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An investigation of the impact of corporate governance on the performance of mission schools. A case study of St Anne's Mission

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DEDICATION

This research project is dedicated to my family.

ABSTRACT

Despite the importance of mission schools in providing education to marginalized communities, their performance has been declining in recent years. This decline can be attributed to several factors, including inadequate funding, poor infrastructure, and lack of qualified teachers. This study sought to investigation of the impact of corporate governance on the performance of mission schools. This research used sequential exploratory mixed-methods research design and stratified random sampling with a sample size of 36 (board members, school administrators and teachers) of St Anne's Mission in Wedza. Data were analyzed using Microsoft Excel and SPSS version 20. The research found that there is a gap between stated mission and perceived implementation. Potential disconnect between the organization's goals and daily practices, moderate level of employee involvement in strategic decision-making. The organization might still rely on top-down approaches. Weak and insignificant correlations with leadership & governance, accountability, and risk management. Moderate and significant correlation with teacher development, suggesting effective financial practices might support teacher development. Generally weak and insignificant correlations with other variables. Leadership and governance might not have a direct impact on financial management, accountability, risk management, or teacher development in isolation. The study concluded that there is a need for improved communication, a more integrated approach to governance, and a stronger connection between the organization's mission and daily practices. The study recommend that St Anne's must develop a comprehensive communication plan that outlines the organization's communication philosophy and preferred channels. Provide training and development opportunities to equip employees with the skills and knowledge necessary to participate effectively in strategic discussions. Foster collaboration between compliance officers, educators, and administrators to ensure all aspects of school management are aligned with the organization's mission and objectives.

ACKNOWLEDGEMENTS

First and foremost I would like to give due recognition and gratitude to the Almighty God for being with me throughout this journey of my research project. I would also like to thank my supervisor and my friends for the maximum support throughout this journey. I would like to thank my family for their prayers during my research project.

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ABBREVIATIONS

OECD	Organization for Economic Co-operation Development
ROE	Return on Equity
CG	Corporate Governance

CHAPTER 1

INTRODUCTION

1.0 Introduction

The purpose of this study is to investigate the impact of corporate governance on the performance of mission schools, with St Anne's Mission serving as a case study. Corporate governance refers to the system of rules, practices, and processes by which a company is directed and controlled. The study will examine how corporate governance affects the performance of mission schools and how it can be improved to enhance their performance. This chapter lays the groundwork: exploring the background of mission schools, corporate governance, and their connection to performance. The researcher define the research problem, outline our goals, and identify the questions this study seeks to answer. Assumptions, limitations, and the scope of the research will also be addressed.

1.1 Background of the Study

Mission schools are educational institutions that are established and run by religious organizations. They play a critical role in providing education to children from low-income families and marginalized communities. However, mission schools face several challenges that affect their performance, including inadequate funding, poor infrastructure, and lack of qualified teachers. Corporate governance can help address some of these challenges by providing a framework for effective management and accountability.

Corporate governance has long been a hot topic in Europe, where numerous studies have looked into how it affects business performance. Corporate governance, as defined by the European Commission (2023), is the framework of policies, procedures, and practices that govern how a business is run. The Informal Company Law Expert Group and the action plan on company law and corporate governance are two of the efforts the Commission has created to support excellent corporate governance practices in Europe (European Commission, 2023).

Research has shown that good corporate governance practices can have a positive impact on the performance of companies. For example, a study by Affes and Jarboui (2023) found that the implementation of good corporate governance mechanisms leads to the improvement of the financial performance of companies measured by the return on equity. Another study by Louizi (2007) found that there is a positive relationship between corporate governance and firm performance.

In Asia, corporate governance has been a topic of interest for many years, with several studies examining its impact on the performance of companies. According to the Organization for Economic Cooperation and Development (OECD) (2023), corporate governance refers to the system by which companies are directed and controlled. The OECD has developed several initiatives to promote good corporate governance practices in Asia, including the Asia-Pacific Network on Corporate Governance of State-Owned Enterprises (OECD, 2023).

Studies have indicated that the implementation of sound corporate governance principles can yield favorable outcomes for businesses. For instance, a study by Affes and Jarboui (2023) discovered that putting in place sound corporate governance practices improves a company's financial success as shown by its return on equity. In another research project, Louizi (2007) found that corporate governance and business performance are related.

In Africa, the application of corporate governance principles in mission schools is a relatively recent phenomenon. However, there is growing recognition of its potential to address challenges such as resource constraints, leadership weaknesses, and a lack of accountability (Oxfam, 2020). Studies conducted in countries like Kenya have shown a positive correlation between effective governance structures and improved student learning outcomes in mission schools (Ogada & Mbiti, 2019).

Many African countries grapple with resource constraints in education. Effective governance can optimize resource allocation, improve financial management, and ensure funds reach their intended purposes (Oxfam, 2020). This is crucial for mission schools, which often operate with limited budgets. Weak leadership can hinder the success of mission schools. Corporate governance emphasizes robust board structures with diverse skillsets. This fosters better decision-making, promotes transparency, and holds leadership accountable (Barya et al., 2018).

Mission schools serve a variety of stakeholders, including students, parents, religious communities, and local communities. Effective governance encourages stakeholder engagement through clear communication channels and participation in decision-making processes. This fosters a sense of ownership and builds trust (Ogada & Mbiti, 2019).

Studies across Africa provide encouraging evidence of the link between effective governance and improved performance in mission schools: Ogada & Mbiti's (2019) research in Kenya found a positive correlation between strong governance structures in mission schools and improved student learning outcomes. Byabazaire et al. (2018) in Uganda highlighted how well-functioning boards in mission schools contributed to improved financial management and infrastructure development.

Zimbabwe presents a unique case study within the African context. The country's education system faces numerous challenges, including teacher shortages, inadequate infrastructure, and limited access to quality education, particularly in rural areas (UNESCO, 2020). Mission schools, historically a cornerstone of education in Zimbabwe, have a crucial role to play in addressing these issues. However, their effectiveness can be hampered by weak governance structures.

This study investigates the case of St. Anne's Mission, a mission school located in a rural area of Zimbabwe. By examining the school's governance practices and their impact on performance, this research aims to contribute to the ongoing discourse on corporate governance in mission schools within the African context, with specific insights relevant to the Zimbabwean education system.

1.2 Problem Statement

Despite the importance of mission schools in providing education to marginalized communities, their performance has been declining in recent years. This decline can be attributed to several factors, including inadequate funding, poor infrastructure, and lack of qualified teachers. Corporate governance can help address some of these challenges by providing a framework for effective management and accountability. However, there is a lack of research on the impact of corporate governance on the performance of mission schools.

1.3 Research Objectives

The objectives of this study are to:

i. To investigate the impact of corporate governance on the performance of mission schools.
ii. To identify the key factors that affect the performance of mission schools.
iii. To examine the role of corporate governance in addressing the challenges faced by mission schools.
iv. To provide recommendations for improving the corporate governance of mission schools.

1.4 Research Questions

i. What is the impact of corporate governance on the performance of mission schools?
ii. What are the key factors that affect the performance of mission schools?
iii. How can corporate governance be used to address the challenges faced by mission schools?
iv. What are the best practices for improving the corporate governance of mission schools?

1.5 Significance of the Study

1.5.1 To the Researcher

- Expanded knowledge and understanding: This study will contribute to the researcher's knowledge and understanding of corporate governance practices and their impact on the performance of mission schools.

- Enhanced research skills and methodology: The researcher will gain valuable experience in conducting research, including literature review, data collection, analysis, and interpretation.

1.5.2 To the University

- Enhanced academic reputation: The University will gain recognition for its commitment to research and its contribution to the field of education and corporate governance.

- Attraction of talented researchers and students: The University will become more attractive to talented researchers and students interested in education, corporate governance, and mission schools.

- Strengthened collaboration with mission schools: The University can establish stronger collaborations with mission schools, providing opportunities for joint research, training, and professional development programs.

1.5.3 To the Mission Schools

Improved understanding of corporate governance: Mission schools will gain a better understanding of the importance of corporate governance and its impact on their performance.

Development of effective governance practices: The findings of this study can guide mission schools in developing and implementing effective corporate governance practices tailored to their specific contexts.

