of what constitutes effectiveness on these boards.

I am enclosing a survey-questionnaire. This questionnaire seeks to address the experience of board members in the Irish context with a view to determining the core characteristics of the role and operations of boards from their perspective. The questionnaire has seventy seven main items. To complete it, you are invited to tick one box in response to each item. It should take approximately thirty minutes to complete. There is no need to search out any information. Principals from a sample of voluntary secondary and community school boards are being asked to respond. A similar (but not identical) questionnaire is being issued to the board members in these schools. The completed questionnaire should be returned to me in the attached envelope before May 1, 1998 if possible.

I wish to assure you that individual names, schools, or boards, or other identifying information will not be used in the report of the study. The confidentiality of your responses will be maintained at all times.

Enclosed please find a stamped, self-addressed envelope to expedite the timely return of the completed questionnaire. Thank you for your willingness to participate in this study and for your timely return of the questionnaire. The success of the study depends on your participation.

Yours sincerely,

James Mungovan

March 31, 1998

Dear Board Member:

I am writing to invite you to participate in a study of Boards of Management in Community and Voluntary Secondary Schools from the perspective of their effectiveness. I am conducting this study as part of my Ph.D. thesis currently underway at Trinity College, Dublin under the supervision of Dr. Seamus McGuinness. The study is prompted by the growing interest among the public in how education is managed, a reappraisal by parents and communities of their influence on the educational provision, and a personal interest of the writer in how boards are functioning particularly in the light of their evolving role in Irish educational management. There is very little substantive study of boards of management operations in second level schools in Ireland, or of what constitutes effectiveness on these boards.

I am enclosing a survey-questionnaire. This questionnaire seeks to address the experience of board members in the Irish context with a view to determining the core characteristics of the role and operations of boards from their perspective. The questionnaire has seventy seven main items. To complete it, you are invited to tick one box in response to each item. It should take approximately thirty minutes to complete. There is no need to search out any information. Board members from a sample of voluntary secondary and community school boards are being asked to respond. A similar (but not identical) questionnaire is being issued to the principals in these schools. The completed questionnaire should be returned to me in the attached envelope before May 1, 1998 if possible.

I wish to assure you that individual names, schools, or boards, or other identifying information will not be used in the report of the study. The confidentiality of your responses will be maintained at all times.

Enclosed please find a stamped, self-addressed envelope to expedite the timely return of the completed questionnaire. Thank you for your willingness to participate in this study and for your timely return of the questionnaire. The success of the study depends on your participation.

Yours sincerely,

James Mungovan

May 5, 1998

Dear

I wish to thank you for distributing the questionnaires relating to my study of the boards of management forwarded to you at the beginning of April. The response to date has been very encouraging and for that I say "thanks" to all those who completed the questionnaire. To date 30% of the voluntary school board members, 28% of the community school board members, 65% of the voluntary secondary principals and 65% of the community school principals have responded. I am aware that many boards have not met since the questionnaires were received in your schools. I am also aware that this is a very busy month for boards and principals. I would appreciate if you would be kind enough to mention the questionnaire at your next meeting by way of a reminder to board members who have not returned it so far. The deadline of May 1, 1998 is now dead! I will be happy to receive responses over the summer period.

Yours sincerely,

James Mungovan

March 31, 1998

Mr. Sean McCann,
General Secretary
Association of Community and Comprehensive Schools,
Herbert Avenue,
Dublin 4

Dear Sean:

I am writing to inform of a study of Boards of Management in Community and Voluntary Secondary Schools from the perspective of their effectiveness that I am conducting this study as part of my Ph.D. thesis currently underway at Trinity College, Dublin under the supervision of Dr. Seamus McGuinness. The study is prompted by the growing interest among the public in how education is managed, a reappraisal by parents and communities of their influence on the educational provision, and a personal interest of the writer in how boards are functioning particularly in the light of their evolving role in Irish educational management. There is very little substantive study of boards of management operations in second level schools in Ireland, or of what constitutes effectiveness on these boards.

I am enclosing a copy of the survey-questionnaires for your information. The questionnaires seek to address the experience of board members and principals in the Irish context with a view to determining the core characteristics of the role and operations of boards from their perspective. Board members and principals from a sample of voluntary secondary and community school boards are being invited to respond.

