

EXPLORING EXPERIENCES OF SCHOOL GOVERNING BODIES IN FULFILLING
THEIR ROLES IN PRIMARY SCHOOLS

by

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DECLARATION

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The exact wording of the title of the dissertation as appearing on the electronic copy submitted for examination:

Exploring experiences of School Governing Bodies in fulfilling their roles in Primary Schools.

I declare that the above dissertation is my work and that all the sources that I have used or quoted have been indicated and acknowledged using complete references.

I further declare that I submitted the dissertation to originality-checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.


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ABSTRACT

The primary objective of this qualitative research investigation was to examine the experiences of School Governing Body (SGB) members in township areas, such as Soweto, located in South Africa. The purpose of this study was to gain insight into how the SGBs members perform the many duties and responsibilities they are tasked with. The enactment of School Governing Bodies (SGBs) by the democratic government of South Africa was undertaken as a means to promote the democratisation of schools. Subsequently, the performance of SGBs has been subject to comprehensive examination in both public and private educational institutions. Nevertheless, there seems to be a scarcity of scholarly investigations that have explicitly examined the operation of School Governing Bodies (SGBs) within public schools located in township areas. The study's main objective was to fill the existing gap in knowledge by examining how the School Governing Body (SGB) members in two public primary schools located in Soweto, Johannesburg North District, Gauteng Province, perform their roles and responsibilities mandated by SASA. The data for this study was gathered by using semi-structured interviews with purposively selected SGB members, who include representatives from the support staff, parent and educator groups, and the principals. The study aimed to gain insight into the opinions and practical application of duties and responsibilities among members of the SGB. The study's results indicated a deficiency in sufficient training, capacity, understanding and confidence among parent members of the SGB, posing challenges to their ability to adequately perform their professional duties, specifically in relation to the supervision of administrative responsibilities. The significance of delineating the roles of School Governing Bodies (SGBs) and differentiating between governance and professional school administration was reaffirmed by the principals. The involvement of participants, particularly parents, frequently resulted in misconceptions regarding their responsibilities, and thus the encroachment upon the school's professional administration. The challenge experienced impeded their capacity to effectively perform their responsibilities and caused uncertainty and conflict among staff members. In order to address these challenges, the study proposed the implementation of empowerment measures and the close monitoring of School Governing Bodies' practices to ensure their capacitation and provision of resources required to effectively carry out their roles and responsibilities. In conclusion, this

research has provided insights into the lived experiences of SGB members executing roles and responsibilities mandated by SASA in the township regions of the Soweto area. The results underscore the significance of cultivating trust within the members of the School Governing Bodies, elucidating their respective challenges in carrying out their responsibilities which can be addressed through sufficient training and assistance. Recommendations are that addressing these concerns, may improve the operation of SGBs and afford them the potential to assume a more efficient and influential position in the governance of schools, thereby making a valuable contribution towards enhancing educational achievements in South African public schools.

KEYWORDS

School Governing Bodies, School Management Teams, Roles and responsibilities, South African Schools Act, School governance, School operation, Democratisation, Supervision and Administrative duties, Monitoring and evaluation, Township schools.

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

DBE: Department of Basic Education

DoE: Department of Education

GDE: Gauteng Department of Education

HoD: Head of Department

SASA: South African Schools Act

SGBs: School Governing Body

SMTs: School Management Teams

NP: National Party.

ANC: African National Congress

EPA: Education Policy Act

PTSA: Parent-Teacher-Student Associated

ETA: Education and Training Act

ERS: Education Review Strategy

NEPI: National Education Policy Act

RCL: Representative Council of Learners

AGM: Annual General Meeting

MEC: Member of Executive Council

NECC: Nation Education Coordinating Committee

MRC: Ministerial Review Committee

UNHRC: United National Human Research Council

NPS: Noordgesig Primary School

ABXPS: A.B. Xuma Primary School

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CHAPTER 1. INTRODUCTION AND BACKGROUND.

1.1 INTRODUCTION.

The initial part of this investigation provides an overview of the educational history of South Africa, with a particular focus on the recent experiences of school governing bodies' mandate in the South African Schools Act (SASA). The researcher has had personal experience of serving on multiple school governing bodies (SGBs), and noted a significant challenge faced by parent members of SGBs in rural and township schools because of their limited literacy skills. This observation comes more than two decades after the establishment of SGBs in South African schools. According to Tsotetsi, Van Wyk, and Lemmer (2008), the South African Schools Act (SASA) bestowed upon school governing bodies of public schools the power to play certain roles and responsibilities such as carefully considering objectives and policies, maintaining the physical infrastructure, procuring curriculum resources, and offering support to educators and students.

Currently, the existing body of publicly accessible and published research studies examined the challenges faced by parent School Governing Body (SGB) members in executing their responsibilities. These studies also provided recommendations that might be used to offer guidance to the Department of Basic Education on creating an effective framework to support the School Management Team (SMT). One such source of guidance is that of Mncube's (2009) work, where reference is made to section 19 of the South African Schools Act (SASA). Mncube suggested that the Department of Education provide training for school governors, as this would enable them to acquire the necessary skills to effectively fulfil their duties and responsibilities, ultimately enhancing the general efficacy of School Governing Bodies (SGBs). The researcher undertook an examination of school governing bodies, with a specific focus on their reactions to challenges encountered in their roles and responsibilities regarding the implementation of policies set forth by the Department of Basic Education. Marishane (1999) asserts that School Governing Bodies (SGBs) bear the responsibility of overseeing several tasks, including the management of complaints, enforcement of disciplinary measures, fundraising efforts, as well as the recruitment and recommendation of qualified departmental heads,

commonly referred to as Heads of Departments (HoDs). This section also covers the study's underlying concepts, justification, formulation of the research problem, literature review, research design and methodology, credibility and dependability considerations, and adherence to research ethics.

1.2 HISTORICAL BACKGROUND.

Since their inception prior to South Africa's inaugural democratic election, School Governing Bodies (SGBs) have played a crucial role in facilitating educational administration and fostering the provision of education of superior quality. The primary objective of a School Governing Body (SGB) is to fulfil its legal obligations by providing support to principals, Senior Management Teams (SMT), and other staff members, while also overseeing matters related to general governance. This is done with the aim of safeguarding the welfare and educational interests of enrolled students and promoting the overall well-being of the school. The SASA manifesto brought about a transformation in the administration of schools in South Africa by promoting parental engagement in their children's education, as opposed to the previous apartheid-era model where school committees held authority and the principal was the central figure. The fundamental purpose of decentralising authority in school administration was to enhance access to training and provide a significant opportunity for stakeholders to engage in school operations.

Several scholarly publications, such as Bagarrette (2011), Woolman and Feisch (2008), and Du Plessis (2020), have provided evidence indicating that stakeholder involvement in the School Governing Body (SGB) has mostly resulted in the decentralisation of school governance. According to Waghid (2005), the major aim of the Act is to bring about societal transformation and promote democracy by encouraging active involvement and decentralised decision-making of stakeholders in the processes of management and governance, with the ultimate goal of enhancing the performance of schools and students. This approach places particular emphasis on fostering effective leadership by actively involving the community. Following the enumeration of the advantages associated with parental participation, it is imperative to acknowledge that the efficacy of parental involvement exhibits considerable

variation among different communities, educational institutions, and socioeconomic strata.

School Governing Bodies, or SGBs, have played a significant role in facilitating educational administration and advancing the provision of high-quality education in South Africa since its establishment in the aftermath of the country's initial democratic elections. Their legal responsibility is that of providing support to principals, School Management Teams (SMT), and other staff members, while also overseeing matters pertaining to general administration. The primary objective is of safeguarding the welfare of the enrolled children and promoting the overall well-being of the school. The SASA manifesto brought about a significant shift in the management of schools in South Africa. The primary objective of decentralising power in school governance was to enhance the accessibility of educational instruction and provide a favourable environment for stakeholders to actively engage in school operations.

A number of scholarly publications, such as Bagarrette (2011), Woolman and Feisch (2008), and Du Plessis (2020), have demonstrated that the participation of the aforementioned stakeholders in the School Governing Body (SGB) has predominantly resulted in the decentralisation of governance within educational institutions. In Waghid's (2005) study, it is argued that the primary objective of the law is to bring about societal transformation and promote democracy. The objective of decentralizing authority in educational institutions was to enhance the engagement of stakeholders in the management and governance processes, with the aim of improving school and student performance. This approach specifically emphasised the development of effective leadership skills through active collaboration with the community.

According to Du Plessis (2020), the decentralisation of educational administration to School Governing Bodies (SGBs) has demonstrated limited effectiveness, particularly in schools that face resource constraints. Certain School Governing Bodies (SGBs) are encountering difficulties in achieving their objectives of enhancing an underperforming educational framework, because of reports highlighting issues of inefficiency. Significantly, this implies that School Governing Bodies (SGBs) exhibit a deficiency in the requisite knowledge and abilities required to competently fulfil their duties in school leadership. As a result, the department has broadened the scope of

school principals' duties to encompass not just their traditional tasks but also the role of professional school leadership, with a concurrent focus on working with and supporting the School Governing Bodies (SGBs). One could postulate that the performance of a specific SGB is intrinsically linked to the level of support it receives.

This research examination aimed to investigate the potential impact of the administration of different primary schools' by School Governing Body (SGB) members. The study was based on the premise or assumption that the amount of experience gained through school administration may influence the ability of SGB members to fulfil their mandated responsibilities. It is important to acknowledge that the primary objective of this study was not to establish, as an instance, the correlation between the utilisation of the School Governing Body (SGB) and enhanced academic performance among students. The issue at hand pertains to assessing whether the SGB's performance of roles and responsibilities is as mandated by SASA or whether they have challenges that hinder their ability to carry out their functions effectively.

Undoubtedly, the presence of capable and efficient leadership, coupled with good governance, plays a pivotal role in facilitating a school's ability to attain high-quality education and enhanced student achievement. According to Wise et al. (2013), it is crucial for the SGB, the school leader, the support staff, and educators to cultivate trust in their relationships, as this plays a critical role in promoting effective school operation. Modisaotsile (2012) asserts that the effective governance of a school by a School Governing Body (SGB) necessitates the fulfilment of the educational requirements of both the students and the community. Furthermore, it is emphasised that the collective interests of the school should be prioritised over the individual interests of its constituents. In brief, as posited by Heystek (2010), the research referenced in this section contends that the establishment of a collaborative alliance among stakeholders, including parents, teachers, support staff, and school administrators, is crucial for enhancing the standard of education.

1.3 RATIONALE OF THE STUDY

The South African government had anticipated that the enactment of the South African Schools Act 84 of 1996 (SASA) would facilitate the development of democratic school

administration by promoting vigorous discussions, fostering tolerance, and encouraging collaborative decision-making with the active involvement of many stakeholders within the school community. Due to the encouragement from the South African Schools Act (SASA) for schools to adopt a self-managed and self-reliant approach, coupled with a perceived deficiency in the abilities of the parent component within the School Governing Bodies (SGBs), this research aimed to investigate how the SGBs' roles and responsibilities are fulfilled (Department of Education, 2000). Given the Department of Education's overarching goal, it was imperative to conduct a comprehensive assessment of School Governing Bodies' (SGBs') strengths and weaknesses. This evaluation is crucial in order to determine the SGBs' capabilities or to provide training and support to address their challenges.

Despite the longstanding utilisation of participative decision-making in industrialised countries, there exists a dearth of knowledge regarding the specific challenges and experiences encountered by South Africa in relation to stakeholder involvement in school governance (Mabasa and Themane, 2002). Consequently, a comprehensive examination was necessary to analyse the execution of School Governing Bodies' (SGBs') tasks in enhancing school governance. The existing body of literature predominantly highlights challenges and constraints pertaining to the provision of assistance, particularly from the parental sector of the School Governing Body (SGB), in relation to democratic participation and the efficacy of deliberations (Mncube, 2007; Duku & Brown, 2008; Mavuso & Duku, 2014; Levy & Shumane, 2017). Levy and Shumane (2017) studied a correlation between the importance of the SGB settings, the identification of effective governance techniques, and the influence of partnerships. However, existing scholarly works fail to highlight the experiences of SGBs in effectively carrying out their roles and responsibilities.

The motivation behind undertaking this research stems from personal experiences in the researcher's capacity as a teacher and member of the School Governing Body (SGB). After serving as a member of the School Governing Body (SGB), I had significant concerns about the challenges we encountered in effectively addressing the increasing issues within our different roles and responsibilities. The persistent circulation of negative information including accusations of financial mismanagement by principals and members of School Governing Bodies (SGBs), conflicts between

SGB members and professional staff, and irregular recommendations made by principals, resulted in protests that had an adverse effect on the educational process within schools. According to media sources, there were challenges faced by SGBs, that included instability, failures, difficulties, and divides, from their incapacity to effectively fulfil their governance obligations.