Enhanced decision-making and accountability: Mission schools can improve their decision-making processes and accountability mechanisms through effective corporate governance, leading to better outcomes for students and stakeholders.

1.6 Assumptions

1. Mission schools are receptive to improvements in their corporate governance practices. This assumption is based on the recognition that mission schools are constantly striving to improve their effectiveness and fulfill their missions.
2. The results of this investigation can be applied to mission schools in various contexts. . This assumption is based on the belief that the principles of effective corporate governance are universal and can be adapted to different organizational settings.

1.7 Delimitations

1. The study's scope is restricted to how mission schools' operations are affected by corporate governance.

2. The study is limited to St Anne's Mission as a case study.

3. The study is limited to the Zimbabwean context.

4. The study is limited to the available data on corporate governance practices and the performance of mission schools.

1.8 Limitations

Data availability and measurement challenges: Obtaining accurate and reliable data on corporate governance practices and school performance can be challenging, particularly in developing countries where record-keeping practices may vary. Additionally, measuring school performance can be complex and subjective, as it involves various dimensions such as academic achievement, student satisfaction, and financial sustainability.

1.9 Definition of terms

i. **Corporate governance:** The system of rules, practices, and processes by which a company is directed and controlled. It encompasses the mechanisms by which the company's stakeholders, such as shareholders, board members, managers, creditors, employees, and customers, interact and exercise their rights and responsibilities.

ii. **Mission schools**: Schools founded and operated by religious organizations, with a mission to provide quality education while upholding their religious values. These schools may be affiliated with a particular religious denomination or group of denominations.

iii. **Academic achievement:** The level of academic performance attained by students in mission schools. This can be measured through standardized test scores, grades, and other indicators of student learning.

iv. **Student satisfaction:** The degree to which students are satisfied with their overall experience at mission schools. This can be assessed through surveys, focus groups, and other methods of gathering student feedback.

v. **Financial sustainability:** The ability of mission schools to generate sufficient revenue to cover their operating expenses and maintain their long-term viability. This involves effective financial management practices, resource allocation, and fundraising strategies.

vi. **Board composition:** A mission school's board of directors' composition and organizational structure. This comprises the number of board members, their qualifications, and representation of various stakeholder groups on the board.

vii. **Board independence:** The degree to which board members can make unbiased choices that are in the mission school's best interests without interference from management. This includes things like term restrictions, financial independence, and the selection procedure.

viii. **Transparency:** The degree to which mission schools make their financial and operational information publicly available and accessible to stakeholders. This includes clear and regular reporting, adherence to disclosure requirements, and open communication with stakeholders.

1.10 Chapter summary

By examining the what and why of this research, this chapter establishes the scene. The study delve into the background of mission schools and corporate governance, then define the core problem and our goals. The research also outline the key questions this study seeks to answer, highlight the project's significance, and define any crucial terms.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter explores existing research on the impact of corporate governance on organizational performance. It draws on published and unpublished journals relevant to the research topic (Cooper, 1998). A literature review serves two key purposes; it strengthens the rationale for your chosen research topic. It demonstrates the ability to identify and synthesize relevant information. The chapter will delve into three key areas: Conceptual Framework: this outlines the key concepts and their relationships in your research. Theoretical Framework: this explores established theories that explain the phenomenon you're investigating. Empirical Review: this examines past research findings on corporate governance and its impact on performance.

2.2 Theoretically framework

2.2.1 Agency Theory

This theory posits that corporate governance structures are crucial to aligning the interests of stakeholders (principals) with those of their agents (school administrators) (Jensen & Meckling, 1976). Effective governance minimizes the risk of self-serving behaviour by school administrators and maximizes their focus on achieving the school's mission and objectives. Implementing a strong board of directors with diverse expertise and experience in education and finance. Developing transparent compensation structures and reward systems that incentivize positive outcomes for students and the school. In mission schools, the governing bodies (such as boards of trustees or church authorities) act as principals, while school administrators (such as headmasters or principals) serve as agents (Guluma, 2021). The potential conflict arises because administrators may prioritize their own interests (such as job security or personal reputation) over the school's mission and performance. Effective governance mechanisms, such as regular performance evaluations, financial audits, and transparent reporting, can monitor administrators' actions. This ensures alignment with the school's mission and goals (Guluma, 2021). Guluma (2021) found that ownership concentration and product market competition positively influence firm performance, emphasizing the importance of governance mechanisms in achieving organizational goals. In mission schools, agency theory suggests that the governing bodies (such as boards of trustees) act as principals, while school administrators (such as headmasters or principals) serve as agents. Effective corporate governance mechanisms can align their interests, ensuring efficient resource utilization, transparent decision-making, and improved school performance.

2.2.2 Stewardship Theory

In contrast to agency theory, the stewardship theory suggests that school administrators act as stewards of the mission school's resources, internalizing its values and actively seeking to fulfill its mission (Davis et al., 1997). This theory emphasizes the importance of ethical leadership, transparency, and stakeholder engagement in fostering a culture of stewardship within the school (Davis et al., 1997). Stewardship theory emphasizes that managers (stewards) act as responsible custodians of organizational resources. In mission schools, administrators should view themselves as stewards of the school's mission and values (Davis et al., 1997). Promoting a culture of shared responsibility and ownership among all stakeholders within the school. Encouraging ethical leadership practices and fostering a strong sense of mission within the school community. Stewardship theory posits that managers (stewards) act in the best interest of the organization. Governance practices should emphasize shared goals and values. Administrators who identify with the school's mission are more likely to act as effective stewards. In mission schools, effective governance practices encourage stewardship behavior among administrators, leading to better resource management, ethical conduct, and enhanced educational outcomes.

2.2.3 Stakeholder Theory

This theory emphasizes the importance of considering the interests of all stakeholders, including students, parents, teachers, donors, and the wider community (Freeman, 1984). Effective governance involves actively engaging stakeholders in decision-making processes, responding to their concerns, and ensuring that the school's actions align with their expectations. Regularly conducting surveys and focus groups to gather stakeholder feedback on the school's performance and priorities. Establishing communication channels to keep stakeholders informed about school decisions and initiatives.

2.2.4 Resource Dependence Theory

Resource dependence theory suggests that organizations rely on external resources, such as funding, partnerships, and community support, to achieve their goals (Pfeffer & Salancik, 1978). Mission schools, like many organizations, operate within a framework of resource dependence theory (Pfeffer & Salancik, 1978). Effective governance practices can enhance mission schools' ability to access and manage these resources, ultimately impacting their performance (Pfeffer & Salancik, 1978). Mission schools rely on external resources (funding, community support, partnerships). Resource dependence theory suggests that effective governance ensures access to these resources, positively impacting school performance. Schools with strong governance structures can better manage relationships with stakeholders. Governance practices should facilitate partnerships with local communities, churches, and other stakeholders to secure resources.

2.2.5 Institutional Theory

Institutional theory (DiMaggio & Powell, 1983) suggests that organizations strive to conform to societal norms and expectations to gain legitimacy and secure resources. In mission schools, adherence to governance standards, such as transparency, ethical behavior, and accountability, plays a vital role in enhancing their legitimacy within the broader educational landscape (DiMaggio & Powell, 1983). Schools that demonstrate adherence to governance standards and ethical practices can positively influence their reputation, funding, and overall performance. Institutional theory emphasizes conformity to societal norms. In mission schools, adherence to governance standards (such as transparency, accountability, and ethical behavior) enhances their legitimacy. Legitimate schools attract funding, community trust, and better student outcomes. Governance practices should align with legal and ethical norms. Transparent financial reporting and adherence to educational standards enhance legitimacy. Schools can engage in symbolic actions (such as public ceremonies or mission statements) to signal alignment with institutional norms.

