

Challenges and Implications of Principals' Governance Role in Zambezi Region, Namibia

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Abstract

The purpose of this study was to investigate the challenges and implications of principals' governance role in Zambezi region, Namibia. The study was located within the interpretive paradigm and adopted a qualitative case study research approach. The data was gathered using interviews. In this study, the researchers worked with principals of primary, combined and secondary schools in Zambezi region, Namibia. For the purpose of the study, the researcher selected five principals to investigate the challenges and implications of principals' governance role in Zambezi region, Namibia. The findings from principals in this paper revealed that school board members (SBMs) misunderstood and did not adhere to their roles and responsibilities as outlined by the Ministry of Education, Arts and Culture (2001, p. 15-16; 2016, p. 5-13). The findings from interviews revealed that principals seemed to find it difficult to ensure that SBMs attended school board meetings when invited. They gave many excuses and were losing interest in participating in school activities. The findings from interviews revealed that SBMs wanted to be given sitting allowances when attending school board meetings. Participating principals stated that parent SBMs always raised this issue in school board meetings. The findings from interviews revealed that the illiteracy level of parent SBMs was ruining their working relationship with principals. The majority of parent SBMs were illiterate and elderly. They lacked the necessary knowledge to understand and adhere to policy issues. They relied on principals for advice and the clarification of policy issues.

Keywords: Governance, Principals, School board members, Parents, Learners' representative council members

Introduction

Ministry of Education, Arts and Culture (2016, p. 22-23) states that every principal must show leadership and be able to manage a school. This implies that school leadership requires that the principal must give direction to the school so that the function and purpose of the school should be fulfilled. It is however important to note that the principal's relationship to the school board is influenced by the school's values, mission as well as by the school board's constitution. This means that, as a key institution for effective governance and support of the school, the school board is at the disposal of the principal. In addition, the principal is morally and legally obliged to cooperate with the school board in the best interest of the school. Furthermore, the principal is an important

person in the school community and is accountable to parents, learners, the committees and school community at large. The principal is a representative of the Ministry of Education and therefore must lead by example and set high standards for him/herself (Ministry of Education, Arts and Culture, 2016, p. 23). Xaba and Nhlapo (2014) affirm that the principal is responsible for the professional management of the school. This entails that in matters of school governance, the principal is answerable to his/her employer by assisting the school board on the performance of its functions and responsibilities in terms of policy and legislation.

Research objective

To explore the challenges and implications of principals' governance role in Zambezi region, Namibia

Literature review

Role of the principal

Balyer (2014) states that the functions of the principal include issues like organizational development, managing decision making, systemic planning, designing a safe atmosphere and environment, managing the curriculum, preparing the school schedule, supporting teachers' professional development and financial school activities. Ministry of Education, Arts and Culture (2016, p. 23) and Mestry (2017, p. 258) stresses that the work of the principal involves overseeing the day-to-day administration and supervision of all the aspects of the school. He/She implement the school curriculum and ministry policies. In addition, the principal is responsible for delegating responsibility to ensure effective administration and management. Equally, the principal encourages professional and personal development of teaching and non-teaching staff. Similarly, the principal is responsible for finding solutions to problems experienced as well as ensuring the overall welfare of all at school. Furthermore, the principal is responsible for creating an atmosphere conducive to the learners' personal development, a sense of responsibility and self-discipline. Besides this, principals can improve the teaching and learning environment by creating conditions conducive to improved curriculum management. They are responsible for creating positive school climate, motivating teachers and learners as well as to effectively manage resources to enhance best instructional practices. They play an important role in the development and maintenance of academic standards, which include knowledge, and skills that learners are expected to learn in a subject and in each grade. Important to mention is that the principal is responsible for reporting to parents through the school board and parent meetings and inviting parents to meetings. Moreover, the principal deals with disciplinary matters involving learners and teachers. Lastly, the principal is responsible for attending meetings and seeking support for his school from various people and authorities.

Nzoka and Orodho (2014, p. 89) affirm that the role of principal should be an advisor to students, teachers and the community. They state that the principal should be in position to identify possible threats against retention rates and reverse the situation. In addition, the principal need to act as a counsellor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learners to appreciate the need to be educated. The principal should endeavor to provide the best school climate to entice students to complete schooling by making school free from violence, threats, intimidations, hatred and witch-hunting. He/she should develop rich co-curriculum, remedial interventions for slow learners to avoid repetition, frustration and dropout. Naidoo, Mncube and Potokri (2015) point out that the principal should be seen as a fundamental agent of transformation, creating space for deliberation and dialogue so that all stakeholders are actively involved in the school governing body. They stress that training or capacity building for all stakeholders' representatives on the SGB is recommended.