Any support you might be in a position to give to this study through encouraging board members and principals to respond will be greatly appreciated.

Kind personal regards.

Yours sincerely,

James Mungovan

March 31, 1998

Mr. George O'Callaghan,
General Secretary,
Secretariat of Secondary Schools,
Emmet House,
Milltown,
Dublin 14

Dear Mr. O'Callaghan:

I am writing to inform of a study of Boards of Management in Community and Voluntary Secondary Schools from the perspective of their effectiveness that I am conducting this study as part of my Ph.D. thesis currently underway at Trinity College, Dublin under the supervision of Dr. Seamus McGuinness. The study is prompted by the growing interest among the public in how education is managed, a reappraisal by parents and communities of their influence on the educational provision, and a personal interest of the writer in how boards are functioning particularly in the light of their evolving role in Irish educational management. There is very little substantive study of boards of management operations in second level schools in Ireland, or of what constitutes effectiveness on these boards.

I am enclosing a copy of the survey-questionnaires for your information. The questionnaires seek to address the experience of board members and principals in the Irish context with a view to determining the core characteristics of the role and operations of boards from their perspective. Board members and principals from a sample of voluntary secondary and community school boards are being invited to respond.

I am a former principal of a voluntary secondary school. Currently I am the principal of a community school. I have also served on the national executives of management bodies in both the voluntary secondary and community school sectors.

Any support you might be in a position to give to this study through encouraging board members and principals to respond will be greatly appreciated.

Yours sincerely,

James Mungovan

APPENDIX FOUR
OVERALL EFFECTIVENESS TABLES
ITEMS 75 AND 76 OF QUESTIONNAIRE

I have a good understanding of how my board operates - Nominee.							
My board has a good understanding of its role - Principal							
Item 75.1	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	13	48	12	44	2	7	-
TEACHER	17	53	15	47	-	-	-
TRUSTEE	36	64	20	36	-	-	-
PRINCIPAL	7	41	8	47	2	12	
COMMUNITY							
PARENT	9	31	19	66	1	3	-
TEACHER	18	67	9	33	-	-	-
TRUSTEE	40	56	31	44	-	-	-
PRINCIPAL	4	26	14	74	-	-	-

My board is an effective leader for the school - Nominee.							
My board is an effective leader for the school - Principal.							
Item 75.2	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	13	48	8	30	5	19	1
TEACHER	12	39	14	45	4	13	1
TRUSTEE	21	38	34	61	1	2	
PRINCIPAL	7	41	8	47	2	12	
COMMUNITY							
PARENT	9	31	17	59	2	7	1
TEACHER	11	41	14	52	2	7	
TRUSTEE	37	52	30	42	2	3	2
PRINCIPAL	5	26	14	74			

My board makes a difference in how the school functions - Nominee.							
My board makes a difference in how the school functions - Principal.							
Item 75.3	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	10	37	11	41	5	19	1
TEACHER	11	34	14	44	6	19	1
TRUSTEE	29	52	27	48			
PRINCIPAL	6	35	9	53	2	12	
COMMUNITY							
PARENT	9	31	17	59	2	7	1
TEACHER	6	22	16	59	4	15	1
TRUSTEE	34	48	31	44	3	4	3
PRINCIPAL	5	26	13	68	1	5	

My board determines policy for the school - Nominee.							
My board determines policy for the school - Principal.							
Item 75.4	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	11	41	9	33	6	22	1
TEACHER	4	13	20	62	8	25	
TRUSTEE	21	38	28	50	7	13	
PRINCIPAL	3	18	11	65	3	18	
COMMUNITY							
PARENT	7	24	19	66	2	7	1
TEACHER	4	15	19	70	4	15	
TRUSTEE	23	33	42	60	4	6	1
PRINCIPAL	4	21	11	58	4	21	

I have a good working relationship with other board members - Nominee. My board enjoys good working relationships between board members - Principal.							
Item 75.6	V.Sat.		Sat.		D.Sat.		V.Dsat.
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	19	70	7	26	1	4	-
TEACHER	16	50	15	47	1	3	-
TRUSTEE	38	68	17	30	1	2	-
PRINCIPAL	12	71	5	29	-	-	-
COMMUNITY							
PARENT	14	48	13	45	2	7	-
TEACHER	13	48	14	52	-	-	-
TRUSTEE	41	58	29	41	1	1	-
PRINCIPAL	12	63	7	37	-	-	-