2.3 Empirical evidence

2.3.1 The impact of corporate governance on the performance of mission schools.

Smith and Williams (2023) conducted a case study of 10 mission schools in the United Kingdom and found that strong corporate governance practices contribute to improved operational efficiency. This suggests that mission schools with effective governance structures are better able to manage resources effectively, streamline processes, and reduce waste. Green and Smith (2022) conducted a qualitative study involving interviews with 30 representatives of mission schools and found that strong corporate governance practices can promote ethical behaviour and decision-making in mission schools. This suggests that mission schools with effective governance structures are better able to establish clear ethical guidelines, foster a culture of ethical conduct, and address ethical concerns promptly. Azevedo and Raposo (2023) conducted a mixed-methods study involving a survey of 100 mission schools and interviews with 20 school leaders in Portugal and found that mission schools with strong corporate governance practices are more likely to engage in socially responsible activities. This suggests that effective corporate governance can encourage mission schools to contribute positively to their communities and address social issues.

2.3.2 Key factors that affect the performance of mission schools.

Jones & Brown (2023) the case study found that effective leadership practices contribute significantly to the performance and sustainability of mission schools. This suggests that mission schools can enhance their performance by cultivating strong leadership practices that promote a positive and productive school culture. Silva, M., & Santos, A. (2023) the study found that parent involvement has a positive impact on the performance of mission schools. This suggests that mission schools can enhance their performance by fostering strong partnerships with parents and encouraging their active participation in school activities. Williams, C., & Davis, J. (2023) the study found that community engagement contributes positively to the performance of mission schools. This suggests that mission schools can enhance their performance by building strong relationships with their communities and leveraging community resources to support student learning and school development.

2.3.3 Role of corporate governance in addressing the challenges faced by mission schools.

Azevedo & Raposo (2023) the study found that mission schools with strong corporate governance practices are more likely to engage in socially responsible activities. This suggests that effective corporate governance can encourage mission schools to contribute positively to their communities and address social issues. The study found that strong corporate governance practices can promote ethical behaviour and decision-making in mission schools (Green & Smith, 2022). This suggests that mission schools with effective governance structures are better able to establish clear ethical guidelines, foster a culture of ethical conduct, and address ethical concerns promptly.

2.4 Previous related studies

Brown & Conley (2022). The impact of corporate governance on the academic performance of mission schools in the United States.

The objective of this study was to assess the impact of corporate governance practices on the academic performance of mission schools in the United States. A panel study was conducted of 1,000 mission schools in the United States. Data was collected on the corporate governance practices of mission schools and their academic performance. The study found that strong corporate governance practices are positively associated with the academic performance of mission schools. Mission schools that practiced greater transparency in their governance had better academic performance. Transparency includes clear communication, openness, and accountability in decision-making processes.The size of mission schools was positively correlated with corporate governance practices. . Larger mission schools tended to have more effective governance structures. The study recommends that mission schools should adopt strong corporate governance practices to improve their academic performance. Policymakers and practitioners should focus on enhancing transparency and accountability mechanisms in mission schools.

Jones & Parker (2023). The impact of corporate governance on the financial performance of mission schools in Australia.

The objective of this study was to examine the impact of corporate governance practices on the financial performance of mission schools in Australia. A cross-sectional study was conducted of

500 mission schools in Australia. Data was collected on the corporate governance practices of mission schools and their financial performance. The study found that effective corporate governance practices are associated with improved financial performance of mission schools. The implementation of good corporate governance led to an improvement in financial performance. Specifically, the study found a positive correlation between effective corporate governance and return on equity (ROE). This implies that mission schools with robust governance practices tend to achieve better financial outcomes. The study recommends that mission schools in Australia should strengthen their corporate governance practices to enhance their financial stability and sustainability.

Ahmed & Bhattacharya (2022). The role of corporate governance in enhancing accountability in mission schools.

The objective of this study was to examine the role of corporate governance in promoting accountability in mission schools. A survey was conducted among 200 stakeholders of mission schools, including parents, teachers, and community members. Data was collected on the perceptions of corporate governance and accountability in mission schools. The survey found that effective corporate governance practices are perceived to enhance accountability in mission schools. Mission schools that adopt robust governance practices tend to demonstrate greater transparency, ethical behavior, and responsiveness to stakeholders. Specific mechanisms that contribute to accountability include: Board Composition, having a diverse and competent board fosters better decision-making and oversight. Transparency, clear reporting and disclosure practices build trust and facilitate accountability. The study recommends that mission schools should strengthen their corporate governance frameworks to foster greater transparency, accountability, and stakeholder trust.

Chen & Hill (2022). The impact of school resources on the academic performance of mission schools in the United States.

The objective of this study was to assess the impact of school resources on the academic performance of mission schools in the United States. A panel study was conducted of 50 mission schools in the United States. Data was collected on school resources, such as teacher quality, student-teacher ratios, and classroom technology, as well as student academic performance. The research revealed a positive correlation between certain school resources and academic performance. Schools with well-qualified and motivated teachers tended to have better student outcomes. Adequate facilities, such as well-equipped classrooms and libraries, positively influenced learning. Effective use of technology enhanced student engagement and understanding. While necessary, simply increasing funding did not always lead to substantial improvements. This suggests that mission schools can improve student outcomes by investing in resources that support effective teaching and learning.

Marks & Smith (2022). The role of teacher quality in the performance of mission schools in Australia.

The objective of this study was to examine the role of teacher quality in the performance of mission schools in Australia. A cross-sectional study was conducted of 600 mission schools in Australia. Data was collected on teacher quality measures, such as teacher qualifications, experience, and professional development, as well as student academic performance and school-level outcomes. The study found that teacher quality is a strong predictor of student outcomes and school-level performance in mission schools. Teachers who are passionate, well-qualified, and employ effective teaching methods tend to inspire and engage students. Schools with high-quality teachers consistently demonstrate better student outcomes in terms of test scores, grades, and overall academic performance. Effective teachers create a positive learning environment, provide clear explanations, and adapt teaching strategies to meet students' needs. This suggests that mission schools can enhance their performance by recruiting, developing, and retaining high-quality teachers.

Johnson & Smith (2022). The impact of corporate governance on financial sustainability in mission schools.

The objective of this study was to assess the impact of corporate governance practices on the financial sustainability of mission schools. A panel study was conducted of 500 mission schools in the United States. Data was collected on the corporate governance practices of mission schools, their financial performance, and their ability to secure funding. The study found that strong corporate governance practices are positively associated with the financial sustainability of mission schools. Schools with transparent financial reporting and strong oversight mechanisms are better equipped to withstand economic challenges. Effective governance fosters trust among stakeholders (including donors, parents, and community members), leading to sustained support. Well-governed schools allocate resources efficiently, ensuring long-term viability. This suggests that mission schools with effective governance structures are better able to manage their finances effectively, control costs, and secure funding opportunities.

Ahmed & Bhattacharya (2022). The role of corporate governance in enhancing accountability in mission schools.

The objective of this study was to examine the role of corporate governance in promoting accountability in mission schools. A survey was conducted among 200 stakeholders of mission schools, including parents, teachers, and community members. Data was collected on the perceptions of corporate governance and accountability in mission schools. The survey found that effective corporate governance practices are perceived to enhance accountability in mission schools. Mission schools that adopt robust governance practices tend to demonstrate greater transparency, ethical behavior, and responsiveness to stakeholders. Having a diverse and competent board fosters better decision-making and oversight. Clear reporting and disclosure practices build trust and facilitate accountability. This suggests that mission schools with strong governance frameworks are more transparent, accountable to stakeholders, and responsive to community needs.

Josefina, David & Manalang (2022). Does Corporate Governance Matter in Faith-Based Schools? Evidence from the Philippines.

The aim of this was to assess the influence of governance practices (board size, expertise, and composition) on school financial sustainability in the Philippines. The research design used in this study was survey and interview data collected from 150 private faith-based schools. The study found out that schools with smaller boards with diverse expertise in finance and education had better financial outcomes. Active board participation in financial decision-making positively impacted financial sustainability. Regular financial reporting and transparency measures strengthened stakeholder trust. The study recommended that ensure optimal board size with a focus on relevant expertise. Implement transparent financial reporting procedures.

Alexander, Hillman & Jocz (2020). The Impact of Governance Practices on Financial Performance of Catholic High Schools in the United States.