A media report published in the Sowetan in 2010, stated that there were ongoing disputes between educators and the School Governing Body (SGB) in some Limpopo High Schools, located outside of Polokwane. The disputes posed a significant threat to the academic prospects of the students in the schools. School Governing Bodies (SGBs) expected to help educational institutions regarding ill-discipline and acts of violence, failed to do so. According to Section 37, the School Governing Bodies (SGBs) are granted authority to oversee the administration of school funds, and there were also allegations of financial mismanagement levelled against some chairpersons of the SGB. The unhappiness with the SGBs of some Special School, and the Department of Education's lack of support in addressing governance issues were all discussed in the South African media (2008). Despite calls for intervention, these were disregarded and subjected to disrespectful treatment.

Recommendations were put out by the South African Schools Act (SASA) to ensure the department provide support to establish create a system of governance that is both effective and efficient for educational institutions. The department did not assist in addressing the challenges levelled against the SGBs of mismanagement of public funds and the notable absence of transparency and accountability. These issues had a detrimental impact on the operations in the institutions. The diverse functions and skills required of the SGBs also posed challenges. The schools struggled to perform effectively and meet their obligations which were significantly delayed by the overwhelming number of challenges experienced in executing their roles and responsibilities. These challenges were motivations enough for undertaking this study extending beyond my personal experiences as an educator involved in the SGBs. The literature review consulted also served as a significant impetus for the execution of this study.

Interest in the study was additionally motivated by the inquiry 'exploring experiences of school governing bodies in fulfilling their roles in primary schools'. In essence, the study sought to establish strategies used by SGBs in rectifying how the SGBs execute their roles and responsibilities amidst the existing disparity in resources allocated to the governing bodies of historically advantaged schools to fulfil their tasks. The lack of resources necessitated the empowerment of School Governing Boards to enable them to carry out tasks and effect substantial improvements in both the educational institutions and the surrounding community. In determining the strategies used to fulfil tasks,

for enhancing the capacity of School Governing Bodies (SGBs) to fulfil their responsibilities in a proficient and effective manner, ultimately leading to an improvement in the overall quality of education. Consequently, I undertook this study with the intention of addressing both professional and personal motivations. I have personally observed and encountered the issues in question. In conclusion, my professional background as an educator and my involvement as a governor in the School Governing Body (SGB) have served as catalysts for my pursuit of this field of study, driven by my inherent curiosity. I have engaged in a thorough examination of the advancements in educational administration and management in several nations. The evolutionary progression of governing bodies in various nations has involved the incorporation of what Keat and Abercrombie (1991) describe as a "enterprise culture." This cultural framework emphasizes entrepreneurial ambition, strategic financial management, and customer-centric service as means to enhance power and autonomy. Governing bodies have taken on the responsibility of managing financial matters, including budgetary oversight. I found myself contemplating the extent to which the concept of a "enterprise culture" might permeate the governance structures of South Africa.

1.3.1 Focus of the study.

The study is underpinned by SGBs' impact on education. A strong school governance structure ensures excellent education, a learning environment, and the satisfaction of students, parents, teachers, and the community. School governing bodies (SGBs) oversee school strategic direction and operations, making them vital to the education

system. SGBs vary widely by area and school system. Legislation, culture, and administration affect this variation. Thus, to improve education delivery, School Governing Bodies (SGBs) must understand their roles and responsibilities in primary schools.

Scholarly study on school governance has covered many topics. SGBs' practical experiences with their roles and responsibilities, challenges, and successes in primary schools need further study. The research initiative explored numerous crucial issues, including: SGB composition and structure which includes their demographics, concentrates on stakeholder groups such as parents, teachers, community members, and school administrators. SGB roles and responsibilities are school-specific. SGBs must fulfil these duties to help the organisation function and succeed. School Governing Bodies (SGBs) are responsible for budget allocation, curriculum oversight, personnel recruitment, and facilities administration. This study examined how School Governing Bodies (SGBs) balance their tasks with educational goals. This study addressed these topics to provide insights to educational policymakers, school administrators, teachers, parents, and researchers. By understanding the experiences of School Governing Bodies (SGBs) in primary schools, this research aimed to improve primary education, stimulate stakeholder engagement, and help SGBs perform their roles and responsibilities holistically.

1.3.2 Problem statement.

Parent representatives are faced with different experiences in their positions as governors and stakeholders of the SGBs. South Africa, like most other nations, implemented legislation that required community participation and decentralised school governance. After 1996, SASA and other legislative tools were used to encourage parental involvement in school governance. The SASA specifically allowed parents, school students, and professional and non-professional staff to elect SGB representatives. By allocating power to all parties involved in school governance, this act gave parents, schools, and communities a significant voice in the decision-making process. The SGB's functions include putting forth shrewd objectives, the definition of strategies, vision, and mission and embracing the students Governing set of principles, monetary organisation, making proposals on educating and non-showing

arrangements as well as directing raising money to increase school expenses. Conflicts of a profound and devastating nature have resulted from these obstacles, particularly in public schools.

According to the current state of knowledge and developments, the parent wing of the SGB is having difficulty carrying out its roles and responsibilities. There is little evidence to support the belief that the aforementioned goals have not been met, particularly in the majority of rural and/or township primary schools. Subsequently, the SGBs laid out in many schools neglected to properly play out their obligations. In terms of policy formulation, financial management, and staffing, research has demonstrated that SGBs were failing to fulfil their mandate, particularly in rural and township-based schools (Mkhize, 2007; Waghid, 2005; Chaka and Dieltiens, 2005; Sithole, 2004; Mestry, 2004; van Wyk, 2004 and Bembe, 2004). Surprisingly, these flaws persist even though the Department of Basic Education and private service providers provide training. This demonstrates that SGBs face numerous obstacles that prevent them from carrying out the responsibilities as outlined in SASA. As a result, the research aimed to develop strategies and a master plan for increasing the efficiency of SGBs in schools. This was because many elected members of the SGB lacked the knowledge and abilities necessary to effectively carry out their duties.

The acquaintance of SGB was with advanced straightforwardness, school adequacy, improvement, and responsibility. Ho Parent representatives encounter diverse experiences in their roles as governors and stakeholders of the School Governing Bodies (SGBs). Similar to many other countries, South Africa enacted legislation mandating community engagement and decentralised school governance. Following the year 1996, the utilisation of SASA and other legislative mechanisms was employed to foster and promote parental engagement in the realm of school governance. The SASA (South African Schools Act) explicitly granted the right to elect School Governing Body (SGB) members to parents, school learners, and professional and non-professional personnel. By distributing authority among all stakeholders in educational administration, this legislation provided parents, schools, and communities with a substantial role in the process of making decisions. The functions of the Student Government Board (SGB) include the formulation of astute objectives, the establishment of strategies, vision, and mission, as well as the inclusion of

students within its framework. The governing structure encompasses a set of values and a financial structure that formulates suggestions pertaining to educational policies and non-discriminatory practices. Additionally, it oversees the process of fundraising to augment school expenditures. These constraints have given rise to conflicts of a significant and destructive magnitude, particularly within the context of public schools.

Based on the existing body of knowledge and ongoing advancements, it is evident that the primary division of the SGB is encountering challenges in effectively fulfilling its designated functions and obligations. Insufficient evidence exists to substantiate the assertion that the aforementioned objectives have not been achieved, particularly within the context of rural and/or township primary schools. Consequently, the School Governing Bodies (SGBs) implemented in numerous educational institutions failed to fulfil their responsibilities adequately. The existing body of research has indicated that school governing bodies (SGBs) have been ineffective in carrying out their responsibilities, specifically in relation to policy development, financial management, and staffing. This is particularly evident in schools located in rural and township areas (Mkhize, 2007; Waghid, 2005; Chaka and Dieltiens, 2005; Sithole, 2004; Mestry, 2004; van Wyk, 2004 and Bembe, 2004).

Despite the provision of training by the Department of Basic Education and private service providers, these issues persist. This observation highlights the various challenges that social grant beneficiaries (SGBs) encounter, which hinder their ability to fulfil the obligations specified in the South African School Act (SASA). Consequently, the objective of the study was to devise strategies and formulate a comprehensive strategy to enhance the efficacy of School Governing Bodies (SGBs) in educational institutions. This phenomenon can be attributed to the deficiency of knowledge and skills among a significant number of elected members of the SGB, which hindered their effectiveness in fulfilling their responsibilities. The association with SGB was characterized by a high degree of transparency, educational effectiveness, progress, and accountability. Nevertheless, this phenomenon does not occur in practical reality. The efficacy of an educational institution is contingent upon the implementation of proficient governance and leadership.

The preceding explanation provided clarification regarding the challenges encountered by the SGBs in fulfilling their responsibilities as delineated in the SASA. This study aimed to investigate several techniques and frameworks to enhance the efficacy of school governance procedures at the school level. The subsequent study inquiry is predicated upon this premise. However, this does not actually take place on the ground. The success of a school depends on effective governance and leadership. The exposition that came before it made clear that the SGBs face numerous difficulties in carrying out the duties that are outlined in the SASA. In order to increase the effectiveness of school governance practices at the school level, this study will examine various methods and frameworks. The general research question that follows is based on this.

1.3.3 Research Questions.

The primary inquiry was: *What are the experiences faced by SGBs when performing their responsibilities as specified in the SASA?*

The sub-questions:

- What is the perception of SGBs towards their roles and responsibilities as outlined in SASA?
- What impact does training have on SGBs' performance of their governance roles in practice?
- What are the experiences of SGBs regarding policy development, administration of finances, handling of conflict and staff appointment?
- What tactics can be used to enhance SGBs' ability to provide high-quality education in schools?

1.3.4 Research purpose.

To effectively discharge their obligations within the context of public primary schools, School Governing Bodies (SGBs) are required to engage in the formulation of policies, exercise financial management, and ultimately undertake the task of staff appointment. The primary aim of this empirical investigation was to analyse the difficulties encountered by SGBs in fulfilling their obligations. The present study adopted a qualitative methodology. The case study methodology was deliberately

chosen for this research project due to its systematic approach in investigating an event or a series of interconnected events, with the objective of describing and providing explanations for phenomena of interest (Henning, Van Rensburg, & Smit, 2004:123). The utilisation of the case study method enabled me to do a comprehensive examination of a multifaceted scenario, hence facilitating comprehension for individuals who may not possess first-hand familiarity with such situation (Terre Blanche and Durrheim, 2002). Consequently, the case study methodology was utilized in order to facilitate a comprehensive and systematic understanding of the issue as the study unfolded (Cohen et al., 2007).

The primary aim of this study was:

To establish the experiences and difficulties encountered by School Governing Bodies (SGBs) in public elementary schools located in Gauteng Province. This objective is attained by placing particular emphasis on the subsequent sub-objectives:

The objective of this study was:

To examine the role of School Governing Body (SGB) members in the decision-making process.

To examine the influence of training on the performance of governors.

To critically examine the experiences of the SGBs (School Governing Bodies) in effectively managing their key responsibilities, such as policy creation, financial management, dispute resolution, and staff appointments.

To discover solutions that can be employed to improve performance and guarantee the provision of high-quality education.

1.3.5 Explaining the problem.

The best interests of the school are what SGBs should promote (SASA, 1996). On the ground, this is not occurring. Thus, this study examined SGB procedures in four Gauteng secondary schools as case studies. This research offered frameworks or solutions to address outstanding theoretical challenges. Skills development, value-based behaviours, and attitude modification are still needed for the SGB to function completely at school level. In the long-term, the study will advance literature and establish a relevant professionalism theory.

This study also intended to make a deliberate contribution by identifying techniques to help SGBs be more productive. This study may improve education by revealing South Africa's effective school governance strategies and should lay the groundwork for future SGB research in schools adding to research undertaken on efficient school governance (Mncube, 2005, 2007, 2008, 2009).

Thus, this study aimed to:

- Share SGBs' experiences in hiring, managing finances, and creating policy.
 - Provide viable answers to SGBs' challenges and experiences.
 - Ensure SGBs understand their rights and obligations per SASA (1996).
- Improve school governance practices in South African education.

1.4 SCHOLASTIC REVIEW.

A scholarly review not only gave valuable insight into the research procedures but also assisted in incorporating the research study's findings into the body of knowledge that had already been created (Kumar, 2011). To give the theoretical foundation for the key conceptual issues to be explained, a thorough literature review was done. University dissertations, news reports, educational encyclopedia, circulars, newspaper articles, and journal articles were used to examine the theories and practices of school governance in South African education and other nations. The researcher looked at international literature to learn about the experiences of school governance practices in other developing and developed nations, so-called first and third-world countries. For the research study's secondary data, other published and unpublished reports were consulted. The study will unavoidably discuss recent advancements, particular issues, and critical viewpoints relating to SGBs in the South African educational system.