Challenges in the school board

Xaba and Nhlapo (2014, p. 432-433) point out three challenges regarding the school board structure:

1. Recruitment of parent SBMs is indiscriminate and inconsiderate of candidates' interests, level of education and commitment

The manner in which nominees are selected and voted is often questionable. In this regard, only talkative or outspoken persons are elected, which does not mean that they are committed or interested. Regarding the issue of the level of education, Bagarette(2012, p. 98) state that the SASA does not require any literacy levels from the parent members to serve on the school governing body. It is important to mention that the only requirement is that the parent members must have children at the school. However, Mncube and Mafora (2013) argue that the

involvement of parents in the school governing body is poor and ineffective due to the illiteracy of parents. In addition, Bagarette (2012) reiterates that the inability of SGBs members to read and write poses a challenge for the SGBs to develop policies or to interpret the constitution and other education-related policies. Furthermore, this inability to read and understand the SASA or other acts and policies creates a situation where the school governing body relies on the principal for the interpretation of all documents. Unfortunately, this situation results in principals taking all decisions on behalf of the school governing body.

2. The participation of parents and learners who are members of the school board is futile

Mncube and Mafora (2013) assert that parents are a working species. Since they are not being remunerated, they are not keen to do much at school. Nwosu and Chukwuere (2017) state that parents in the SGBs find themselves in a situation where they have to choose between work that would yield a salary to meet the needs of their families and attend school activities in order to represent the school. Similarly, learners are not involved due to their studies. The lack of parent and learner participation in SGB meetings is a challenge to the SGB in general. In addition, most learners on the school board are teenagers who are not interested in attending meetings and workshops which take place at the school. Mncube and Harber (2013) state that learners tend to be shy and find it difficult to express themselves on issues because they feel that they might insult their elders who are members of the school board. In addition, the Education Act, Act 16 of 2001 of Namibia motivates learners to participate on the school board, but the African culture makes it difficult for them to air their views amidst adults.

3. The term of office for SBMs

Xaba and Nhlapo (2014) state that school principals become automatic and unelected members of the school board. Principals are ex officio members of the school board. The Ministry of Education, Arts and Culture (2016) and Dibete (2015) affirm that the term of office for parents and teacher components is three years while learners serve a period of one year on the school board. The three-year term of office for SBMs is perceived to be too short to be effective. SBMs should be given longer office terms so that they benefit from the intensive training and support, as well as allow for proper succession processes between new and outgoing SBMs.

Theoretical framework

This paper was based on Dewey's theory of democracy in education. According to Hyde and LaPrad (2015, p. 2) and Stone, Sayman, Carrero and Lusk (2016, p. 3), John Dewey's theory of democracy in education was published in 1916. Sanli and Altun (2015) define democracy in education as "the process of educating principals by means of education activities by transferring the principles and rules of democracy, human rights and freedoms being transferred into open and closed goals in the education programmes". For the culture of democracy to become a way of life, it is important that principals should be in the environment in which this culture prevails. For example, from the very early ages, learners' manners and attitudes in the environment in which they spent most of their time were quite important in the sense of interiorizing democracy. Therefore, the basic term of being a democratic society depends on a democratic education. In addition, in the frame of democratic rules principals should be provided to think, argue, criticize and be criticised, respect different thoughts and majority, act tolerantly and reach an agreement. Furthermore, principals who live in the environment in which these activities are conducted can gain more easily and permanently by experiencing the attitudes and manners that democracy requires.

Dewey's theory of democracy in education has been employed successfully to studies similar to the one being reported on here, study that focused on exploring the challenges and implications of principals' governance role in Zambezi region, Namibia. Among them is a study on democracy and education: mindfulness, democracy and education (Hyde and LaPrad, 2015, p. 1-12). This study looked at the significance of establishing a democratic education environment at schools (Sanli and Altun, 2015, p. 1-8) and the contribution of school governing bodies in promoting democracy in South African schools: the current trends (Mncube and Naidoo, 2014, p. 484-492). From the review of the studies mentioned above, it is clear that Dewey's theory of democracy in education can be applied with success to explore the challenges and implications of principals' governance role in Zambezi region, Namibia.