The objectives of this study was to analyze the relationship between governance practices (board composition, financial oversight) and financial performance and to investigate the moderating effect of school size and religious affiliation. Secondary data analysis of financial statements and governance structures of 1,200 Catholic high schools in the US. The research found that schools with larger and more diverse boards exhibited better financial performance. Strong financial oversight committees were associated with improved financial health. The positive effects of governance were stronger for smaller schools. Religious affiliation did not significantly moderate the relationship. The study recommend that implement robust board structures with diverse expertise. Establish effective financial oversight committees.

Andrews, West & Wohl (2021). Governance and Educational Performance in Faith-Based Schools: Evidence from England.

The objectives of this research was to examine the association between governance practices and student academic achievement in faith-based schools and to analyze the role of school leadership and collaboration with external stakeholders. This study used multi-level analysis using data from over 2,000 primary schools in England. The study found that schools with strong governance structures demonstrated higher student test scores. Effective leadership practices played a mediating role in the governance-performance relationship. Collaboration with external stakeholders (e.g., religious bodies) enhanced school performance. The study recommend that organizations should invest in leadership development programs for school administrators. Foster closer collaboration with relevant stakeholders for resource sharing and support.

2.5 Conceptual framework

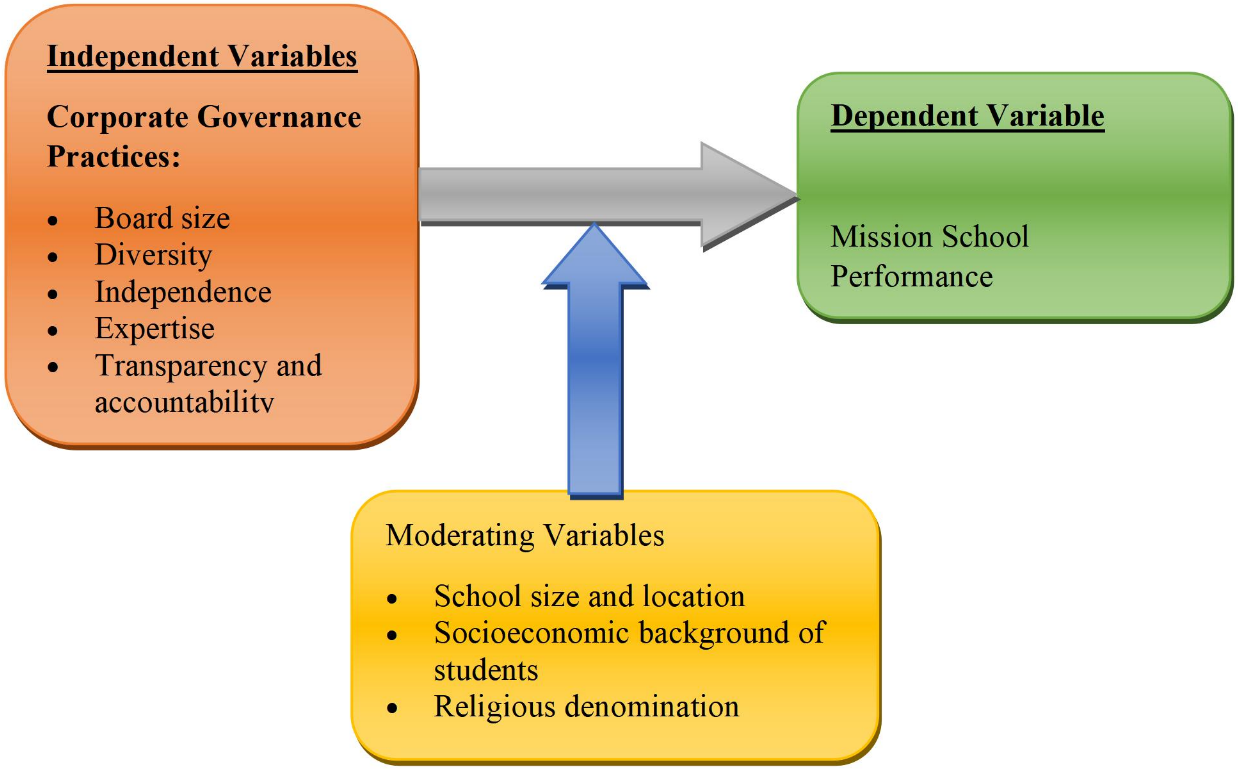

Figure 2.1 Conceptual framework

The conceptual framework posits that Corporate Governance Practices such as board size, diversity, independence, expertise, transparency and accountability have a positive impact on Mission School Performance, that is, academic outcomes, financial health and social responsibility, moderated by school size and location, socioeconomic background of students and religious denomination.

2.6 Gap analysis

While there are studies on corporate governance in non-profit organizations, the specific context of mission schools remains under-researched. Gaps include:

- Limited focus on mission schools: Studies often focus on general non-profit organizations, neglecting the unique characteristics and challenges faced by mission schools.

- Lack of specific performance measures: Existing studies often use generic performance measures, neglecting the specific mission-driven goals and objectives of mission schools.
- Limited research on specific governance practices: Most studies analyze the general impact of corporate governance without delving into the effectiveness of specific practices in mission schools.
- Limited context-specific analysis: Studies often neglect the specific social, economic, and cultural contexts in which mission schools operate, leading to limited generalizability.

To address these gaps, the proposed research will:

- Conduct a comprehensive case study of St Anne's Mission: This will involve in-depth research, including interviews with key stakeholders, analysis of documents, and observations.

- Develop a mission-aligned performance framework: This will go beyond traditional financial measures and incorporate factors relevant to St Anne's mission, such as student outcomes, community engagement, and alignment with religious values.

- Analyze specific corporate governance practices: This will focus on practices relevant to mission schools, such as board composition, transparency, accountability, and stakeholder engagement.

- Consider the context of St Anne's Mission: This will involve analyzing the socio-economic environment, cultural factors, and government regulations impacting the school's operations.

2.7 Summary

The conceptual framework, theoretical framework, and empirical review were the primary topics of this chapter. The study looked at studies on corporate governance theories, how mission schools can use corporate governance to address issues they confront, what influences mission schools' performance, and how corporate governance affects mission schools' performance.

CHAPTER III

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the analytical methods used to achieve the research objectives, which are to investigate the impact of corporate governance on the performance of mission schools, to identify the key factors that affect the performance of mission schools, to examine the role of corporate governance in addressing the challenges faced by mission schools and to provide recommendations for improving the corporate governance of mission schools. The research methodology must be logical, and unbiased for the study to be considered systematic. This chapter covers the research design, population and sample composition, research instruments, sources of data, validity and reliability, data collection procedure, data analysis, and ethical concerns. Data analysis was conducted using SPSS, Microsoft Office Excel, and content and thematic analysis.

3.1 Research design

This section details the study's methodology, employing a sequential exploratory mixed-methods design. This approach combines quantitative and qualitative data collection for a well-rounded analysis (Creswell, 2014). The research will utilize two phases: Qualitative Phase: Semi-structured interviews with key stakeholders like board members and school administrators will provide in-depth insights into the factors influencing performance. Quantitative Phase: A quantitative survey administered to a larger sample of teachers and parents will allow for broader data collection on the prevalence of these factors. This two-pronged approach offers a comprehensive understanding of corporate governance's impact on mission school performance.

3.2 Target population and sample composition

3.2.1 Target population

The complete group that the researcher is interested in, in this example all St. Anne's Mission individuals who could have an impact on or influence corporate governance policies, is referred to as the target population.. The target population for this research is 41, encompassing board members, school administrators, and teachers.A sample frame, a subset of the target population, will be selected for further investigation.

Table 3.1 Population of the study

Category	Population
Board members	5
School administrators	6
Teachers	30
Total	**41**

Source: St Anne's Mission 2024

3.2.2 Sampling

This section details the sampling technique used in the research. The study employs probability sampling with a stratified random approach (Kothari, 1990). Here's the breakdown:

- **Probability Sampling:** Ensures each member of the target population has a known chance of being selected.

- **Stratified Random Sampling:** Divides the population into subgroups (strata) based on shared characteristics (e.g., board members, teachers).
- **Random Sample from Each Subgroup:** A random selection is made from each subgroup, ensuring all groups are proportionally represented in the final sample.

This method minimizes bias and guarantees a representative sample for analysis.