Prior to 1994, the principal and teachers in township schools or black communities in South Africa were in charge of managing and leading the school system. In contrast to parents in Model C schools, who were more actively involved in school governance, parents of students attending rural, or township schools became marginalised, less involved, and unsure of their role. School boards or school boards were responsible

for supervising school governance prior to SASA creating the SGBs (Hartell *et al.*, 2016). Additionally, the school principal was a key figure in school governance because the school's ethos and momentum were largely influenced by his leadership style and frame of reference (Hartell *et al.*, 2016). In addition, governance structures in schools (Hartell *et al.*, 2016) have not been well received, especially when it comes to Bantu education in black communities. In order to address the underfunding of schools in non-white communities during the apartheid era, the National Coordinating Committee (NECC) established Parent-Teacher Student Associations (PTSAs) (Sayed, 1997; Karlson, 2002). In an effort to empower parents in schools serving black communities, Bayat, Louw, and Rena (2014) claim that PTSAs were created.

The creation of PTSAs showed that stakeholders were disenfranchised and had little impact on how schools were run; the only places where they had a chance to make a positive difference in governance were private schools. Before the creation of the structure that SASA now refers to as an SGB, decision-making was restricted to school principals and committees (Hartell *et al.*, 2016). Hartell *et al.* claim as much. In 2016, this arrangement gave principals the freedom to exercise their leadership style and make decisions about how the school should be run without seeking input from anyone else, making them central figures in the governance of public schools.

It is crucial to remember that the so-called Bantu education school "governance structures" included a National Coordinating Committee (NECC) that created Parent Teacher Student Associations (PTSAs) that weren't effective enough to support the system's various schools (Sayed, 1997; Karlson, 2002). The goal of PTSAs, according to Bayat, Louw, and Rena (2014), was to enable parents, particularly those in black communities, to participate in educational decision-making. It was also taken into consideration how schools were run during the apartheid era and the functions that school committees served. Knowing the past was crucial, including whether or not parents participated in school governance.

After gaining democracy, South Africa underwent changes that led to the creation of an educational system that is founded on the fundamental values of equality, democracy, fairness, and justice (Heystek, 2011). The South African government's commitment to an equitable educational system that would maximize the participation

of all parties interested in democratic school governance was the primary driving force behind this change. To foster a better environment for teaching and learning, it was intended to provide all significant stakeholders with a chance to take part in the management and governance of the school. According to Mpungose and Ngwenya (2017), the new governance framework was founded on accountability. This principle was regarded as essential to the process of enhancing school governance by dividing contested power without losing it. The past anti-apartheid struggle, which also involved a few carefully chosen parents in educational matters, can be connected to the involvement of parents and community members in the SGBs.

In order to give local communities more control over education, SASA sought to democratize school administration. According to Lemmer (2000), decentralized school management is viewed as a more suitable and effective form of governance, particularly in the modern world. According to Mncube (2009), the White Paper on School Organisation, Governance, and Funding was released in 1996 to support democratic institutional management at the school level. Act No. 1, the South African Schools Act (SASA), is the product of the White Paper. All public state schools in South Africa were required to have democratically elected SGBs under Act No. 84 of 1996, which took effect in early 1997. PTSA's were thus replaced by SGBs.

All participants were given active and accountable roles, according to Mncube (2009), in order to foster tolerance, reasoned debate, and group decision-making. Lemmer, Van Wyk, Gutman, and Midgley (cited in Mncube, 2009) emphasize the value of parental involvement in education. Quan-Baffour (2006) summed up the significance of SGBs by pointing out that SASA required each school to set up a governing body that would allow representatives of the school's key stakeholders: parents/guardians, support staff, and teachers to take charge of taking over the management of the school.

This section covered the SGB and how it functioned in primary schools. The vast majority of the literature under review focused on statistics about public schools that had already been released. The literature was extremely helpful in focusing the study's attention on SGB members' governance experiences and the challenges they faced while carrying out their duties in public primary schools. Post-apartheid school

governing bodies were established and implemented in South Africa's public schools as a result of the apartheid government's lack of engagement with historically black communities regarding educational issues. Mncube (2008) as well as Heystek (2011). The new administration understood the need to establish policies that would encourage active community involvement at the school level. As a result, all public schools adopted the SGB structures as the nation's first constitutional bodies (Gamede, 2016, Heystek, 2011, Mncube, 2008). These groups were chosen in a direct election by the school parents. The democratically elected South African government's top priority was to put capacity-building programs into place so that SGB can operate efficiently. These initiatives were seen as a tool to help public schools maintain efficient management and governance structures as well as engaging teaching and learning environments.

1.5 RESEARCH METHODOLOGY AND DESIGN.

Study approach was qualitative. Qualitative research focused on exploratory, investigative, and inductive methodologies, according to Patton (2002). Qualitative research also used human instruments rather than questionnaires (Cresswell, 1994). Qualitative research focused on vocally supplied descriptive data (1994). Qualitative research underpinned human perspectives, judgments, comprehensions, and decisions, according to Muijs (2004). Qualitative research "aims to understand people's experiences of their social life and everyday activities and embraces their beliefs, viewpoints, and values." (McRoy, 1995). Qualitative research was done to obtain rich and descriptive data to gain insight into SGBs' experiences and challenges (Cohen, Manion, and Morrison, 2007).

The qualitative technique answered the research objectives by recording participants' actual experiences and considering their environment (Cohen et al., 2007). Qualitative research aimed to understand, examine, and interpret secondary school SGBs' experiences and challenges. The study prioritized deductive logic above inductive reasoning and focused on inquiry, discovery, and inductive logic. The qualitative researcher employed flexible data collection. The researcher "saw" the world from the participants' viewpoints via qualitative research (Cohen et al., 2007). A qualitative approach guided the study of SGBs' experiences and perceptions in the context of

their key functions and responsibilities. Qualitative research prioritizes words above data gathering and analysis, hence it was relevant (2007). As a qualitative researcher, I collected SGB history from each case study school to understand the study's participants' social phenomena.

According to Grover, V.K. (2015), research design is a general technique to tackle an issue that demands coherent and logical integration of research pieces. A study design organises the project to maximise research validity (Mouton, 2008). The research goal was to analyse, synthesize, and organize data. Terre Blanche and Durrheim (2002) define a research design as a "strategic framework for action that links research questions to the execution or implementation of the research". A research design also details the study's strategy and data gathering and analysis procedures. In conclusion, the research design answers study questions (McMillan and Schumacher, 2006). A research design details the study's framework. Research designs are descriptive methods used to study a phenomenon, according to McMillan and Schumacher (2006). The research design outlines the study's strategy. The SGB's research methods, findings, and analysis will be applied to prominent school governance theories.

This section described and explained the research design and methodology that were considered appropriate for collecting data for the study. The choice of research design was influenced by the main question asked:

What are the experiences faced by SGBs when performing their responsibilities as specified in the SASA?

To pursue the aim of this investigation, a basic qualitative research design was considered the most appropriate (Mestry and Khumalo, 2012). Qualitative research aimed to discover and understand a phenomenon, process or perspective and the worldviews of the people involved.

1.6 POPULATION AND SAMPLING

According to Bernard, Hanekom, and Brynard (2014), the research population can be conceptualised as a global cohort characterised by specific attributes, such as individuals who are members of School Governing Bodies (SGBs). According to the definition provided by Weilman and Kruger (2009), as mentioned in Rangongo (2011), a population is characterised as the comprehensive compilation of cases from which a conclusion is intended to be drawn. According to Leedy and Ormrod (2010), the term "population" does not exclusively refer to a collective of individuals, but rather encompasses all cases that a researcher aims to draw conclusions from. Academic researchers explore several elements or features that they seek to understand. Babbie (2008) posits that the target group refers to the specific cohort of participants who will be the primary focus of the study, as it is often impractical to include all individuals within a larger group. In order to gather data, it is necessary to obtain a representative sample from a population. The sample comprises individuals who have served on the school governing body for a duration exceeding twelve months and possess a certain level of experience.

The selection of Gauteng as the study area was primarily motivated by practical considerations, namely the proximity of the province to my place of residence and the constraints imposed by limited time and budgetary resources. The focal point of economic activity is concentrated among the urban and suburban districts of the province. The Gauteng Education Department is comprised of a total of 15 districts. The regions included in the study include Ekurhuleni North, Umlazi, Ekurhuleni South, Gauteng East, Gauteng West, Gauteng North, Johannesburg Central, Johannesburg North, Johannesburg South, Johannesburg East, Johannesburg West, Sedibeng East, Sedibeng West, Tshwane North, Tshwane South, and Tshwane West. The ratio of students to teachers is 1:37. Nevertheless, it is worth noting that township schools continue to face the issue of overcrowding, as seen by recent data from Statistics South Africa (2019).

As per Order No. 84 of 1996, the Minister of Education has extended the requirement of mandatory education to encompass students from Grade One to Grade Nine, with

the aim of guaranteeing universal access to fundamental education. The educational system in Gauteng encompasses a variety of institutions, including combined, independent, former Model C, private, elite, pre-schools, primary, secondary, specialized, State, and subsidised establishments. The prevalence of elevated unemployment rates within the townships of Gauteng has resulted in a consequential increase in illiteracy levels and the exacerbation of severe poverty conditions. The province experiences a significant prevalence of single-parent households, orphans, and vulnerable children as a result of the substantial impact of the HIV/AIDS epidemic (Statistics South Africa, 2009). The implementation of the "no-fee" school policy in poor neighbourhoods was undertaken as a measure to address poverty (Department of Education, 2008).

Every educational district is characterised by a specific quantity of primary and secondary schools. The selection of the Johannesburg North District was primarily influenced by its proximity to my residence and workplace, as well as the presence of other schools within the district that are grappling with policy, financial, and personnel issues. The utilization of purposive sampling was deemed appropriate in this study due to the belief that SGB members who had completed a year of service possessed a wealth of knowledge and experience regarding governance matters, therefore making them valuable sources of data. Cohen et al. (2007) employed deliberate sampling to choose two elementary schools in the Johannesburg North District. The schools I selected were determined based on the careful consideration of information-rich situations, as well as factors such as location, geographic proximity, and accessibility.

The selection of primary schools was conducted from both townships and peri-urban areas. One further factor that influenced my decision to select primary schools is the difficulties they encounter in the areas of recruitment, financial administration, and policy development. The selection of primary schools was reiterated in order to evaluate the impact of inadequate governance on the academic performance of elementary schools in townships during the preceding three-year period. For the purpose of obtaining a diverse range of experiences and gaining insights into various educational settings, I deliberately selected primary schools with distinct backgrounds in order to explore and compare their respective characteristics.

1.6.1 Instrumentation and data collection techniques.

Document observation and semi-structured interviews were used to gather the dataset. Additionally, the researcher chose SGB members who had been a part of the organisation for at least a year, indicating that trust had already been built, which aided in the collection of more data. For the empirical data, primary data were gathered. Participants' opinions about what they know, believe, and have gone through are considered primary data, according to Cooper and Schindler (2008). Interviews are the primary method of data collection for qualitative research, according to Cooper and Schindler (2008). Blumberg et al. (2008) defined an interview as a conversation in which the questioner and respondent engage in order to exchange information.

The researcher used an interview schedule to gather data from parents, teachers, principals, and support staff during the interviews. The researcher primarily served as an interviewer during the interviews for this study. Examining peoples' opinions, histories, worldviews, and reasons for doing things is the goal of research interviews. It is thought that more in-depth comprehension of social phenomena can be achieved through qualitative methods like interviews than through purely quantitative techniques like questionnaires. Thus, when little is known about the research phenomenon or in-depth knowledge of specific participants is needed, interviews are especially appropriate. They are also particularly helpful when dealing with delicate subjects that participants might not want to discuss in a group setting.

1.6.1.1 Semi-structured interviews.

Semi-structured interviews were used by the researcher in this study because, as claimed by O'Donoghue (2007), they enable the collection of more detailed information than any other technique. I selected semi-structured interviews as the data collection method, because it allows me to elaborate information that is significant to participants but may not have been previously considered pertinent. In semi-structured interviews, the interviewer or interviewee can veer off course to explore an idea or response in greater depth after asking a few key questions that help define the areas to be explored. The basic function of one individual's social event data from the other is

exchanged verbally during semi-organized interviews, according to Shaft and Lampard (2002). This approach was chosen by the researcher for precisely the reason that Lauer (2006) claims it is the best because it gives participants the chance to express their experiences, thoughts, feelings, and perspectives on how they deal with factors that affect their morale. Semi-structured interviews, particularly when it comes to first-person accounts of experiences and feelings, allow participants to "speak their minds" and "lend themselves to in-depth investigations," according to Descombe (2003).