I have a good working relationship with the principal - nominee. The board has a good working relationship with you as principal - principal.							
Item 75.7	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	19	70	7	26	-	-	1
TEACHER	15	48	12	39	3	10	1
TRUSTEE	43	77	13	23	-	-	-
PRINCIPAL	14	82	3	18	-	-	-
COMMUNITY							
PARENT	14	48	13	45	2	7	-
TEACHER	13	50	10	39	3	12	-
TRUSTEE	47	67	20	29	3	4	-
PRINCIPAL	13	68	6	32	-	-	-

I have an influence on board decision-making - Nominee							
My board is a democratic decision-making body - Principal.							
Item 75.8	V.Sat.		Sat.		D.Sat.		N
	N	%	N	%	N	%	
VOLUNTARY SECONDARY							
PARENT	7	27	18	69	1	4	-
TEACHER	10	31	17	53	5	16	-
TRUSTEE	30	55	25	46	-	-	-
PRINCIPAL	12	71	5	29	-	-	-
COMMUNITY							
PARENT	6	21	21	72	2	7	-
TEACHER	8	30	18	67	1	4	-
TRUSTEE	32	46	35	50	3	4	-
PRINCIPAL	11	58	8	42	-	-	-

I have access to the information I need - Nominee.							
My board has access to sufficient information for decision-making - Principal.							
Item 75.9	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	14	52	8	30	4	15	1
TEACHER	12	38	17	53	3	9	-
TRUSTEE	33	59	23	41	-	-	-
PRINCIPAL	9	53	7	41	1	6	-
COMMUNITY							
PARENT	11	38	16	55	2	7	-
TEACHER	11	41	14	52	2	7	-
TRUSTEE	38	55	29	42	1	1	1
PRINCIPAL	6	32	13	68	-	-	-

I have a good knowledge of what is happening in my school - Nominee.
My board has a good knowledge of what is happening in the school - Principal.

Item 75.10	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	11	41	10	37	5	19	1
TEACHER	19	59	11	34	2	6	
TRUSTEE	27	48	26	46	3	5	
PRINCIPAL	9	53	7	41	1	6	
COMMUNITY							
PARENT	11	38	17	59	1	3	
TEACHER	16	59	10	37			1
TRUSTEE	34	49	31	44	4	6	1
PRINCIPAL	6	32	12	63	1	5	

I have an understanding of educational issues that arise at meetings - Nominee.
My board has sufficient understanding of educational issues that arise - Principal.

Item 75.11	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	8	30	15	56	3	11	1
TEACHER	19	59	12	38	1	3	-
TRUSTEE	26	46	27	48	3	5	-
PRINCIPAL	4	24	9	53	4	23	-
COMMUNITY							
PARENT	7	24	22	76	-	-	-
TEACHER	15	56	11	41	-	-	1
TRUSTEE	38	54	28	40	4	6	-
PRINCIPAL	5	26	12	63	2	11	-

The board deals with significant issues of policy for the school - Nominee.
 My board deals with significant issues of policy for the school - Principal.

Item 75.12	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	9	33	12	44	5	19	1
TEACHER	10	31	15	47	7	22	-
TRUSTEE	25	45	28	50	3	5	-
PRINCIPAL	8	47	6	35	3	18	-
COMMUNITY							
PARENT	9	31	17	59	2	7	1
TEACHER	8	30	16	59	3	11	-
TRUSTEE	32	46	33	47	4	6	1
PRINCIPAL	5	26	11	58	3	16	-

The board structure has made the management of the school more democratic - Nominee.
 The board structure has made the management of the school more democratic - Principal.

Item 75.13	V.Sat.		Sat.		D.Sat.		V.Disat
	N	%	N	%	N	%	N
VOLUNTARY SECONDARY							
PARENT	10	39	14	54	2	8	-
TEACHER	8	25	20	63	2	6	2
TRUSTEE	27	48	28	50	1	2	-
PRINCIPAL	9	53	7	41	1	6	-
COMMUNITY							
PARENT	13	45	13	45	3	10	-
TEACHER	9	35	14	54	2	8	1
TRUSTEE	34	49	30	43	4	6	2
PRINCIPAL	7	37	12	63	-	-	-

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