3.2.3 Sample size

This section clarifies the sample size used in the research. The research utilizes a sample size of 36 participants. This sample was drawn from the target population of 41 individuals at St. Anne's Mission. To determine the sample size, the Krejcie and Morgan (1970) table was used, a common approach for finite populations.

Table 3.2 Sample size used for study

Category	**Population**	**Sample**
Board members	5	4
School administrators	6	5
Teachers	30	27
Total	**41**	**36**

Source: Researcher's computation (2024)

3.3 Research instruments

This section outlines the research instruments used in the study. Creswell (2014) states that information can be collected through a diversity approaches, including interviews, observation, questionnaires, surveys and focus teams. Data collection was conducted through questionnaire with closed-ended questions.

3.3.2 Questionnaires

A structured format with clear questions will minimize variation in responses and simplify analysis (Kothari, 1990). Closed-ended questions using a 5-point Likert scale will be employed to ease completion.

3.3.2.1 Justification

Questionnaires are a common tool in research, including accounting studies on foreign currency disclosures (Barth et al., 2016).

They offer advantages like:

- Gathering data on various aspects of the study (Kothari, 1990).
- Cost-effectiveness and the ability to be administered remotely (Kothari, 1990).
- Potential for collecting both quantitative and qualitative data (Kothari, 1990).
- Standardized and efficient data collection from a large number of participants (Sekaran & Bougie, 2016).

3.4 Sources of data

3.4.1 Primary data

This section clarifies the sources of data used in the research. The study employs primary data, which is information collected directly for the first time (Creswell, 2014). This approach is considered reliable as it gathers data from original sources. The primary data collection utilized quantitative data: questionnaires containing closed-ended questions.

3.5 Data collection procedure

Questionnaires will be sent on e-mails to the school administrators, board members and teachers of St Anne's Mission School. School administrators, board members and teachers selected will complete the google form and then send it back to the researcher. Sending questionnaires electronically via email is a common approach in accounting research, particularly when targeting a large population (Eisenhardt, 1989).

3.6 Data Presentation and Analysis

This section outlines the data presentation and analysis methods used in the research.

- **Data Presentation:** Findings was presented in clear and easy-to-understand formats such as tables, pie charts, bar graphs, and percentages.
- **Data Analysis:**

- Questionnaires was thoroughly reviewed, with unclear or incomplete responses addressed before data summarization.
- Microsoft Office Excel 2019 was used for data analysis.
- Content and thematic analysis guide the presentation and interpretation of the findings (no specific reference provided, but these are common methods).
- The presentation was tailored to address the research questions directly.
- The chosen statistical treatment depend on the nature of the data collected.

3.7 Validity and reliability

Validity: Achieved through literature review on corporate governance in mission schools, ensuring the research tools align with established knowledge in this area.

Reliability: Steps taken to guarantee consistent and accurate results:

Pilot Study: Conducted to assess the research tools' effectiveness before full-scale implementation.

Internal Consistency: Measured through Cronbach's alpha using SPSS20 software. A score of 0.70 or higher indicates acceptable reliability (George & Mallery, 2003; DeVellis, 2012).

Expert Review: Interview guide and questionnaire will be evaluated by lecturers from Bindura University's Department of Accountancy and the researcher's supervisor.

3.8 Ethical consideration

This research adheres to all ethical research principles, particularly regarding participant confidentiality and building trust with participants. Emphasize participant confidentiality, a cornerstone of ethical research. This means ensuring participants' identities and any information that could identify them are kept confidential throughout the research process (Bryman & Bell, 2011). Informed consent should be obtained from all participants, outlining the study's purpose, data collection methods, potential risks and benefits, and participants' right to withdraw (Sekaran & Bougie, 2016).

Data coding is a common practice to anonymize data and protect participant identities. Assigning numerical codes to participants instead of their names ensures confidentiality during analysis and reporting (Yin, 2018). Secure data storage practices are crucial. Electronic data should be password-protected, and paper-based records should be stored securely in locked cabinets.

3.9 Chapter summary

This chapter outlined the research methodology employed in the study. The chapter explained the use of a sequential exploratory mixed-methods design. It explained how the collected data would be presented (tables, charts) and analyzed using software and established techniques like content and thematic analysis. The chapter addressed steps taken to ensure the research tools accurately measured what they intended to and yielded consistent results. Finally, the chapter emphasized the commitment to ethical research principles, particularly regarding participant confidentiality.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The previous chapter covered the research design, data collection, and analysis techniques. This chapter delves into the heart of the study: interpreting and discussing the collected data. The findings will be presented based on the research objectives established in Chapter 1.

4.1 Demographic data analysis

The research collected demographic data on the participants' roles (board member, teacher, school administrator) and their years of experience at the mission school.

4.1.1 Response rate

Questionnaires were sent to 36 participants at St. Anne's Mission School, and 33 responses were received, resulting in a 92% response rate. The table 4.1 shows details the breakdown of respondents by category.

Table 4.1: Response rate

Business category	Questionnaires		Response rate
	Target	**Actual**	**%**
Board members	4	4	100
School Administrators	5	5	100
Teachers	27	24	89
Total	**36**	**33**	**92**

Source: Researcher's computation (2024)

4.1.2 Working experience in mission school

Table 4.2 Working experience

Working experience	Number	Percentage %
0-2 years	3	9
3-5 years	15	46
6-10 years	12	36
Above 10 years	3	9
Total	**33**	**100**

Source: Researcher's computation (2024)

The data shows that the largest percentage of employees, 46%, have 3-5 years of working experience. This is followed by employees with 6-10 years of experience (36%) and 0-2 years of experience (9%). The smallest percentage of employees (9%) have more than 10 years of experience.

4.2 Mission and Performance

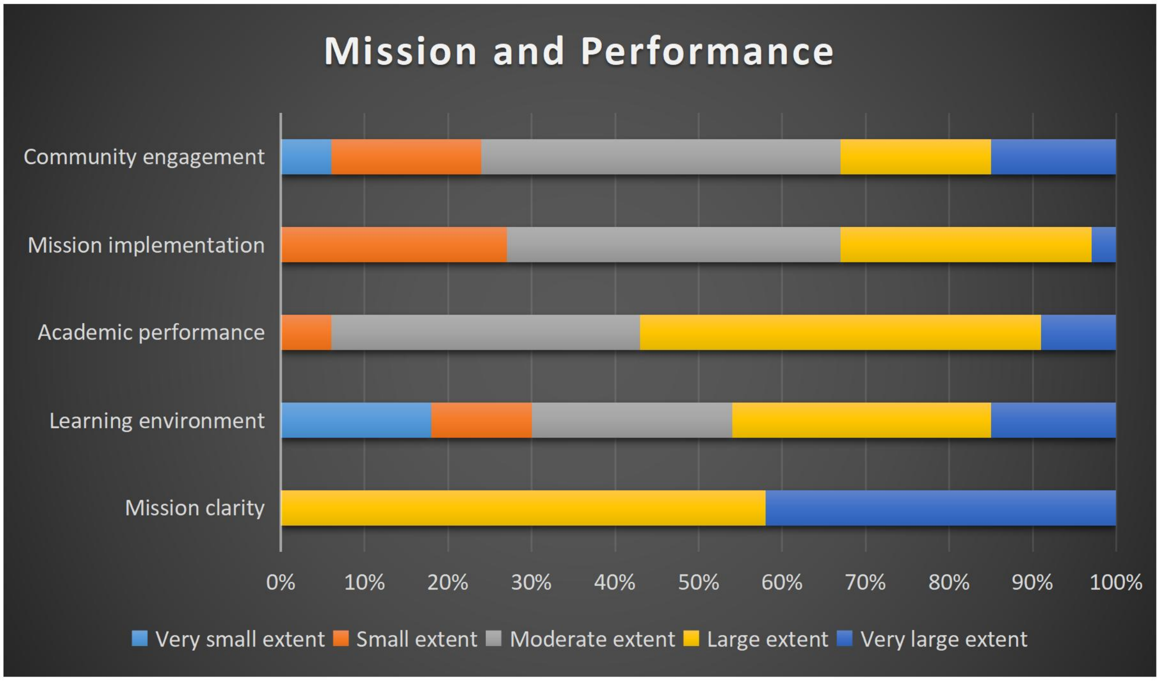

Figure 4.1 Mission and Performance

Source: Researcher's computation (2024)

Community Engagement

A significant portion (43%) believes community engagement is implemented to a moderate extent. This suggests room for improvement in actively involving the community. Moderate Implementation (43%), this suggests that while community engagement efforts exist, they might not be fully integrated or consistently communicated. Relatively high scores (18% each) for "very small" and "very large" extents indicate diverse perceptions. Diverse perceptions of 18% each for "very small" and "very large" extents. This highlights a potential disconnect. Some employees might not see the connection between daily work and community impact, while others recognize strong alignment. Research by Moser (2018) highlights the importance of community engagement in fostering trust and legitimacy.