I gathered data using semi-structured one-on-one interviews, as advised by Saunders, Lewis, and Thornhill (2000), because they gave me the chance to examine participants' responses and shed light on the causes of their behaviours, attitudes, and opinions. The age of internal and external accounts of SGB encounters was also reinforced by the semi-structured interviews (Bertram and Christiansen, 2014). Because it allows participants to use their own words and, in some cases, non-verbal communication features like tone of voice and facial expressions, this method, according to Horton, Macve, and Struyven (2004), lessens the impact and bias of interviews. They continue by saying that the methods' adaptability enables more thorough examinations of pertinent solutions and intriguing ideas. By using this technique, the researcher is also able to modify the questions' wording and order, as well as the parts that the participants had trouble understanding. According to Merriam (2009), interviews can reveal participants' thoughts in ways that cannot be observed or measured directly. Researchers reportedly favour the semi-structured interview method over all others because it ensures access to more comprehensive information, according to O'Donoghue (2007).

Throughout the interviews, I conducted semi-structured interviews using follow-up questions. I chose SGB employees who had been at SGB for more than a year to use the goal and comfort study strategies in two elementary schools. Interviews and document analysis were used by the researcher to collect data for this study. To prevent any feelings of intimidation and the omission of crucial information, each principal, parent representative, teacher representative, and caregiver representative was questioned separately. Before beginning the session, which lasted about 45 minutes, an effort was made to secure consent and permission to record the sessions.

Audio was used to record all of the information. The interviews were conducted in a way that allowed each participant to share their experiences and the researcher used follow-up questions to elicit additional information. The researcher conducted the same interviews with each participant to collect data and analyse the responses. The researcher's preference for the semi-structured interviewing method gave him the chance to collect in-depth data about the SGBs' experiences in performing their roles by asking a series of open-ended questions in a specific order.

1.6.1.2 Document analysis.

According to Patton (2002), document observation is qualitative research when a researcher analyses documents to get insight and meaning. Document observation provided information into the subject under study. According to Patton (2002), if the papers lack leads or information, the interviewer's inquiry may be ineffective. The researcher requested various materials from the principle, including duplicates of the Learner's Code of Conduct, relevant rules, and School Governing Body (SGB) meeting minutes, before starting the interviews. This allowed him to verify the participants' statements by reviewing the documents' content. The Learners Code of Conduct, School Financial Policy, and other pertinent policies, as well as SGB and school minutes, were investigated. The SASA 84 of 1996, the ELAA of 2007, and the BELAA of 2011 were used to evaluate how well educational institutions understood and implemented various laws, rules, and policies while creating departmental policies.

Horton, Macve, and Struyven (2004) argue that observation field notes can document nonverbal cues and contextual aspects that audio recording cannot, justifying their use in this study. The researchers recorded participants' facial expressions, gestures, and tone of voice during the interview. This practice helped analyse acquired data (Creswell, 2003). The Learners Code of Conduct, Finance Policy, SGB meeting minutes, and other policies have been meticulously documented. Cohen, Manion, and Morrison (2007) claim that such data was essential for data analysis, which verified and strengthened participants' verbal responses. Thus, the expert used this data to supplement semi-structured interviews.

1.6.2 Data analysis and interpretation

De Vos (2005) argues that it is challenging to identify a fixed number of themes in data sets that are excessively vast. The information, however, had to be sorted into more manageable subthemes. "Discourse analysis" is a phrase coined by Rule and John (2011) to describe the method through which a researcher draws inferences not only from the content of what participants say but also from their tone and style of speech. Rule and John (2011) argue that coding interview replies was a prerequisite to conducting content or thematic analysis. The statement by Cohen et al. (2011) that "content analysis involves coding, categorising, comparing, and concluding-drawing theoretical conclusions from the text," supports this idea. Case studies commonly use content analysis or coding schemes, as confirmed by Rule and John (2011). Content analysis, as defined by Maree (2007), is "the study of data from various perspectives with the aim of making raw data more interpretable." Because the researcher was interested in learning about the experiences of SGB members in their varied roles, this study made use of content analysis, a method for analysing and interpreting data.

The data collected through interviews and document reviews was analyzed using interpretive thematic analysis (Dahlberg & McCaig, 2010; Smit & Henning Van Rensburg, 2004). Getting to know the data requires the researcher to read and reread transcripts and turn audio data into text data. The rereading process simplified the coding of the data and the categorization of the findings into topical headings for the final report. Information was gleaned from the student code of conduct, the school's finance policy and associated policies, and the minutes of SGB meetings, which included the school budget. For the purpose of ensuring that schools appropriately interpret and apply numerous laws, rules, and policies, the 1996 SASA 84, the 2007 ELAA, and the 2011 BELAA were used as recommendations.

Accurate transcriptions of recorded interviews were used for data analysis, and the transcripts were encoded according to subjects or categories that had already been established. (Meriam, 2009) Responses were analyzed using open and axial coding. Transcript analysis showed overarching themes and subcategories following the open coding stage performed by the technician. Subjects defined the groups according to the information provided (Saunders et al., 2000). After reading all of the responses,

we utilized open-ended coding to separate them into categories based on the characteristics, dimensions, and occurrences that participants mentioned. According to Nieuwenhuis (2008), the researcher utilized axial coding to determine the significance of the interconnections between the study's overarching themes and their constituent subthemes.

The sources used to back up our interviews and field notes were hard evidence. Meeting minutes, memos, working papers, and preliminary ideas were all examples of written documents mentioned by McMillan and Schumacher (2006). They also mentioned that document analysis is a strategy to collect qualitative data without any interaction between the researcher and the participant. This implied that a further advantage of document analysis for academics was the opportunity to engage with more direct data. The information contained in these records was useful for researchers since it was used to back up claims made in interviews (Cohen, Manion, & Morrison, 2007; Maxwell, 2005). In a word, the conclusions from the analysis of the written documents supplemented and verified those from the qualitative research.

1.7 TRUSTWORTHINESS.

In qualitative research, Thomas (2010) asserts, trustworthiness is about evaluating a study's quality. This refers to situations in which a researcher can confidently demonstrate the validity and dependability of the study's findings. Thomas mentioned that in qualitative research, trustworthiness can be addressed by ensuring that results are dependable, transferable, credible, and confirmable. The four ideas are outlined. As follows: The approaches served the foundation of educational studies, as: credibility, dependability, transferability, and confirmability. According to Yin (2003), tests that involve concepts like trustworthiness, confirmability, dependability, and credibility are used to measure the quality of the research design. According to Rule and John (2011), "the concept promotes values such as scholarly rigor, transparency, and professional ethics in the interest of qualitative research gaining levels of trust and fidelity in the research community", a succinct explanation of trustworthiness.

1.7.1 Credibility

According to Anney (2014), credibility is trust in the credibility of research results. This scientist says credibility is a key factor in trustworthiness. Credibility is the point at which the analyst connects the review findings with reality to present the reality in the review findings. The researcher chose the method of McMillan and Schumacher (2006) for this study, to generate data using different data analysis strategies. The interviews in this combination were conducted at different locations. The combination of generation methods is called triangulation of sources by Charmaz and Belgrave (2012). It happens when a researcher uses two or more different sets of participants and interviews people at different times from different angles. In this regard, the researcher collected information from SGB leaders who advocated for a variety of voters. In addition, individual face-to-face interviews at different locations were used to generate the data.

The researcher looked at her perceptions of collaboration in the classroom. Also, the interview schedules were originally published in English but were converted into Sesotho so that everyone could take part. With the participants' permission, the researcher also recorded the interviews. The goal was to guarantee the integrity of the resulting information. Longer engagement was another way the researcher established their trustworthiness (Biemann, Kuchemuller, Penisset, & Leys, 2018). In this study, participants were questioned only once, but the researcher spent extra time on items they had difficulty answering. The researcher was able to learn more about the participants' perspectives and experiences thanks to their participation. Participants felt safe enough to open up to the researcher and provide personal information. Participants felt more at ease after a structure had been established within which they could offer input on how best to strengthen the school's cooperation.

The member-checking method was the third strategy for establishing credibility, as suggested by Biemann et al. (2018). Member-checking was a chance for participants to tell the researcher what they wanted written, for example, mistakes they wanted fixed, and it was an opportunity to give more information if it was needed. In this regard, the researcher compiled all of the data that was generated and allowed all of the

participants to check that their voices were recorded appropriately. Sincerely stating that everything was correct, each partner expressed their happiness.

1.7.2 Dependability.

According to Merriam (1998), dependability is achieved when research findings demonstrate stability, sustainability, consistency, and dependability. According to Avizienis, Laprie, and Randell (2001), symptoms of a study's dependability can manifest at an early stage. The researcher's effort to "focus on methodological rigor and coherence toward generating findings and case accounts that the research community can accept with confidence" is referred to as the principle of dependability. When Mertens (1998) asserts that the inquiry procedure should be audited to determine its level of quality and suitability, she elucidates the principle of dependability.

The final principle was confirmability, which De Vos (2005) explains as the use of data to verify a research's findings. In this study, when partners changed due to SGB bi-elections, dependability improved, and the researcher started asking the same questions of previous participants. The new participants' understanding, and results were comparable to those of those who started with a term and those who came through bi-elections because they had served for a year. Additionally, the use of audio recording equipment improved dependability. According to Gunawan (2015), dependability is necessary for trustworthiness. These academics claim that a researcher demonstrates dependability when they demonstrate the repeatability and consistency of a study's findings. The objective was to ensure that the study's findings accurately reflect the raw data collected.

1.7.3 Transferability.

Harper and Cole (2012) define transferability as the degree to which the researcher is confident that the results of the study can be applied to other contexts or situations. Based on the responses of the participants in this study, there was a dynamic partnership that included all schools, regardless of their context. Even if students from different schools participated in the study, it would be a mistake to conclude that the

results were universally applicable. This was because this study focused on two schools in a single district of 16 district education offices in Gauteng province. However, to allow for some transferability, the researcher endeavoured to provide a clear explanation of the study context and results.

1.7.4 Confirmability.

According to Thomas (2010), a researcher must ensure that the results of a study are not influenced by interference from others but should also show that they are based on real data from the participants. The researcher asked participants to double-check and confirm that the results reflected their answers to ensure the objectivity of the results. As previously mentioned, the study's approach to participants was supported by the literature review in terms of trustworthiness. As a result, the participants' outcomes were not affected by the involvement of the research department in the school partnership.

1.8 RESEARCH ETHICS.

According to De Vos et al., (2002), ethics refers to abiding by the standards of behavior for proper professional conduct and guarantees that no harm was done to the research subjects and participants in question. The University of South Africa (UNISA) obtained and strictly followed ethical clearance in accordance with its policy regulations. Research ethics regulations were essential to prevent ethical ambiguities and any negative outcomes that might result from the study. In the beginning, letters were sent to the Department of Education's senior officials asking for their approval to conduct master's research at the two primary schools in the Johannesburg North District. Participants in the study were made aware of what was expected of them, why it was expected, and the aim of the study (Kumar, 2011). As the researcher, I made sure that the participants freely gave their consent to take part in the study.

The right to leave the study at any time and for any reason was made clear to participants. Signed letters of consent, each participant was required. For learner participants to take part in the study, their parents had to sign the consent forms. Each participant received respect and dignity. In line with Thomas (2010), the researcher

ensured that participants were treated with dignity and respect. To protect participants, Fraenkel and Wallen (2006); and Sokutu and Duku (2015) state that data was to be treated with care and confidentiality. I previewed documents out of moral obligation. All the transcripts and confidential documents were kept in an accurate and secure record that I kept in a safe location. As indicated by De Vos et al. (2011), participants in social research did not experience emotional or physical harm. The real names of the participants and school organisations were not disclosed; instead, acronyms were used to maintain confidentiality.

1.9 LIMITATION AND DELIMITATION OF THE STUDY.

According to Mertens, researchers identify and discuss their field's limitations because it is impossible to "design and conduct the "perfect" research study in education..." This is backed up by De Vos (2005), who states that no matter how meticulously planned a study is, there is always a chance of data instrument limitations, issues of generalizability, and ethical issues. Because participants in this study were chosen from only two primary schools, it was difficult to draw generalisations. A further impediment was the time requirements for leading the review. Participants had a specific amount of time to participate in the interviews.

