

## **ABSTRACT**

School governing bodies (SGBs) are mandated to perform a number of duties in the schools they govern. The study focused on the role of SGB in improving school performance in rural areas. The purpose was to investigate the role SGBs play in improving school performance in Rukungiri District. The SGB, as a concept and praxis, emanated from the need to involve communities, especially parents, in Education. The assumption was that school improvement is dependent on responsibilities delegated to community members, especially parents in the fairs of public schools. The study investigated the topic by a literature review on school governance, observation and interviews conducted with SGB members in three selected schools. Interviews were conducted on parents and teacher components of the SGB. The headteachers of the three selected schools were interviewed individually for their views on the topic. The data collected were arranged under selected themes and manually analyzed and interpreted. The study reveals that:

- Community members, particularly parents, care givers and guardians are beginning to see themselves as equal partners with teachers in Education of children.
- The improvement of learner performance is the co-responsibility of the home and the school.
- Community members (Parents and guardians) must be empowered with relevant skills to enable them perform their tasks as school governors

17 The study recommends further research into greater representation and involvement in Education by relevant authorities and stakeholders.