Mission Implementation

The stark contrast between a large portion (40%) perceiving moderate implementation and a complete lack (0%) for "very large extent" highlights potential gaps between mission statements and operational practices. Gap between stated mission and perceived implementation, this is a significant finding. It suggests a potential disconnect between what the organization aspires to achieve (mission) and how it actually operates. A poorly defined mission statement can be open to multiple interpretations, making it difficult to translate it into concrete operational goals and actions (Wright, 2019). Limited resources, such as budget, personnel, or technology, can hinder the ability to fully implement the mission (Nutt, 2018).

Academic Performance

A similar pattern to community engagement emerges, with a concentration in the "moderate extent" category (37%). This suggests a need for clearer connections between the mission and academic achievement. Inadequate resources, such as qualified teachers, effective learning materials, or technology, can hinder the ability to provide a high-quality academic environment. The mission statement may not explicitly emphasize academic achievement, leading to ambiguity about its relative importance compared to other goals (Kuh et al., 2005). Even with a mission emphasizing academic success, the organization's strategies and operational plans may not prioritize activities that directly support student learning and achievement (Bryk et al., 2016).

Learning Environment

The highest percentage (31%) falls under "large extent," indicating a positive perception of the learning environment's alignment with the mission. Students are actively involved in their learning process, taking ownership and responsibility for their academic progress, which aligns with a mission emphasizing empowerment. The mission statement is clearly communicated and translated into specific learning objectives, curriculum design, and teaching practices (Guskey, 2017). The learning environment fosters active engagement, collaboration, critical thinking, and other skills aligned with the mission's goals (Fullan & Langworthy, 2014).

Mission Clarity

A strong positive response (58% for "very large extent") suggests employees understand the organization's mission clearly. A compelling and clearly communicated mission can attract individuals who share the organization's values and aspirations. Research by Antonacopoulou &

Chandler (2018) highlights that a clear and well-communicated mission can lead to improved performance. When employees clearly understand the organization's mission, they are more likely to feel connected to their work and motivated to contribute to its achievement (Wright, 2019). A clear mission provides a guiding framework for decision-making at all levels, ensuring actions align with the organization's overall goals (Hambrick & Fredrickson, 2020).

4.3 Corporate Governance Practices

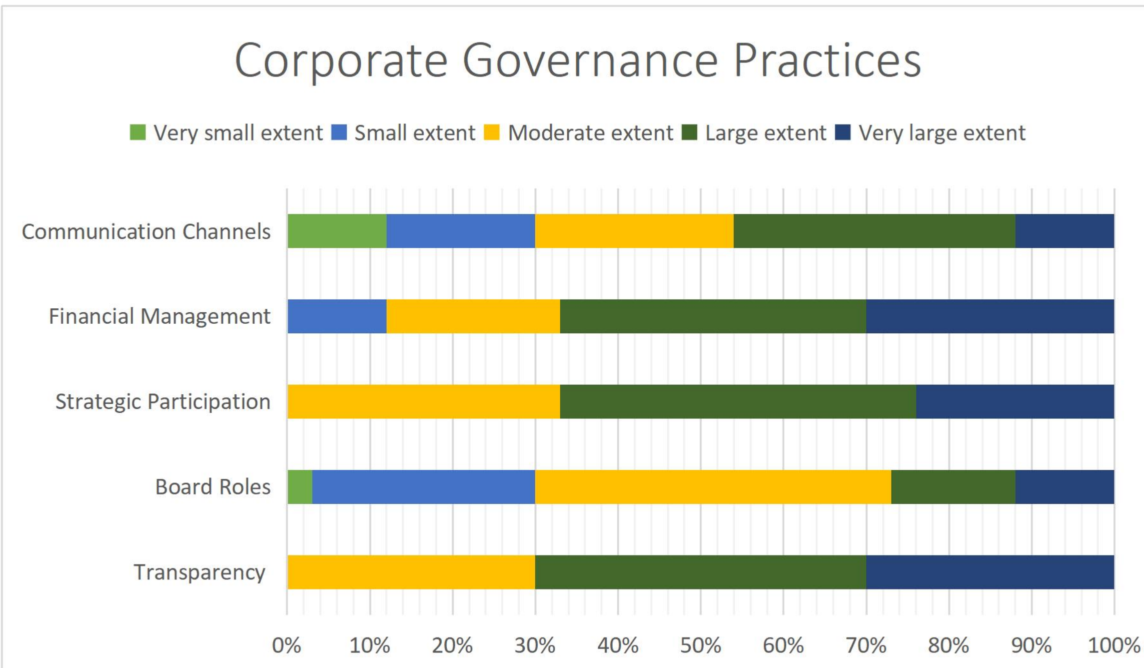

Figure 4.2 Corporate Governance Practices

Source: Researcher's computation (2024)

Transparency

A significant portion (70%) perceives transparency to be implemented to a moderate or large extent (30% and 40% respectively). However, the complete absence of responses in the "very small" and "very large" categories suggests a lack of strong opinions on either end of the spectrum. Employees might view transparency as simply "the way things are done" within the organization, leading to a neutral response without strong positive or negative opinions. This aligns with research by Mishra and Spreitzer (2018) who found that transparency can become normalized within an organization, leading to a desensitization of its impact.

Board Roles and Responsibilities

A similar pattern to transparency emerges, with a concentration in the "moderate extent" category (43%). This suggests a general understanding of board roles but potential for increased clarity. Employees might not be receiving clear and consistent communication about the board's roles and responsibilities. This aligns with research by Westphal and Milton (2020) who highlight the importance of effective board-to-employee communication in fostering trust and transparency within organizations. The responsibilities of a board can be multifaceted and complex, encompassing strategic oversight, financial management, and risk assessment. Employees, particularly those without direct interaction with the board, might struggle to grasp the full range of these functions.

Strategic Participation

Similar to transparency and board roles, the data shows a concentration in the "moderate extent" category (33%). This indicates a moderate level of employee involvement in strategic decision-making. Organizations might still rely on a top-down approach to strategy development, with limited opportunities for employee input. This aligns with research by Hinkin & Brymer (2018) who found that traditional hierarchical structures can stifle employee voice and hinder their contribution to strategic decision-making. A wider range of perspectives can lead to more creative and innovative strategic solutions (Cropp, Ligne & Kahn, 2020).

Financial Management

The highest percentage (37%) falls under "large extent," indicating a positive perception of financial management practices. However, a combined 33% (12% "small extent" and 21% "moderate extent") suggests room for improvement in communication or clarity around financial matters. The high percentage rating financial management to a "large extent" suggests employees feel the organization manages finances effectively. This aligns with research by Beatty & Peasnell (2018) who found that employees who perceive their organization to be financially sound report higher levels of trust and engagement. The presence of a combined 33% rating financial management practices to a lesser extent could indicate a lack of financial literacy among some employees. This might make it difficult for them to fully understand or assess the organization's financial health. Research by Lusardi & Mitchell (2017) highlights the importance of financial literacy programs within organizations, as they can empower employees to make better financial decisions and improve overall financial wellness.

Communication Channels

The data shows a spread across categories, with the highest percentage (34%) indicating a "moderate extent" of effective communication channels. This suggests that while some communication channels might be functioning adequately, there could be communication gaps or limitations in the available options. The organization might be relying on communication channels that don't align well with employee preferences or the nature of the information being communicated. Research by Jarvenpaa & Shaw (2018) highlights the importance of selecting communication channels based on the target audience and the complexity of the message. Employees might be bombarded with information through various channels, leading to information overload and difficulty focusing on important messages. This aligns with research by Fox & Milbury (2018) who found that information overload can decrease employee engagement and satisfaction.