1.10 DEFINITION OF CONCEPTS.

School Governing Body. Mncube (2009) asserts that democratic school governance is the transfer and sharing of power between the state and schools, which should fundamentally be self-determining and capable of knowing and comprehending their own needs. According to Mncube (2008), a school governing body is a legal group of individuals chosen to oversee a school. These individuals are obligated to represent the school's best interests and to assist the principal in effectively organizing and managing the school's activities due to their position of trust. According to Mncube (2005), the term "School Governing Body" frequently refers to a specific body with the responsibility and authority to establish and implement school strategies within the public and local vision for education and working by SASA 84 of 1996.

"**School governance**" refers to the Organisation structure that is tasked with the responsibility or authority to formulate and adopt school policy on a variety of topics, including uniforms, school budgets, development priorities, endorsement of the Learners Code of Conduct, staff, and parents, broad relating to the educational quality the school should strive to achieve, school community relations, and curriculum program development (Mncube, 2009).

Training. Mthiyane (2006) defines training as the systematic modification of behavior through learning that comes from planned experiences, education, and development. Its purpose in the workplace is to boost a person's skills and meet the current and future staffing needs of the company. Members of the SGB are invited to a workshop by Department officials to receive training in a particular skill.

1.11 CHAPTER OUTLINES.

Chapter 1. Direction: This chapter provided an overview and background on the School Governing Body. Regarding the SGBs' operation, the researcher identified and described the issue. The rationale, problem statement, scholarship review, selection of research methodology, credibility and trustworthiness, research ethics, study limitations, and important concept definitions were also included in the overview.

Chapter 2. The purpose of a literature review was defined in chapter 2. Previous research on the historical context of governance in the South African education system was the primary focus of this chapter. This chapter demonstrated that women's participation in school governance and decision-making contributed to school improvement. In addition, it described the responsibilities and roles of SGBs in public schools, focusing on the SGBs' composition and functions in public schools.

Chapter 3. Research methodology covered topics such as the research paradigm, methodology, design, strategy of inquiry, population sampling, data collection and analysis, credibility and trustworthiness, ethical consideration, limitation of the study, and conclusion. Finally, it discussed the issues that SGBs faced in the areas of policy development and implementation, administration of school finances, and recommendation of staff appointments. The design and methodological choices made

to investigate the study's research questions, as outlined in chapter one, were presented in this chapter. A written description of the research design and methodology used to investigate the difficulties faced by SGBs in public primary schools is the focus of this chapter.

Chapter 4. The data's presentation, analysis, discussion, and interpretation were the primary topics of this chapter. The approach to data analysis was only one aspect of the qualitative data analysis process. According to Creswell (2013), it entailed organising the data, performing a preliminary read-through of the data, coding and organizing themes, representing the data, and then coming up with an interpretation of the data. The researcher discussed the study's findings, an examination of data collection methods, including document analysis and semi-structured interviews, and provided the basis for the findings.

Chapter 5. Recommendations and conclusion: This chapter concluded with recommendations for additional research.

1.12 CONCLUSION.

The study's introduction and School Governing Body overview are in this chapter. SGBs are also considered, but within the South African educational system. The researcher described the issue from an SGB standpoint. The overview covered the reason, problem description, scholarly review, research methodology selection, credibility and trustworthiness, research ethics, study constraints, and key concept definitions.

CHAPTER 2. SCHOLASTIC REVIEW.

2.1. INTRODUCTION.

The objective of the literature study is explicated within the introductory chapter subsequent to the initial one. Furthermore, as demonstrated in the previous chapter, this study investigates the historical backdrop of governance within the South African education system by employing relevant literature. Furthermore, the text elucidates the manner in which the involvement of women in the governance and decision-making processes of educational institutions positively impacts the enhancement of schools. Additionally, it places emphasis on the predetermined tasks and responsibilities of School Governing Bodies (SGBs) within the context of public schools. Furthermore, it offers a comprehensive overview of the current body of research pertaining to the structure and objectives of School Governing Bodies (SGBs) within the context of public educational institutions. The discussion culminates with an examination of the challenges and obstacles encountered by School Governing Bodies (SGBs). These challenges mostly revolve around the effective execution of enhancements and arrangements, the management of school finances, and suggestions for personnel allocation. The paper ultimately finishes by summarizing the key findings.

2.2. SCHOLASTIC REVIEW

Mouton (2001) defines a literature review as a complete overview of scholarly research in a certain field, focusing on trends and discussions. This effort sought researchers', policymakers', and politicians' opinions on the topics under inquiry. A literature review is an inductive procedure that studies a series of books to comprehend a specific academic area. Cooper (1998) defines a literature review as a compilation of primary source reporting rather than fresh original materials. Heystek (2006) states that a literature review must include a theoretical foundation, a study of relevant published research, and a thorough analysis. A researcher had to ensure the literature evaluation was full, critical, and contextualized. Therefore, basic sources in literature were written

texts. Democratic South Africa adopted the School Governing Body (SGB) model and constitution to encourage stakeholder participation in school governance.

By symbolically decentralizing power in school governance, the School Governing Body (SGB) has started democratic norms dialogues, particularly in historically oppressed areas, according to Woolman and Fleisch (2008). SASA (South African Schools Act) replaced the apartheid education system's legally sanctioned segregated school system, which divided society by favouring independent schools over public schools, according to Pampallis (2002). The law promotes the idea that parents should dominate School Governing Bodies (SGBs) to hold key positions and influence decision-making. The measure could create new partnerships between the state, parents, and communities. The legislation aims to establish a cooperative and productive relationship among all School Governing Body (SGB) stakeholders, who are responsible for protecting the educational institution and its children.

According to Mouton (2001), a thorough literature assessment requires examining newspapers, journals, books, and online sources. The most current sources are used to start this process in reverse chronological order. Content should be organised coherently to incorporate all important information in a chronological order for presentation (Mouton, 2001). However, Mouton (2001) agreed with Wiersma (2000) that systematic reading is necessary to fully understand a topic after identifying a relevant source. This literature study sought to understand the issues School Governing Bodies (SGBs) in public primary schools have in fulfilling their duties. This was achieved by examining, assessing, and integrating research discoveries, theories, and approaches from other famous scholars and researchers in the relevant academic discipline. These procedures were used to identify gaps in the literature, set the stage for the study, understand the "nature of the problem that has been identified" in the research question, and connect prior research to the current study.

The literature review critically examined the key concepts of school governing bodies (SGBs) as leaders in public primary schools. In this area, the researcher was able to provide past research on school governing bodies (SGBs), with a focus on public elementary schools. This chapter focuses on domains related to the research that previous scholars have disregarded. A thorough literature review underpinned our

research. The majority of research articles in this chapter are published and related to SGB. The researcher evaluated the literature, including several earlier methodologies, to strengthen this study's theoretical foundation. The researcher can determine a study's rationale, structure, and cognitive framework.

This chapter provides a summary of previous authors' important ideas and critically analyses and reorganizes them to improve understanding of the topic. The present study's literature analysis critically examined school governing boards (SGBs)' principal experiences in public primary schools. This component also allowed the researcher to address prior studies on sexual and gender minorities (SGBs) in public elementary schools. This chapter highlights relevant aspects of the study that have not been adequately covered in this literature review. A comprehensive literature review laid the groundwork for this study. The majority of SGB research has been published. The theoretical underpinning of this study was enhanced and enlarged through a complete literature review using preceding methodologies. A researcher can determine a study's logic, order, and mindset. The main goal of this chapter was to explain the main arguments made by diverse authors in published research and to critically analyse and restructure these arguments to improve the study being examined.

The study's theoretical framework was strengthened by using primary and secondary sources. Wiersma (2000) states that a review's main goal is to help the researcher understand similar problems' current knowledge. This helps the researcher concentrate on the topic. According to Wiersma (2000), a literature study allows the researcher to learn about local and worldwide understanding of certain aspects of the topic being studied. The basis of past study in the topic is crucial. Researchers may not understand regions that need more research without such a foundation (Wiersma, 2000). The researcher's effectiveness depends on their ability to understand the study's components and broaden the conversation. A good literature review can help a researcher understand paradigm shift and occasional transformation knowledge. This study examines the literature on SGBs in democratic cultures, focusing on previous writers' results and recommendations.

2.3. THE HISTORICAL CONTEXT OF SOUTH AFRICAN EDUCATION.

Under the apartheid government, South African society was one of the "most unequal societies on earth" (Marais, 2001), and current assessments indicate that the situation has only become worse. Seeking and Nattrass (2006) claim that the "only beneficiaries of every policy within the apartheid regime" were white South Africans. Since taking office in 1948, the National Party (NP) government prioritized centralization, separation, authoritarianism, inequality, and bureaucracy in accordance with apartheid legislation. Teachers, parents, non-teaching personnel, and community members were the sole participants in the education system, making it hierarchical and non-participatory. Before the democratic era began in South Africa in 1994, only the state could operate educational institutions. In the past, principals and vice principals merely had to make suggestions when it came to hiring and promoting faculty. Principals were also accountable for monitoring the use of public monies and sharing relevant data for the effective management of their schools. Principals and school inspectors have the most sway in the decision-making processes of their respective schools. However, the principal's role was seen as more of a "headship" role in the school (Murphy, 1993).

The Bantu Education Act No. 47 of 1953 mandated that all parents be welcome at all public-school functions. Though it was intended to improve education, the Bantu Education Act instead served to further institutionalize apartheid and promote white supremacy. Paying for private teachers and constructing new classrooms and other facilities are just two of the many expenses that black communities in South Africa have had to shoulder on their own (Hartshorne, 1999). The formation of school boards and committees was a positive step, but these bodies unavoidably reflected only a subset of the community because of their gender makeup (Hartshorne, 1999). Hartshorne (1999) claims that locals' perception of school boards as advocates of the apartheid government led to a lack of support from the public. Hartshorne also mentioned that school inspectors kept an eye on things like student and teacher conduct, as well as fundraising, parent complaints, and ratings of teachers. The interests of the white billionaires who ran the apartheid state were pushed by the school administration, to the detriment of the students, faculty, and parents. On the other hand, national education policy is now overseen by the National Ministry of Education (Looyen, 2000).

Because it allowed white South Africans more say in national affairs, Education Act No. 39 of 1967 (EPA, 1967) intensified racial discrimination. Most black South Africans were torn apart by this. The result was the political unrest of the 1980s, characterized by student protests, strikes, and riots (Hendricks, 2000). Hendricks (2000) claims that students pushed for the establishment of SRCs at their schools. In the wake of the Soweto riots in 1976, for instance, students and parents wanted representation in all levels of school administration. By enforcing Law No. 70 of 1979, comments from parents were made available to the Director General of Education. Emerging participatory systems include parent-teacher-student associations (PTSAs). Parent-teacher associations (PTSAs) have largely supplanted traditional school boards and committees. PTAs, on the other hand, were widely disliked because they failed to adequately represent all stakeholders. PTSAs were established to bring together, if imperfectly, the efforts of parents and educators for the betterment of education. Van Schalkwyk claimed that PTAs assisted with fundraising and student transportation in Mahlangu (2009).

In 1990, as the pace of political change quickened, the role of PTSA became the subject of heated debate and discussion. The African National Congress (ANC) Framework Document for Education and Training, the Educational Review Strategy (ERS), and the National Educational Policy Investigation (NEPI) are just a few of the many policy documents that were written during this time. The PTSAs' role as governing organizations within schools was highlighted, an aspect the NEPI considered crucial. Increased participation from legally organized stakeholders including parents, teachers, and students is a hallmark of the NEPI's school governance option. It's also suggested that there be an even number of PTSAs from each industry.

The lack of educational obligations to local history, especially among the African American population, led to the rise and introduction of post-politically sanctioned segregated school oversight boards in state-funded schools in South Africa (Heystek, 2011; Mncube, 2008). The new administration thought that measures within the schools were required to promote robust community involvement. The SGB was thus founded as the first constitutional body in all South African public schools to be legally

recognized and directly chosen by the school parents (Gamede, 2016; Mncube, 2008; Heystek, 2011). Implementing border measures that would ready the SGBs for viability was a top priority for the South African government. These programs can be seen as an instrument for improving public school administration and governance, as well as the quality of the classroom instruction.

Heystek (2011) writes that after South Africa's transition to democracy, a new educational system was established, with the tenets of democracy, justice, and non-discrimination at their core. The democratic government of South Africa was tasked with enforcing a fair educational system that encouraged collaboration amongst all stakeholders having a stake in majority school governance. The goal was to encourage participation from all relevant school stakeholders in order to foster a more positive climate for teaching and learning. According to Mpungose and Ngwenya (2017), the new governance system is predicated on the principle of accountability. This approach was viewed as crucial to enhancing school governance since it allowed for the equitable distribution of authority without compromising its integrity. The campaign against apartheid in the past also involved a limited group of parents in educational concerns, suggesting a possible parallel between the SGBs and that movement.