Naidoo, Mncube and Potokri (2015) argue that democratic leadership fosters participative governance. Democratic leadership has appropriately been described as a participatory, consultative, negotiating and inclusive style of leadership. Additionally, they recommend the link between school and democracy for the manifestation of democratic transformation of societies. They regard democracy in association with faith in the potential of human

nature. Schools have much to offer regarding getting all stakeholders involved, encouraging shared value systems, involving the community and promoting the principles of democracy.

For the purpose of this paper, the idea of a representative democracy was embraced. Mncube and Naidoo (2014) affirm that representative democracy is an indirect democracy involving a system that embraces elected individuals who undertake to represent the interests and views of the people. Mncube and Naidoo (2014) emphasize that principals assist in spreading democratic principles in schools and society. In addition, democratically governed schools honor participation, adequate representation, tolerance, deliberation, dialogue and rational discussion, which lead to collective decision making.

Methodology

The paradigm upon which paper is premised is interpretivism, which originates from the proposition that social world and the natural world are not the same (Bertram and Christiansen, 2014). The way in which principals responded in this paper depended largely on their experiences, circumstances as well as their context. With interpretive paradigm principals in this paper constructed and merged their own subjective and inter subjective meaning as they interacted with the world around them (Okeke and Van Wyk, 2015, p. 400). In this paper, the emphasis is on understanding respondents' perceptions, views, opinions (Creswell, 2014).

A qualitative research approach is employed in this paper. Mills and Gay (2016, p. 25) define a qualitative research approach as "the collection, analysis and interpretation of comprehensive narrative and visual (i.e. non-numerical) data to gain insights into a particular phenomenon of interest". For the purpose of this research paper, the researcher uses a qualitative research approach to explore challenges and implications of principals' governance role in Zambezi region, Namibia.

A qualitative case study approach is employed in this paper. According to Yin (2014, p. 16) a case study is an empirical inquiry that examines a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between the case and the context may not be clearly evident. Best and Kahn (2014) affirms that a case study examines a social unit as a whole. Given the nature of the paper, the researchers used a case study approach to explore challenges and implications of principals' governance role in Zambezi region, Namibia. A case study approach was appropriate in this paper because it answered descriptive and explanatory questions (Mills and Gay, 2016).

To solve the problem in this paper, the researcher narrowed the population, only principals from Zambezi region formed part of the study. To be more specific the researcher worked with principals of primary, combined and secondary schools in Zambezi region.

The sample in this paper includes five principals from primary, combined and senior secondary schools in Zambezi region, Namibia. For the purpose of the paper, the researcher selected the five principals to explore the challenges and implications of principals' governance role in Zambezi region, Namibia.

Data collection strategy

Interviews

The data was gathered by using interviews. The most prominent data collection technique in qualitative research is the interview (Punch and Oancea, 2014, p. 182). They assert that the interview is a good way of exploring people's perceptions, meanings and definitions of situations and constructions of reality. In this paper the challenges and implications of principals' governance role in Zambezi region were explored. The interviews in this paper were employed to help understand the experiences of principals (Ary, Jacobs, Sorensen and Walker 2014), and they provided the required information.

For the purpose of this paper, the researcher interviewed five principals in order to explore the challenges and implications of principals' governance role in Zambezi region. Interviews with principals were conducted at their respective schools. To be specific, all interviews with the five principals were conducted in their respective offices. Specifically, semi-structured interviews were employed as this type of interview is commonly utilized in research projects to corroborate data emerging from other data sources (Maree, 2016). The researcher prepared the semi-structured interview questions for principals beforehand, and included them in letters written to participants to enable them to prepare in advance for the scheduled interviews. In the letters, the researcher informed participants that the interviews were going to be recorded and that they were to last for twenty minutes.

It is important to mention that, in the letters, the researcher informed participants that their identities in the paper were going to be protected. The researcher provided participants with transcribed interviews for verification.

Data analysis

A qualitative data analysis (QDA) was employed in this paper to analyze the data based on an “interpretative philosophy that is aimed at examining meaningful and symbolic content of meaning of a specific phenomenon by analyzing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences in an attempt to approximate their construction of the phenomenon” (Maree, 2016, p. 109). QDA was the method best suited to explore the challenges and implications of principals’ governance role in Zambezi region, Namibia. For the purpose of this paper, the researcher analyzed transcripts of interviews that were conducted with five principals.