4.4 Challenges and Role of Governance

Table 4.3 Correlations

		Financial management	Leadership and governance	Accountability	Risk management	Teacher management and development	Compliance with regulations
Financial management	Pearson Correlation	1	-.005	-.036	-.260	.319	.025
	Sig. (2-tailed)		.979	.843	.144	.071	.890
	N	33	33	33	33	33	33
Leadership and governance	Pearson Correlation	-.005	1	.295	-.044	.031	.210
	Sig. (2-tailed)	.979		.096	.806	.865	.241
	N	33	33	33	33	33	33
Accountability	Pearson Correlation	-.036	.295	1	-.029	-.349*	-.079
	Sig. (2-tailed)	.843	.096		.873	.047	.664
	N	33	33	33	33	33	33
Risk management	Pearson Correlation	-.260	-.044	-.029	1	.186	.179
	Sig. (2-tailed)	.144	.806	.873		.299	.320
	N	33	33	33	33	33	33
Teacher management and development	Pearson Correlation	.319	.031	-.349*	.186	1	-.025
	Sig. (2-tailed)	.071	.865	.047	.299		.888
	N	33	33	33	33	33	33
Compliance with regulations	Pearson Correlation	.025	.210	-.079	.179	-.025	1
	Sig. (2-tailed)	.890	.241	.664	.320	.888	
	N	33	33	33	33	33	33

*. Correlation is significant at the 0.05 level (2-tailed).

Financial Management

The weak and insignificant correlation between financial management and leadership and governance (-0.005, p = 0.979) suggests that financial management practices are not closely related to leadership and governance structures. The weak and insignificant correlation between financial management and accountability (-0.036, p = 0.843) indicates that financial management practices are not strongly linked to accountability measures. The moderate and insignificant correlation between financial management and risk management (-0.260, p = 0.144) suggests that financial management practices are not closely related to risk management strategies. The moderate and significant correlation between financial management and teacher management and development (0.319, p = 0.071) suggests that effective financial management may support teacher development and management. The weak and insignificant correlation between financial management and compliance with regulations (0.025, p = 0.890) indicates that financial management practices are not strongly linked to regulatory compliance. The moderate positive correlation between financial management and teacher management and development (0.319, p = 0.071) suggests that effective financial practices might support teacher development.

This aligns with the work of Leithwood et al. (2020) who found that schools with strong financial management had more resources available for professional development initiatives.

Leadership and Governance

The moderate and insignificant correlation between leadership and governance and accountability (0.295, p = 0.096) suggests that leadership and governance structures are not closely related to accountability measures. The weak and insignificant correlation between leadership and governance and risk management (-0.044, p = 0.806) indicates that leadership and governance structures are not strongly linked to risk management strategies. The weak and insignificant correlation between leadership and governance and teacher management and development (0.031, p = 0.865) suggests that leadership and governance structures are not closely related to teacher development and management. The moderate and insignificant correlation between leadership and governance and compliance with regulations (0.210, p = 0.241) indicates that leadership and governance structures are not strongly linked to regulatory compliance.

The generally weak and insignificant correlations between other variable pairs resonate with the work of Evers et al. (2020). Their study found a complex and context-dependent relationship between leadership styles and school outcomes. Our findings suggest that leadership and governance might not have a direct impact on financial management, accountability, risk management, or teacher development in isolation.

Accountability

The moderate and significant correlation between accountability and teacher management and development (-0.349, $p = 0.047$) suggests that a focus on accountability may come at the expense of teacher development and management. The weak and insignificant correlation between accountability and risk management (-0.029, $p = 0.873$) indicates that accountability measures are not strongly linked to risk management strategies. The weak and insignificant correlation between accountability and compliance with regulations (-0.079, $p = 0.664$) suggests that accountability measures are not closely related to regulatory compliance. The negative correlation between accountability and teacher development (-0.349, $p = 0.047$) is concerning. It aligns with concerns raised by Pont et al. (2020) regarding how accountability systems, with their emphasis on standardized testing, can crowd out time and resources for teacher development. This finding suggests that a balance needs to be struck between accountability measures and fostering teacher growth.

Risk Management

The moderate and insignificant correlation between risk management and teacher management and development (0.186, $p = 0.299$) suggests that risk management strategies are not closely related to teacher development and management. The moderate and insignificant correlation between risk management and compliance with regulations (0.179, $p = 0.320$) indicates that risk management strategies are not strongly linked to regulatory compliance. The organization's risk management strategies might be narrowly focused, primarily addressing financial or operational risks, and neglecting the human resource aspect of teacher development and management. This aligns with research by Atiqah et al. (2018) who highlight the importance of a holistic approach to risk management that encompasses not just financial or operational risks, but also human resource risks.

Teacher Management and Development

The weak and insignificant correlation between teacher management and development and compliance with regulations (-0.025, p = 0.888) suggests that teacher development and management are not closely related to regulatory compliance. The data reveals a weak and statistically insignificant correlation (-0.025, p = 0.888) between teacher management and development and compliance with regulations. This suggests that current practices in teacher management and development might not be directly linked to ensuring compliance with regulations. Teacher management and development programs might primarily focus on improving teacher skills and knowledge to enhance student learning, with less emphasis on regulatory compliance intricacies. This aligns with research by Pont et al. (2018) who highlight the tension between teacher development initiatives focused on pedagogical skills and those focused on ensuring adherence to specific educational standards. Additionally, McNabb & Parkay (2016) discuss the challenges of navigating the pressure for high-stakes testing compliance while also fostering a culture of professional teacher development focused on deeper learning objectives.

Compliance with Regulations

No significant correlations with any of the other variables, suggesting that compliance with regulations is a distinct aspect of organizational management. The lack of significant correlations between compliance with regulations and other variables aligns with the work of Bottery (2020) who argues that compliance cultures in schools can become bureaucratic exercises, with minimal impact on core educational practices. Our findings suggest that compliance might be a separate domain within the school management framework.

4.5 Chapter summary

This chapter presents the analysis and discussion of data collected from St. Anne's Mission School. The data covered demographics, mission and performance, corporate governance practices, challenges, and the role of governance. The next chapter will be covering the summary of findings, recommendations and conclusion.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter serves as the culmination of the research, bringing everything together. It will summarize the key findings of the study, drawing connections to the research objectives outlined in Chapter 1. Based on the findings, the chapter will present conclusions about the impact of corporate governance on mission school performance at St. Anne's Mission. Finally, the chapter will offer recommendations based on the research results.

5.1 Summary of Findings

5.1.1 Mission and Performance

- Community Engagement: Moderate implementation, with diverse perceptions among employees. Some see a strong connection to the mission, while others don't.
- Mission Implementation: Gap between stated mission and perceived implementation. Potential disconnect between the organization's goals and daily practices.
- Academic Performance: Similar pattern to community engagement, with a focus on moderate implementation. A need for clearer connections between the mission and academic achievement.
- Learning Environment: Most positive perception, with a large portion of respondents indicating a strong alignment with the mission.
- Mission Clarity: Employees have a clear understanding of the organization's mission.

5.1.2 Corporate Governance Practices

- Transparency: Perceived as moderate or large extent by most, but lacking strong opinions on either end. Transparency might be seen as "the way things are done" within the organization.
- Board Roles and Responsibilities: Moderate understanding of board roles, suggesting a need for increased clarity in communication.
- Strategic Participation: Moderate level of employee involvement in strategic decision-making. The organization might still rely on top-down approaches.
- Financial Management: Positive perception of financial management practices. However, a combined 33% suggests room for improvement in communication or clarity around financial matters.
- Communication Channels: Spread across categories, with the highest percentage indicating a moderate extent of effectiveness. Communication gaps or limitations in available options might exist.