2.4. WOMEN'S INVOLVEMENT IN SCHOOL GOVERNANCE AND DECISION-MAKING.

Women need to take on leadership responsibilities, too. Mncube (2010) claims that female students are more likely to actively participate in non-public educational settings. This results in them contributing relatively little to the SGBs and having a negligible impact there. Global education reforms (Popkewitz and Lindblad, 2000; Verger, Novelli, and Altinyeken, 2012) have pushed for gender parity in school administration. The apartheid-era South African educational system fostered a culture of segregation among the actors. Several studies (Heilman, 2001; Stelter and Kidder, 2002) have taken into account orientation generalizations regarding the permeability and function of women and men in school leadership and their significance. McPherson's (2001) research on 27 South African schools found that the racial and

gender representation on school boards gradually increased throughout the course of the study.

Although there has been some progress toward gender parity on school boards over the past century, men continue to make up a disproportionate share of all stakeholder groups. Possible causes include outdated cultural or historical norms (Grief, 1994; Sewell, 2005). When it came to integrating their student bodies in 1997, racially integrated schools opted for SGBs (McPherson, 2001). McPherson discovered subtle racial bias on several school boards during a return visit in late 2001. In some schools, especially those in more remote locations, the SGB sided with the principal. Educators, who are second only to school principals in terms of authority, had no say in the matter. McPherson (2001) argues that the public has a positive image of teachers. Suburban schools may be an exception to this rule due to the high number of parents who are professionals or managers.

Denmark and Digorry found that men are more likely to take charge than women in their study from 1996. Cultural and societal norms have an impact on both men and women, influencing their behavior and the types of behaviours they are expected to display. In most societies, men are seen as more aggressive and dominant, while women are seen as more submissive and dependant. Karlson (2002) and Mncube (2007) report that in South Africa, many women can be found hawking food and snacks to students outside of schoolyards. The SGB Chair at Newtown Secondary School was quoted in a study by Mncube (2007) as saying that women in SGB typically provide most decision-making authority to men because they believe men make broader and more definitive judgements. Men are socially encouraged to abandon their families and pursue higher paying careers in urban centers. Historically, women have stayed at home to take care of their children and other dependents. The majority of parent representatives elected to the SGB in such locations would be women. They continue to be the focal point of their own decision-making process so long as they maintain contact with a cooperative world. Most of the folks that work in the background are regular citizens. McPherson (2001) contended that the social classing indices contained in managerial skills appeared to transcend gender and racial trends in certain community schools. Women in these cultures are guardians of knowledge,

especially indigenous wisdom, because they educate the youngsters in their communities through community schools.

According to African cultural norms, men are expected to keep the peace while women are tasked with childrearing (Seleti and Tihompho, 2014). Gender stereotypes like this tend to pervade classroom environments. Both Adesokan and Makura (2020) and Chabaya, Rembe, and Wadesango (2009) point to marital status as a significant determinant of SGB participation. People who are single experience social isolation throughout the physical activities (Chambaya, Rembe, & Wadesango, 2009). Single mothers sometimes say things such, "I am not married; therefore, some school issues are not of my concern and my parents are so active in this thing, it is social," according to Duku and Salami (2017). Duku and Salami (2017) found that only married women were voted to the community assembly because they are seen as "trustworthy, polite, and respected" members of the community. Once again, being married benefits SGB members in the socially central activities of childrearing and home administration. Women may be appointed to the SGB, but they would serve in positions like secretaries, portfolio delegates, and financiers (Duku and Salami, 2017). This is because, in these patriarchally influenced African cultural traditions, women are not given a strong voice while men are given more responsibility for decision making.

Some African cultures have a reputation for expecting women to act submissively toward men out of deference. Karlsson (2002) argues that if more open dialogues went beyond gender in South African customs, it would be simpler to empower more women to speak out against structures like the SGB. More women would be encouraged to join school administration if the SGB displayed these democratic and inclusive values. Based on their experiences and opinions, Mabasa and Themane (2002) think that women's representation on the SGB is beneficial. Women would likely take a passive part in such a meeting, but that may simply reflect the fact that the public's understanding of the contributions women may make is still developing. Chaka (2006) claims that women in SGB are often intimidated by their male coworkers, which prevents them from actively participating in school management matters.

2.5. ROLES AND RESPONSIBILITIES OF THE SGB.

The South African Schools Act (RSA, 1996b) mandates that school governing boards encourage the broadest possible representation of all stakeholders in the school organization. Equal representation of women and minorities is essential for accurate portrayal of all segments of society. Many South Africans, who valued individual agency and freedom of choice, were dismayed by the unequal distribution of students of colour at previously closed institutions (Lewis & Naidoo, 2004). In such a setting, SGBs should actively foster a culture of reasonable discourse, equal participation, and democratic rule. Remember that SGBs serve in a purely voluntary capacity, and that the SASA receives no payment for its work (RSA, 1996b). In addition, parents and the department head should have access to minutes from all SGB meetings and all SGB decisions on a regular basis.

Because of the elective schools, the SASA (RSA, 1996b) in its updated form, which went into effect in the middle of 1997, presumed that all open state schools in South Africa had naturally elected SGBs made up of parents, teachers, support staff, and students. Mncube (2007) states that SGBs predated their 1996 legalization and 1997 introduction in South Africa by existing in England and Wales. According to government policy, SGBs are primarily responsible for monitoring schools on behalf of local education authorities (Farrell and Law, 1999; Mncube and Du Plessis, 2011). SGB should demonstrate that it is serving the school's best interests by taking all necessary steps to ensure the school's success and offering a high-quality education to all pupils. The SGB is in charge of creating and enforcing the school's fundamental documents such its purpose statement, code of conduct for students, and set of regulations. It also permits the administration, faculty, and support staff to carry out their duties as educators. The Department of Education claims (Department of Education, 1996) that the new approach to public school governance is heavily based on democratic norms and values. One of these fundamental ideas is that all stakeholders in the educational system, including parents, should be given a voice that is heard and respected.

Tolerance, group collaboration, and consensus building are all skills that will benefit students greatly if their parents are actively involved in school government. An SGB's normal role is to have talks based on logic, which will help him grow in a way that guarantees he'll always be heading in the right direction. According to Prinsloo (2005), for instance, the safety of children attending South Africa's public schools is currently a top priority. These considerations are crucial yet convoluted. An SGB needs to be well-functioning and tolerant in order to handle them.

Due to their duties in this area, SGBs must ensure that all aspects of the school's physical infrastructure (including walls, doors, windows, and utilities) are in good working order and provide students and teachers with a secure environment in which to learn and instruct. Section 21 of the SASA (RSA, 1996b) details the duties of an SGB. Such factors include the language a school should use as its first and/or preferred language, religious tenets, and suggestions for the hiring of professional and support staff (SASA, 1996b). Candidates for the latter position shall be chosen with an eye on both representativeness and the need to rectify past wrongs (RSA Constitution, 1996b): Keeping parents and pupils well-informed about constitutional criteria of the SASA for school administration questions is one of the SGB's obligations (Chapter 20). According to the literature, most SGBs in township schools and those in far-flung rural areas are ineffective due to a lack of parental involvement (Gamede, 2016; Modisaotsile, 2012; Mncube, 2009).

2.6. COMPOSITION AND FUNCTIONS OF THE SGB.

The makeup and duties of an SGB are heavily influenced by the gender, professional qualifications, and general potential of members who are recommended or stand for election. It is important to think about issues of race and the harm done as a result of segregation in the past. The role of the state in school governance should be kept to a minimum consistent with accountability laws. SGB should include not just co-opted community members but also the principal, teachers, and support staff of the school, as well as students in grades 8 and up who have children enrolled at the school. According to Section 30 of the South African Schools Act 84 of 1996, as amended (RSA, 1996a), the governing body has the power to elect the appropriate sitting members as office bearers or executive representatives. The chairperson of the SGB

must be a parent who is not employed by the school where they were elected, as required by Section 29 of SASA (RSA, 1996a). The duties of the SGB with respect to the formation of an Executive Committee and the terms of office of its members are laid forth in Section 30 of SASA (RSA, 1996a). The aforementioned Act authorizes the establishment of committees such as the executive committee and the appointment of individuals who are not members of the governing body based on their expertise to serve on such committees. However, a member of the governing body must serve as chair of each committee.

There must be a majority of parents on the SGB, and the chairperson must also be a parent, according to the law (Gamede, 2016; Mncube, 2007). Providing parents with a platform to advocate for democratic values and social justice in a society plagued by racism, injustice, and authoritarianism was the motivation behind this suggestion. When it comes to student participation in SGBs, the SASA (RSA, 1996a) considers the involvement of students from the Delegate Board for Students (RCL) to be crucial to the authority of the school administration. According to Section 31 of SASA (RSA, 1996a), members of the regulating body other than students may only serve for a maximum of three years. The maximum amount of time someone can serve in a leadership position is one year. Each member and office holder of the governing body is eligible for reelection or cooption at the conclusion of their term. Legislation along these lines, as stated by Marshall (2004), Mncube and Du Plessis (2011), and RSA (1996)b, seeks to enhance educational effectiveness while simultaneously considering democratic and social problems or fairness.

Job or potential elements of SGBs are outlined in section 20 of the SASA archive, which states that it should, among other things, meet once per quarter, convene a quarterly guardians meeting and an annual regular gathering (AGM) of guardians and local area, decide school approaches, foster knowledgeable objectives and targets for the advancement of school, oversee resources and school reserves, acquire learning assets, support staff, and the school, and ensure financial records are revised annually.

Participation, consultation, and participatory decision-making are all techniques that SGBs use to foster collaborative management with parents, employees, and community members (Adams and Waghid, 2005). SGBs are obligated to present crystal-clear aims and objectives to members at yearly meetings. Specifically, SGBs must support their employees through in-house training and professional development initiatives. Schools have SGBs so that parents and teachers may work together to make decisions about matters like budgeting, hiring teachers and support staff, and enforcing rules and regulations (Adam & Waghid, 2005). The governing council of a public school is tasked with ensuring that all pupils receive an excellent education in accordance with Section 20(1) of the SASA (RSA, 1996a). Furthermore, SGBs should promote high-quality teaching and professional growth for the benefit of all students and the steady enhancement of school performance.

The Minister of Basic Education has the authority to suspend the SGBs' powers and designate a replacement to serve for the next 90 days in accordance with Section 22 of SASA (Department of Basic Education, 1996c; RSA, 1996a). SASA could be implemented if SGBs fail to meet these responsibilities or competently carry out their tasks (Department of Education, 1996c; RSA, 1996a). Therefore, SGBs should be answerable to the Department of Education, the parent council, and the community at large. Therefore, SGBs must be on the lookout for discriminatory and contradictory regulations in order to avoid legal conflicts. If the SGB does not follow the South African Constitution, the SASA, and other legislation supporting equality and democratic ideals, it may enter a state of default. The principal's role in an SGB is to provide guidance on matters where SGB decisions conflict with federal education law and policy.

2.6.1. Development of policies.

Policies concerning the Learner's Code of Conduct, admission, and language are examples of school policies that are developed and implemented.

2.6.1.1. Learners Code of Conduct.

The Conduct for Students policy has had the greatest impact on school discipline management of the aforementioned documents, and it has been implemented in accordance with the South African Constitution (RSA, 1996b) and the SASA Act

(SASA, 1996). An SGB has a legal responsibility to ensure that the necessary structures and procedures are in place so that disciplinary measures are taken against disobedient students and that these measures are administered fairly and reasonably and are guided by the above laws, even though the principal, the School Management Team (SMT), and the teachers are usually the most visible participants in the disciplinary process.

Sections 8(i) and 20(d) of the RSA (1996a) give the SGB the authority to create the learners' code of conduct. Members of the School Management Team (SMT), parents, educators, and students all contribute to the creation of the Learner's Code of Conduct. The SGB then votes on whether or not to approve it. According to Section 8 of the SASA (1996a), all enrolled students are required to abide by the established Learners Code of Conduct. This document gives the SGB's disciplinary committee the authority to enforce the established Learners Code of Conduct in accordance with Sections 8 and 9 of the South African Schools Act (1996a). In addition, the student may be subject to disciplinary action up to and including expulsion in cases of exceptionally significant crimes, as determined in consultation with the head of the relevant department. The Learner's code of conduct is crucial for upholding school discipline. Students are expected to adhere to a set of behavioural expectations and guidelines laid out in the school's Learners Code of Conduct. It emphasizes the appropriate and inappropriate behaviours that children should and should not engage in. Respect for human rights and fair disciplinary practices are necessary for a successful Learner's Code of Conduct.