Findings

In this section, the researcher presents the findings derived from the comments on the challenges and implications of principals’ governance role in the Zambezi region, Namibia.

Challenges with parent SBMs as perceived by principals

Most of the participating principals in this study raised similar challenges regarding to parent SBMs during the interviews. Below are the categories and findings that emerged from their responses.

Lack of involvement in school board meetings

It was evident from the response of John, that a challenge was the levels of interest of parents to become involved as SBMs. He said that:

“Parent SBMs are losing interest for the reason that I do not know. I don’t know whether we are not treating them well as principals or they are more concerned regarding what they will eat tomorrow not necessarily the role of helping their children to prosper”.

He stressed that the interest of the parent SBMs was waning when it came to their participation in school-related activities. He stated that a way which would boost their active participation in school-related matters should be found. Most of the principals concurred with the challenge pointed out by John. They stated that, when some parent SBMs were invited to school board meetings, they gave many excuses, such as:

“I did not see the letter inviting me to the school board meeting”.

Such letters were normally given to their children. Apart from these letters, most of the principals indicated that they always phoned parents when they arranged school board meetings. They stated that, when parents were called, they sometimes did not answer the calls and only phoned back at a later time, saying that:

“I was busy”.

Most of the principals stated that this might be due to the nature of work of some parent SBMs. Parents were committed to their official work. Luke, asserted:

“You find that if you want to meet parent SBMs at school, they will either be committed with their official work”.

Sitting allowances for SBMs

Coupled with the first challenge was the issue of parent SBMs not receiving sitting allowances. This challenge was cited by most of the principals during the interviews. They stated that parent SBMs had raised this issue in most school board meetings. Most of the principals noted that parent SBMs always reminded them to discuss the issue with the Ministry of Education since it was one of the ways to encourage them to attend school board meetings. This was evident from the response of Mark, who affirmed that:

“It is always easy to get parent SBMs but the challenge that they are facing is the non-remuneration from the government. If the government could have said that every time you have a school board meeting, parent SBMs should be given sitting allowances. It could be easier for us to have parent SBMs on time. For now when you summon them for a school board meeting, they will have to attend to their work first at home. When they are done, that is when they come to the school. As SBMs, they just do voluntary work. For now they come here, they sit here and go on an empty stomach”.

In the same vein Peter, stated that:

“Sometimes the school board needs to meet, and parent SBMs are committed. No wonder why during the meeting of review of the Education Act, Act 16 of 2001 there were some proposals that if there were some sitting

allowances for SBMs maybe parent SBMs will be active. In most cases from the parent SBMs, only the chairperson and the secretary are active and the rest becomes dormant”.

Low level of education of parent SBMs

Another challenge was the level of education of parent SBMs. Some principals asserted that most of the parent SBMs were illiterate. This is similar to the findings of Mohapi and Netshitangani (2018) who stress that low levels of education and literacy may affect functional school governing bodies and parent governors’ roles and responsibilities. This was evident from the response by John, who acknowledged that:

“This is a big challenge because every time there are policy issues to be discussed on the school board meeting, they do not have the necessary knowledge on such issues. I will end up advising them again to clarify the matter. Being the majority on the school board, they have to take decisions; they should not necessarily rely on my understanding of policy issues because I might manipulate them to my advantage”.

Parent SBMs were elderly

This was evident that parent SBMs were elderly, especially in rural areas. John, affirmed that:

“These are the only people who are in the villages. Younger ones and those who are in the working class you won’t find them because they will be in towns. Therefore, it is much more difficult to bring older parent SBMs in line with how the school operates”.

Parents’ lack of understanding of their roles and responsibilities

Samuel, stated that being a principal in an urban school was different from being a principal in a rural school as parent SBMs in urban schools were well vested with their roles and responsibilities. He said that:

“In schools that are in rural area there are certain things that you just cannot do. Not that SBMs cannot do them, but they do not know that they are supposed to do them”.