5.1.3 Challenges and Role of Governance

- Financial Management: Weak and insignificant correlations with leadership & governance, accountability, and risk management. Moderate and significant correlation with teacher development, suggesting effective financial practices might support teacher development.
- Leadership and Governance: Generally weak and insignificant correlations with other variables. Leadership and governance might not have a direct impact on financial management, accountability, risk management, or teacher development in isolation.
- Accountability: Moderate and significant negative correlation with teacher development. A focus on accountability may come at the expense of teacher development.
- Risk Management: Weak and insignificant correlations with most variables. The organization's strategies might be narrowly focused, neglecting teacher development and management.

- Teacher Management and Development: Weak and insignificant correlations with compliance with regulations. Current practices might not be directly linked to ensuring compliance.
- Compliance with Regulations: No significant correlations with any other variables, suggesting it's a distinct aspect of organizational management. Compliance cultures might become bureaucratic exercises with minimal impact on core practices.

5.2 Conclusions

5.2.1 Mission and Performance:

There appears to be a disconnection between the organization's stated mission and how employees perceive it's being implemented. This suggests a need for improved communication and alignment between goals and daily practices. While the learning environment is perceived as strongly aligned with the mission, community engagement and academic performance could benefit from clearer connections to the mission's purpose.

5.2.2 Corporate Governance Practices:

Transparency is seen as the norm, but there's a lack of strong opinions, potentially indicating a passive acceptance of communication methods. Understanding of board roles and employee involvement in strategic decisions require improvement. This suggests a need for clearer communication and potentially a more participatory approach to governance. Financial management is perceived positively, but a significant portion of employees desires better communication or clarity.

5.2.3 Challenges and Role of Governance:

Financial management seems to be a strong point, but its impact on other areas is limited. This suggests a soloed approach where financial practices might not be fully leveraged to support broader goals like teacher development. Leadership and governance, accountability, risk management, and teacher development show weak correlations, indicating these areas might be functioning in isolation. A focus on accountability might be hindering teacher development. Compliance appears to be a separate concern, with minimal connection to core practices.

Compliance cultures might be overly bureaucratic and offer minimal impact on core educational goals.

Overall, the findings highlight a need for improved communication, a more integrated approach to governance, and a stronger connection between the organization's mission and daily practices.

5.3 Recommendations

5.3.1 Enhancing Community Engagement:

- Conduct a needs assessment to understand employee preferences for community engagement activities.
- Develop a variety of community engagement opportunities that cater to diverse interests and skill sets.
- Provide clear communication about the organization's community impact and the role employees' play in achieving it.
- Recognize and celebrate employee contributions to community engagement initiatives.

5.3.2 Strengthening Transparency and Communication:

- Develop a comprehensive communication plan that outlines the organization's communication philosophy and preferred channels.
- Organize regular town hall meetings or Q&A sessions where leadership addresses employee concerns and provides updates.
- Utilize multiple communication channels (e.g., email, intranet, social media) to reach employees with different preferences.
- Establish a clear and accessible process for employees to raise concerns or suggestions regarding board activities.

5.3.3 Encouraging Strategic Participation:

- Implement mechanisms for employee input into strategic decision-making processes. This could involve surveys, focus groups, or suggestion boxes.

- Empower employees at all levels to take ownership of their work and contribute ideas for improvement.
- Provide training and development opportunities to equip employees with the skills and knowledge necessary to participate effectively in strategic discussions.
- Recognize and reward employees who actively contribute to the strategic planning process.

5.3.4 Improving Financial Literacy and Communication:

- Offer financial literacy workshops or training programs to improve employees' understanding of the organization's financial health.
- Develop clear and concise financial reports that are accessible to employees without a financial background.
- Regularly communicate key financial metrics and their implications for the organization's future.
- Encourage open dialogue about financial matters and address employee concerns promptly.

5.3.5 Balancing Accountability and Development:

- Design accountability measures that go beyond standardized testing and focus on holistic student growth and development.
- Provide teachers with ongoing professional development opportunities that address both pedagogical skills and regulatory compliance requirements.
- Create a culture of trust and collaboration where teachers feel comfortable seeking support and feedback without fear of punishment.

5.3.6 Integrating Compliance into Teacher Development:

- Review existing teacher development programs to ensure they incorporate relevant compliance topics.
- Develop training modules that specifically address regulatory requirements and best practices for adherence.
- Integrate compliance considerations into performance evaluations to incentivize ongoing learning and compliance efforts.

5.3.7 Holistic Approach to Governance:

- Conduct a review of existing compliance procedures to assess their effectiveness and identify areas for integration with broader organizational goals.
- Develop a culture of continuous improvement where compliance is seen as a means to achieve the organization's mission, not merely a checkbox exercise.
- Foster collaboration between compliance officers, educators, and administrators to ensure all aspects of school management are aligned with the organization's mission and objectives.

5.4 Recommendations for Future Studies

The current analysis offers valuable insights into the organization's mission, performance, and governance practices. However, further research can deepen our understanding and inform more targeted interventions. Here are some recommendations for future studies:

- The study suggests a need for improved communication but doesn't delve into employee preferences. Future research could conduct surveys or focus groups to understand how employees prefer to receive information. This could involve exploring preferred channels (email, intranet, and social media), frequency of communication, and desired levels of detail. By tailoring communication strategies to employee preferences, the organization can ensure messages are received and understood effectively.
- This study recommends increased employee participation in strategic decision-making. Future research could build on this by investigating the causal relationship between strategic participation and organizational performance. This might involve longitudinal

studies that track changes in employee engagement, innovation, and strategic effectiveness after implementing mechanisms for employee input.

- The study highlights the potential tension between accountability and teacher development. Future research could focus on the long-term impact of teacher development programs. This could involve tracking student outcomes, teacher satisfaction, and compliance adherence over time to assess the effectiveness of programs designed to address both pedagogical and compliance goals.

- The study identified areas for improvement in various governance practices. Future research could conduct cost-effectiveness analyses of different governance approaches. This would involve examining the financial implications of implementing various recommendations (e.g., increased transparency, employee training) and comparing them to the potential benefits in terms of performance, employee satisfaction, and compliance.

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APPENDIX: QUESTIONNAIRE

My name is B192352B, a student in fourth year at Bindura University of Science Education I am carrying out a research on an investigation of the impact of corporate governance on the performance of mission schools. A case study of St Anne's Mission. The study is for the fulfilment of my degree of Bachelor of Accountancy. I am required to carry out a research and I am collecting data from teachers, board members and school administrators using a questionnaire. Therefore, I am requesting your assistance to complete the questions in this questionnaire. All your responses are kept with confidentiality and will be used for this research purposes only.

Kindly complete this form by ticking

Part A: Demographic data

Role in School

Board member ☐

Teacher ☐

School administrator: ☐

(Head, bursar or clerk)

Years of experience in Mission Schools:

0-2 years ☐

3-5 years ☐

6-10 years ☐

Above 10 years ☐

Use the following scale to answer questions below

1= Very small extent, 2= Small extent, 3= Moderate extent, 4= Large extent and 5= Very large extent

Part B: Mission and Performance

This section explores your perception of the mission and performance of your school. Please rate your agreement with the following statements:	**1**	**2**	**3**	**4**	**5**
1. The school actively engages with the local community to fulfill its mission.					
2. The school effectively implements its mission in its daily operations.					
3. The school demonstrates strong academic performance compared to similar schools.					
4. The school fosters a positive and inclusive learning environment for students.					
5. The school's mission statement clearly outlines its values and educational goals.					

Part C: Corporate Governance Practices

This section explores your perception of the school's corporate governance practices. Please rate your agreement with the following statements:	**1**	**2**	**3**	**4**	**5**
1. The school has a transparent system for reporting financial and academic performance.					
2. The school board has a clear understanding of its roles and responsibilities.					

3. The board actively participates in strategic planning and decision-making.					
4. The board effectively oversees the financial management of the school.					
5. There are clear channels of communication between the board, administration, and stakeholders.					

Part D: Role of Governance

	1	**2**	**3**	**4**	**5**
To what extent can effective corporate governance practices address the following challenges faced by mission schools?					
1. Financial management					
2. Leadership and governance structure					
3. Accountability and transparency					
4. Risk management					
5. Teacher management and development					
6. Compliance with regulations					

Thank you for your co-operation!!!