When students misbehave or break the Learners Code of Conduct, it is the SGB's responsibility to implement disciplinary measures on the school's behalf (RSA, 1996a). Furthermore, Van Wyk and Lemmer (2009) claim that a school's regulations should be fair and attainable, that disciplinary procedures should be properly adhered to, and that official punishments or actions should be performed in the event of an offense, all of which can be found in the Learners Code of Conduct. Without a guaranteed degree of privacy and secrecy, the SGB would be unreliable. The mission of the SGB is to provide an environment where all parties involved treat one another with dignity and respect. The regulation outlined in the Learners Code of Conduct defines acceptable and unacceptable behavior. Any student who violates school rules and regulations

must have a hearing before the Student Government Board (SGB) before being suspended (RSA, 1996a). The established Learners Code of Conduct and any sanctions or actions taken in response to rule breaking must be strictly enforced.

Successfully resolving disciplinary concerns in a school can be an indicator of the SGB's efficiency and productivity. Even though an SGB's primary responsibility is to maintain order in the classroom, it is crucial that it recognizes the importance of students' constitutionally guaranteed rights. In addition, choices must be made in accordance with the law and with established protocols. For instance, SGBs must follow all applicable legal procedures in a consistent and just manner. They should also do their duties in a professional manner, without violating the students' rights. If the policy were implemented improperly, it would be in violation of the law. As a result, it is imperative that all SGBs formally embrace the Learners Code of Conduct or run the danger of being sued for damages related to legal infractions. Therefore, SGBs should be well-versed with Departmental notices and current government legislation in order to appropriately deal with inappropriate student behaviours.

Some SGBs still find it difficult to develop useful student codes of conduct. Codes of Conduct may have been developed by principals, SMTs, and teachers; nevertheless, they may not always be applicable since they fail to adequately address disciplinary issues in terms of actions, methods, and solutions. Furthermore, SGBs lack the expertise and knowledge of legislation necessary to carry out their tasks, such as adopting and efficiently executing a code of conduct. Teachers also appear to have little faith in the effectiveness of their school's code of conduct and disciplinary measures. Mestry and Khumalo (2012) argue that a well-designed and strictly implemented code of conduct can improve the quality of the school's environment for teaching and learning.

2.6.1.2. Policy on admission.

Public school SGBs and provincial education departments can utilize this policy as a guideline for formulating their own admissions guidelines. SGBs are authorized, within the bounds of SASA (RSA, 1996) and applicable provincial law, to make decisions about the admissions policy of the school.

The Admission Policy for Ordinary Public Institutions serves as a blueprint for creating a uniform admission plan for all institutions. According to Section 5 of the RSA (1996a), the SGB is in charge of determining the school's admission policy. The Constitution of the Republic of South Africa, adopted in 1996, must also be respected by the admissions policy. No prospective student may be unfairly treated by the admissions process. The provincial department head then examines all admissions procedures. The SASA nuances provide an approach through which deliberation and dialogue are undertaken fairly and in concert with all of the association's partners. Decisions about who gets admitted to a school are made by the community as a whole.

The rules for enrolling students are laid forth in the institution's admissions policy. No student in the Republic of South Africa will be subjected to discrimination on the basis of race, language, culture, socioeconomic status, or gender, as provided for in the Constitution of 1996. Specifically, the SASA grants SGBs the authority to make strategic decisions, putting them in a novel position to implement, evaluate, and oversee arrangements that adhere to public standards and norms in accordance with current legislation and standards in South Africa. Sayed and Soudien (2005) state that SGBs are delegated the responsibility of making policy decisions and securing financial support. The admissions rules of the organization should be formulated with input from all relevant parties, and they should not contain any provisions that could be construed as discriminatory, unequal, or racist. The student in question must be admitted to the school even though their native language is not one that is supported by the institution's language policy. This is in accordance with the Constitution and Bill of Rights of the Republic of South Africa, adopted in 1996.

According to section 5(1) and (2) of Chapter 2 of the RSA (1996a),

(1) A public institution of higher education must provide equal access to education for all students.

(2) The governing body of a public school can't give the principal or anybody else the green light to give an entrance exam without first consulting with the state department of education.

(3) The inability or refusal of a parent to pay the school fees established by Section 39 shall not be grounds for denying a student entrance to a public school under Subsection (3).

Equal opportunity, fair treatment, and the absence of bias should be the cornerstones of all SGB admissions policies. According to Potgieter et al. (1997), discrimination in admissions procedures due to factors such as race, gender, age, disability, religion, language, or sexual orientation is unacceptable. According to this rule, all children of school-age must be accepted into public schools (Barry, 2006). Evident from what has been said thus far, policies have an effect on the school's ethos, and yet many policies are formed without the input of the entire SGB. Literature suggests that many SGBs have difficulty enforcing school policies because they lack clear guidelines for doing so. Inadequate knowledge and understanding in this area undermine the effectiveness of policy creation. Therefore, a well-functioning SGB would place a premium on making decisions as a group.

2.6.1.3. Language policy.

Subject to the Act, the Constitution (RSA, 1996b), and any other applicable provincial law, the governing board of a public school is responsible for establishing the school's language policy, as stated in the SASA (RSA, 1996a). The South African Schools Act (SASA) expressly forbids any type of racial discrimination in the school's application of the language policy (RSA, 1996a).

According to the SASA, the minister of education is responsible for establishing the norms and standards for language policy in public schools (RSA, 1996a). According to these guidelines, SGBs must outline their plans to promote multilingualism as part of their school's language policy. This is typically accomplished through the introduction of new language courses, the implementation of immersion or language maintenance programs, the incorporation of instructional materials in more than one language, and the use of any other resources made available by the provincial education minister. According to the rules and regulations, teaching in a specific language in a school setting is acceptable. It's a gauge of how realistic something is.

The SASA (RSA, 1996a) specifies in subsection 6(2) that a provincial law may have a substantial impact on a governing body's authority to define language policy. As one example, the Northern Cape School Education Act 6 of 1996 requires SGBs to create language policy in consultation with the Provincial Education Department and with approval from the Member of Executive Committee (MEC) responsible for education in the province. This reduces and restricts the power of the SGBs to establish language policies.

2.6.2. Management of school finances.

According to the Pastoral Board of trustees (2004), in most cases, concerns regarding the finances of a school consume the majority of the time that an SGB has available to devote to their work. The management of a small business's finances is typically seen as the most crucial function. Concerning the SASA (RSA, 1996a), SGBs are mandated to carry out certain financial responsibilities. These responsibilities include, among other things, the development of a school's money strategy, the establishment of a school finance panel, and the formulation of a school's expenditure plan.

2.6.2.1. Development of finance policy.

The financial policy of a school should encompass the strategic management of various financial resources, including contributions, sponsorships, cash inflows, government grants, and subsidies. These cash may originate from diverse sources. Mestry and Bischoff (2009) posit that the implementation of an effective financial policy enables school administrators to effectively oversee the management of cash flow through processes such as receipt, withdrawal, banking, and expenditure. Furnish educational administrators with the requisite expertise to effectively execute these regulations. All components of the policy ought to be regulated in accordance with the legislation set forth by the national and provincial education departments. The policy ought to unambiguously delineate the governing body of the school, the various financial committees, the treasurer, the financial officer, the senior management teams (SMTs), and any other individuals entrusted with specific responsibilities.

According to Mestry and Bischoff (2009), it is advisable to consider the specific requirements of each institution while formulating the policy. The governing body

assumes the responsibility of establishing policies while retaining the authority to employ individuals possessing the requisite competencies. According to Mestry and Bischoff (2009), the SASA (1996) mandates that budget planners engage in consultation with several stakeholders involved in policy implementation, as outlined in Section 37(1). As per the National Department of Education, it is imperative for the governing body to establish and administer a school fund.

School Governing Bodies (SGBs) are responsible for the establishment, administration, and presentation of a school's budget, in addition to its preparation. The primary responsibility of a sovereign governing body (SGB) is the control of the monetary system. In its capacity as a Section 21 company and duly registered entity, a School Governing Body (SGB) bears the legal obligation of overseeing the financial management of the educational institution. According to Section 34(1) of the South African Schools Act (1996), it is mandated that states are obligated to provide financial support for all public schools.

According to SASA (1996), it is imperative for School Governing Bodies (SGBs) to augment school funding in order to provide the highest quality of education attainable. Given the limited allocation of resources by the State for the oversight of publicly funded schools, the State Accountability and Sustainability Act of 1996 (SASA) rightly grants School Governing Bodies (SGBs) the authority to provide guidance on matters pertaining to school expenditures. Regardless, the majority of parents are required to make a selection and give their consent for their children's education institution. The School Governing Body (SGB) is responsible for formulating a budget and proposing school fees. As per the statutory provisions, it is incumbent upon the School Governing Body (SGB) to ensure the adequacy of financial resources and the efficient management thereof within the educational institution.

According to the South African Schools Act (1996), it is mandated that the governing body takes appropriate actions to enhance the State's resources with the aim of enhancing the educational standards for all students in Area 36. In instances where parents are unable to fulfil their financial obligations towards school tuition, it becomes the responsibility of the School Governing Body (SGB) to deliberate and determine the range of alternatives that can be pursued. In cases where specific guardians are

deemed unsuitable for participating in the enrollment process of students, the executive board of the School Governing Body (SGB) may seek an exemption from the Division of Training. The School Governing Body (SGB) is responsible for the preparation, control, support, and inspection of the school's financial matters. Additionally, it ensures that any additional fundraising efforts are directed towards enhancing instructional accomplishment. The School Governing Body (SGB) is responsible for the presentation of a school's financial statement, which provides a comprehensive account of the school's utilization of its financial resources within a specified period. According to Section 43(1) of the South African Schools Act (1996), there is an additional requirement.

In order to maintain accurate records, the governing body is required to adhere to established accounting principles and furnish an annual financial report to the provincial Head of Department. According to Section 34(1) of the South African Schools Act (1996), it is mandated that the state must allocate equitable financial resources to public schools in order to facilitate universal access for all students. According to Section 21 of the South African Schools Act (1996), public schools are allocated financial resources by the State, with the allocation being determined by the schools' quintiles. These quintiles are established based on factors such as enrolment, contextual considerations, and geographical location. The determination of a school's quintile is contingent upon certain variables.

According to Section 37(1) of the South African Schools Act (1996), it is mandated that the government agency establish a single bank account. In accordance with the regulations set forth by the SGB, it is mandatory for all schools under their supervision to own a bank account that accurately reflects their financial inflows and outflows.

According to Section 37(4) of the South African Schools Act (SASA) of 1996, it is mandatory for public schools to utilize funds and other resources received through donations, bequests, or trusts in accordance with the stipulations outlined in their respective sources. Consequently, the South African Schools Act (SASA) mandates that all School Governing Bodies (SGBs) must incorporate the monies they receive into their financial records.

2.6.2.2. Preparing a budget.

The school budget helps financial management by setting goals, assessing progress, identifying deficiencies, and coordinating and overseeing school activities. Mestry and Bischoff (2009) believe that the budget should be viewed as a fluid document that requires continual planning and monitoring to offer control and allow school adaptation. Customize your budget to the specific characteristics of each educational institution. The school budget is more than just a list of predicted expenses and income during a given period. Mestry and Bischoff (2009) define it as financial analysis and evaluation of educational instruction.

The annual public education budget is allocated by Section 38(1) of Chapter 38 of the South African Schools Act (1996).

(1) The governing board of a public school must prepare a budget for the following fiscal year comprising predicted revenue and expenditures. According to the Member of the Executive Council, the provincial budget is published in a provincial gazette. A general parent meeting must accept the Section 1 budget before the governing body approves it. This presentation must be given 30 days' notice to give parents time to study the budget. The budget must be approved by a majority of parents at the meeting.

School Governing Bodies (SGBs) must prepare a financial plan for the coming year under the South African Schools Act (SASA). After giving guardians 30 days' notice, the majority of guardians will approve the expenditure plan at the annual comprehensive meeting. SGBs must also hire a licensed auditor annually to audit its financial records.

A strict financial management policy and systematic controls for all finances can reduce SGB financial mismanagement. Mestry (2004) proposes that SGBs can form subcommittees and recruit experts, talents, and information to address urgent issues. Many parent governors lack financial management skills, which is a practical issue.

An SGB (School Governing Body) must appoint a certified accountant and auditor to oversee all school finances, including revenue, expenditures, and transactions. The SGB budget must also be carefully planned and presented at the Annual General Meeting to be approved (RSA, 1996a). Parents must approve the budget and set school fees with the School Governing Body before approving the final budget. Legally, the SGB must create a financial report, budget, and financial goals. The School Governing Body (SGB) must ensure that school fees are used solely for educational purposes and meet students' needs. Section 41 of the South African Schools Act (SASA) requires SGBs to collect school fees.