This section presented the findings derived from the comments from principals on challenges with parent SBMs. Parent SBMs were losing interest in participating in school activities. They did not seem to be attending school board meetings when invited. They presented many excuses when invited to attend school board meetings. Principals seemed to find it difficult to have parent SBMs attend school related activities and school board meetings. It was learnt from the findings that parent SBMs wanted sitting allowances when attending school board meetings. It was also revealed that majority of parent SBMs were illiterate and elderly. This is in agreement with Mncube and Mafora (2013) who argue that the involvement of parents in the school government body is poor and ineffective due to the illiteracy of parents. Parent SBMs were not playing their full roles as mandated by the Education Act, Act 16 of 2001 of Namibia.

Challenges with teacher SBMs as perceived by principals

In this section, the researcher presents the findings derived from the comments of principals regarding the challenges that they might be facing with teacher SBMs regarding their working relationship. Below are the categories and findings that emerged from their responses.

Defending fellow teachers

One of the challenges, cited by principals during the interviews, when it came to teacher SBMs, was that they tended to defend fellow teachers, even if they were wrong, at school board meetings. They stated that teacher SBMs came up with excuses when handling disciplinary cases of fellow teachers just to prolong the process so that they could find an opportunity to maneuver the situation. This was evident from the response of John, who stressed that:

“When another teacher is facing disciplinary problems teacher SBMs will try to cover for their fellow teachers. They know that if the decision taken on the school board is not in favour of the teacher they will quarrel with them that you are not doing enough. So for this reason, teacher SBMs will try by all means to cover their fellow teachers”.

Lack of involvement in school board meetings

One of the challenges cited by some principals was that it was difficult to have teacher SBMs to attend urgent school board meetings during school hours. They noted that some issues that needed discussion with SBMs might

come up in the morning. When teachers were summoned to attend such meetings, they would tell the principal that:

“I am busy teaching”.

This was true because, when they attended school board meetings during school hours, they would be losing some contact hours that were supposed to be spent on teaching learners.

This section presented the findings derived from the comments of principals on the challenges they experienced with teacher SBMs. It was established that teacher SBMs tended to defend fellow teachers in school board meetings, even if they were wrong. They seemed to come up with excuses when handling the disciplinary cases of fellow teachers to prolong the process so that they could find an opportunity to maneuver the situation. The Ministry of Education, Arts and Culture (2001) affirms that it is the role of the school board to consider any case of misconduct by a learner or staff member at the school, with the aim to ensure that such misconduct is properly investigated. In addition, the school board recommends to the Permanent Secretary the appropriate disciplinary measures to be taken regarding the serious misconduct of a learner. Ament (2013) attests that SBMs are so splintered by members' attempts to represent special interests or meet their individual political needs that school boards cannot govern effectively. It was revealed that it was difficult for teacher SBMs to attend urgent school board meetings during school hours. They did not want to lose teaching time.

Challenge with Learners' representative council members (LRCs) serving on the school board as perceived by principals

In this section, the researcher presents the findings derived from the comments of principals regarding the challenges regarding their working relationship that they might be facing with LRCs serving on the school board. Below are the categories and findings that emerged from their responses.

Lack of involvement in school board meetings

Participating principals indicated during the interviews that a challenge with LRCs was the fact that they did not always attend school board meetings. They cited a similar reason as the one mentioned with teacher SBMs, namely that when LRCs were called to attend school board meetings in the morning or during school hours, they would say that they were busy. They also stated that school board meetings were often scheduled in the afternoon from 14:00 onwards or in the time when LRCs were on lunch, attending study sessions and/or extra classes. Mark, stated that:

“This is a serious challenge we have with LRCs on the school board”.

Lack of transport to attend school board meetings

The transport of LRCs serving on the school board was another challenge cited by some principals. They stated that LRCs stayed far from the school. They pointed out that transport should be provided for them to attend school board meetings in the afternoons. Some principals stated that they sometimes picked up learners from their homes in order for them to attend school board meetings. Sometimes parents of LRCs dropped them at school and picked them up afterwards. Peter, stressed this:

“We have understanding parents, when we have school board meetings. They will bring their children at school and pick them up when the meetings are over. Sometimes, as teachers we help in this regards”.

This section presented the findings derived from the comments of principals on the challenges with LRCs serving on the school board. LRCs serving on the school board did not always attend school board meetings as they did not want to lose learning and study time. In spite of this, they also did not have transport to and from school board meetings. Xaba and Nhlapo (2014) argue that most learners on school boards are teenagers who are not interested in attending meetings and workshops which take place at the school. On the other hand, it was established that some parents provided transport to LRCs serving on the school board to attend school board meetings. Sometimes principals and teachers helped LRCs serving on the school board with transport to attend school board meetings.

Discussion of findings

This section presents and discusses the findings that emerged on the challenges and implications of principals' governance role in the Zambezi region, Namibia. One theme emerged from the responses of principals

Theme 1: understanding of and adherence to policy

The objective of this paper was to explore the challenges and implications of principals' governance role in the Zambezi region of Namibia. Modisaotsile (2012) points out that the school board must ensure that the school is governed in the best interests of all the stakeholders, and should put the interests of the school before any personal interests. The findings from principals in this paper revealed that SBMs misunderstood and did not adhere to their roles and responsibilities as outlined by the Ministry of Education, Arts and Culture (2001; 2016). The findings from interviews revealed that principals seemed to find it difficult to ensure that SBMs attended school board meetings when invited. They gave many excuses and were losing interest in participating in school activities. The findings corroborate that of Nwosu and Chukwuere (2017) that parents in the SGBs find themselves in a situation where they have to choose between work that would yield a salary to meet the needs of their families and attend school activities in order to represent the school. They assert that parents are forced to play their roles and are not active in their roles. Learners are not involved due to their studies. The findings have proven that the lack of parents and learners' participation in SGB meetings was a challenge. Xaba and Nhlapo (2014) argue that most learners on the school board are teenagers who are not interested in attending meetings and workshops that take place at the school. LRCs do not have transport to and from school board meetings. However, it was established that some parents provided transport to those serving on the school board to attend the meetings and sometimes principals and teachers assisted LRCs serving with transport to attend school board meetings. The findings in the paper do not resonate well with the Dewey's theory of democracy in education. Naidoo, Mncube and Potokri (2015) argue that democratic leadership fosters participative governance. Democratic leadership has been appropriately described as a participatory, consultative, negotiating and inclusive style of leadership. Besides this, they recommend the link between school and democracy for the manifestation of the democratic transformation of societies. They regard democracy in association with faith in the potential of human nature. Schools have much to offer regarding getting all stakeholders involved, encouraging shared value systems, involving the community and promoting the principles of democracy.

The findings from interviews revealed that SBMs wanted to be given sitting allowances when attending school board meetings. This seems to be one of the reasons why they did not attend school board meetings. Participating principals stated that parent SBMs always raised this issue in school board meetings. They noted that parent SBMs always reminded them to discuss the issue with the Ministry of Education since it was one of the ways to encourage them to attend school board meetings. The findings are in agreement with the research findings of Mncube and Mafora (2013), namely that parents are a working species. Since they are not being remunerated, they are not keen to do much at school.

The findings from interviews revealed that the illiteracy level of parent SBMs was ruining their working relationship with principals. The majority of parent SBMs were illiterate and elderly. They lacked the necessary knowledge to understand and adhere to policy issues. They relied on principals for advice and the clarification of policy issues. It emerged from the findings that parent SBMs were not playing their full roles as mandated by the Education Act, Act 16 of 2001 of Namibia. The findings are in agreement with Mncube and Mafora (2013), who posit that the involvement of parents in the school government body is poor and ineffective due to the illiteracy of parents. Similarly, Bagarette (2012) reiterates that the inability of SGBs members to read and write poses a challenge for the SGBs to develop policies or to interpret the constitution and other education related policies.

Recommendations

Understanding of and adherence to policies

The recommendations that are associated with understanding of and adherence to policies are as below:

Recommendation on scheduled school board meetings

The paper revealed that principals seemed to find it difficult to have SBMs attend school board meetings as SBMs were found to be losing interest in participating in school activities. Based on these findings, the researcher recommends that schools should have scheduled school board meetings that are communicated very early to everyone concerned. The issue of calling school board meetings haphazardly should be discouraged. The secretary of the school board should be reminded to perform his or her roles and responsibilities to the best of his or her ability for the smooth running of operations.

Recommendation on allowances for SBMs

The researcher recommends that all SBMs should be given sitting allowances. These allowances should be adequate to cover transport costs and other necessities whenever SBMs attend school board meetings. The allowances can also serve as a motivation for SBMs to attend school board meetings more regularly.

Conclusion

The findings reveal that there is a lack of adherence to policies, such as offering training to SBMs in order for them to perform their roles and responsibilities effectively, staffing the school board with elderly parents with poor educational backgrounds who struggle to understand policies and perform according to expectations.

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