A large number of parents accept School Governing Bodies (SGBs)' power to collect school fees as outlined in the law. If a parent fails to pay their school fees, a School Governing Body (SGB) must collect them under Section 41 of the South African Schools Act (1996). School governing bodies (SGBs) have the ability and experience to use the legal framework to collect unpaid fees from parents. School governing bodies (SGBs) can work with lawyers to sue parents who don't pay their children's tuition.

2.6.3. Staff appointment recommendation.

Section 20(i) of the SASA states that the SGBs must make recommendations to the Provincial Head of Department on the appointment of professional and support staff for the school's subsidized post establishment, within certain constraints. SGBs are authorised to conduct interviews of candidates for teaching positions by the SASA (1996). All staff appointments should be made fairly and equally, giving women and individuals with disabilities the same opportunity as everyone else. All appointments should be made with discretion, and favouritism should be avoided at all costs. Generally speaking, the purpose of a job interview is to find the most qualified individual to fill a specific position. Reiterating what was said previously, SASA (1996) allows SGBs to seek out, interview, and select additional educators to the governing body, so long as the SGB is responsible for paying the wages of such educators.

When dealing with teacher misconduct and disciplinary matters, the SGB must look only to the Employment of Educators Act No. 2. To ensure that all legal requirements are met, Act 76 of 1998 was enacted. Teachers' unions and the South African Council for Educators are two examples of groups that might work with the SGB to solve problems. Theft, fraud, bribery, corruption, sexual interactions with pupils, and illegal possession of intoxicating or illicit substances are only some of the severe threats that educators face today (RSA, 1996a).

2.6.4. Conflict in an organisation.

Conflict is one of the modern effects on university faculty-student relationships. Schools have been crime hotspots, which may indicate community difficulties. Conflict arises when two or more parties disagree, and one must change their conduct to progress. Dependent parties often clash when they pursue different goals. Tensions are maintained via leadership disputes, bribery, and resource competition. Bennett, Crawford, and Cartwright (2003) say "power is a crucial resource in various organizations" because "individuals compete for jobs, titles, and prestige." According to Hord and Sommers (2008), power asymmetries in the classroom produce tension because authoritative figures strive for social status and attention. Various definitions of conflict mean various things. Conflict can emerge in the classroom when teachers don't follow the rules or recognise extra work, don't get along with their administration, or won't submit to the chiefs.

Wars happen, and sometimes they're good. All high-performing teams must "form, storm, norm, and perform" cycle. Kinard (1988) suggests positive conflict management to maximize variety. Conflict can have positive and harmful effects, but Hanson believes it is necessary in education. Workplace conflict can be competitive or cooperative. Fisher (1997) claims that a competitive classroom and school climate can hamper peer mediation and conflict resolution. Plunkett and Raymond include competing interests, a lack of open discourse, and rivalry for a finite resource as potential conflict factors. Fisher claims that humans need attention, respect, safety, fair treatment, and input into life-changing decisions. Not meeting this criterion causes social conflict. Shared resources, conflicting aims, distinct moral standards, job requirements, work activities, working styles, and hierarchical events can cause conflict, according to Plunkett and Raymond (1998).

Conflicts soon become global issues due to their negative effects on national development and stability. Conflict-related violence affects development (UNHRC, 2006). Conflicts hurt families, communities, schools, and states economically. UNHRC (2005) claims all social structures—families, schools, businesses, and markets—have been destroyed. Rude behavior causes many institutional staff conflicts. If employees are not treated with respect, equality, and decency (Hord and Sommers, 2008), disputes may emerge because they are not included in decision-making. Nzimande (1993) states that school governing boards were created to improve parental decision-making. The decisive tend to lead when meetings go awry, and tensions grow. Individual policies and acts can potentially escalate conflicts, according to Deventer and Kruger (2003).

2.6.4.1. Causes of conflicts.

Conflicts arise due to many underlying factors, indicating the presence of diverse conflict types. Cannie, Sasse, and CFCS (2002) identified several prevalent factors contributing to conflict within interpersonal relationships. These factors are elucidated as the individuals' dispositions, the contexts or conditions in which they manifest, and the imperative or inclination towards authority. In order to achieve efficacy inside educational institutions, it is imperative for school governing bodies to possess a comprehensive understanding of the intricate dynamics of conflict management and exhibit a heightened level of conflict competence. In the pursuit of conflict resolution, it is imperative to ascertain and delineate the nature of the conflict within a given conflict scenario as part of the conflict management process. In relation to the circumstances observed within educational institutions, a multitude of conflict resolution solutions have been emphasized within the realm of conflict studies. Blake and Mouton (1964) have established five conflict resolution tactics, namely Smoothing, Compromise, Forcing, Withdrawal, and Problem-Solving.

Furthermore, according to Dana (2001), leaders must possess a comprehensive understanding of organizational structure in order to proficiently analyze conflicts. Dana has identified six key components of conflict structures that individuals might

focus on, namely: interdependence, the number of interested parties involved, constituent representation, the power possessed by the negotiator, crucial urgency, and the routes of communication utilized. According to Dana, it is imperative to consider these six characteristics in order to conduct a comprehensive conflict analysis.

According to Anderson et al. (1996), bargaining is a prevalent strategy employed for the purpose of achieving agreements in situations of conflict. The authors quote Putnam (1999), who provides a description of negotiations as a method of conflict management that involves the exchange of ideas and counterproposals to resolve disputes. Negotiations are characterized by heightened levels of uncertainty pertaining to the stakeholders' limited influence over the final result, and entail more regulated forms of communication compared to other instances of conflict.

Deutsch (1991) identifies cultural elements as potential obstacles to successful negotiations. Deutsch argues that negotiators must possess an inherent comprehension of cultural assumptions, as these preconceptions are prone to shape the perspectives of negotiators hailing from diverse geographical backgrounds. Negotiators hailing from diverse cultural backgrounds, who possess insufficient expertise in this regard, are prone to experiencing mutual misunderstandings and engaging in inadvertently offensive conduct. There are situations in which the conditions are not conducive to promoting constructive dispute resolution.

2.6.4.2. *Personality factor.*

Johdi and Apitree (2012) claim that personal characteristics are closely linked to organizational differences. Differences in skill levels and capacities, personality traits, bad communication, favouritism, inadequate literacy, and the leader's own insecurities can cause workplace conflict. These personality traits often cause professional problems. Individuality, or intrinsic differences, underpins personality traits, according to Cannie and CFCS (2002). Each person has unique values, traits, beliefs, and lifestyles. Marshall (1990) agrees that personality differences can enhance one's experiences and create satisfaction, but they can also cause conflicts across domains. A family dispute may emerge if a parent prioritizes conformity to demands and tidiness but their children do not. Covey (2002) states that personality characteristics like

mannerisms, table manners, and lifestyle choices cause disputes. Individuals may find certain personality traits annoying and cause interpersonal conflict. Certain personality traits may influence Small Group Behaviour (SGB) structures. These features include arriving late to meetings, speaking without permission from the chairman, having informal chats outside of the meeting, and violating meeting regulations.

SGB members' varying personalities may lead to different behaviours. Conflicts might arise from diverse personalities (Ndhlovu, 2006). Johdi and Apitree (2012) found that Rahim (2001) recognized the presence of individuals in SGB committees that face interpersonal issues. This happens in many groups. Personal goals or drives might make some people difficult to interact with. Partners (2010) lists some people who complicate conflict settlement. The individuals know the bulldozer, exploder, complainer, wet blanket, abrasive, and smaller archetypes.

Exploders have quick and strong eruptions of fury, whereas bulldozers are rude and harsh. The wet blanket is pessimistic and believes in unrealized outcomes despite conflicting circumstances. Abrasives are hardworking and driven, but they can be critical and insensitive to others' feelings. In conclusion, strollers are generally indecisive. The "know" claim to know many subjects. Johdi and Apitree (2013) suggest that school administrators and some School Governing Body (SGB) members with different personalities may have latent conflict. Due to their aversion to regulations and commitments, some SGB members refuse to follow the chairwoman's orders, straining their relationship with her. This is due to people's dislike of orders.

2.6.4.2.1. *Poor Communication.*

Poor communication is a frequently seen factor contributing to conflicts, as it can lead to misconceptions and the creation of obstacles (Johdi & Apitree, 2012; Shahmohammadi, 2014). Johdi and Apitree (2012) propose that conflict might arise as a consequence of insufficient or excessive communication. The authors contend that insufficient communication among SGB members results in a limited comprehension of each other's plans, aims, and intentions, hence impeding coordination and perhaps giving rise to misunderstandings and conflicts. According to Johdi and Apitree (2012), engaging in nonconformist communication practices might lead to errors and subsequent conflicts. According to Shahmohammadi (2014) and

Johdi and Apitree (2012), one potential approach to mitigating conflict is by prioritizing effective communication. As argued by Madziyire et al. (2010), it is imperative for the school principal to engage in regular meetings with all stakeholders within the educational institution in order to effectively communicate and ascertain accurate information. In addition to convening emergency meetings, it is advisable for the chairman of a School Governing Body (SGB) to conduct regularly scheduled executive meetings involving both the staff and the whole SGB.

There are several factors that can impede the establishment of a shared understanding among members of an organization, leading to the emergence of opposition and conflicts in the workplace. These factors encompass inadequately encoded messages, unsatisfactory interpersonal relationships among organizational members, a flawed information processing system, and suboptimal timing. The maintenance of ineffective dialogue can be attributed to a policy that fails to address the needs of others, perhaps leading to disruptions in the communication process.

2.6.4.2.2. Favouritism.

Educational disagreements are often caused by favouritism. Favouritism is when management or executives choose a person or group based on their personal preference. Favouritism, which deviates from personnel selection rules, can cause conflict in enterprises. Omboko and Kipyego (2013) claim that school principals and administrators sometimes show bias, which harms others. Members are dissatisfied with the treatment. According to Smith (2013), favouritism in the workplace involves giving one or more employee's special treatment. Unfair treatment that favours certain employees affects their mental well-being, job happiness, and morality.

When an employer offers important duties to the most skilled worker, preferential treatment is intentional. Preferential treatment may occur unconsciously at work. A senior male supervisor may show friendly gestures and words of support to young female co-workers while seemingly ignoring male employees in comparable situations. In favouritism, decision-makers purposefully favour their associates over those with higher talent or qualifications. A boss who treats everyone unfairly promotes resentment and division, which can damage employee rationality and group cohesion. Discrimination can cause resentment, fury, and animosity, which can lead to rumours,

envy, and conflict among institutions. Malicious rumours spread by envy might lead to backstabbing. Individuals are sceptical about the foundation's SGB director, and negotiations fail to resolve. Due to its fundamental nature, bias affects educational institutions.

2.6.4.2.3. Power factors.

The definition of power as the ability to influence another person given by the 1990 edition of the BBC lexicon is spot on. According to Cannie and CFCS (2000), disagreements arise due to power dynamics if the stakes of an issue are high for both parties. This typically occurs when one party is trying to coerce the other into agreeing with them. When power is involved, says Kriedle (1982), disagreement is inevitable because those in positions of authority will inevitably try to abuse it by coercing subordinates into accepting less-than-ideal conditions. Similar to this, Larson and Mildred emphasise the importance of a two-way dependence in reducing the possibility of conflict. For example, in an SGB structure, the executive team has what appears to be unchecked power to make and carry out all necessary decisions and policies. Given the predicament one may find himself in, the challenge of coming to conclusions is possible. Thus, one may be pushed into a conflict by external factors.

2.6.4.2.4. Literacy level.

In the majority of SGBs, there are likely some members who have higher levels of education than others. Literacy level is a reference to a person's level of education, which provides people with higher levels of education the perception that they are more capable than others who are illiterate. The authors Johdi and Apitree and Auerbach and Dolan (1997) state that dealing with a rookie who has a strong theoretical knowledge, but few practical abilities can result in conflict. High school students, instructors, support staff, and parents can all be members of a Student Government Board (SGB). A discriminating divide is produced as a result of the fact that the majority of pupils' parents do not have an education.

2.6.4.2.5. Uncertainty in leadership.

The presence of ambiguity in leadership has the potential to give rise to interpersonal disputes within an organizational setting. According to Rabinowitz (2014), the phenomenon pertains to the subjective perception of inadequacy in relation to the task

or problem at hand. Insecure leaders, despite being cognizant of their limited capabilities, may have the belief that they are successfully masking their lack of ability from others. Insecurity has the potential to significantly impede the functioning of both groups and educational institutions. Inadvertently, leaders who lack confidence often outsource duties that they anticipate would result in disappointment. Rabinowitz (2014) additionally claims that an insecure leader tends to employ tactics such as bullying, arrogance, and power games instead of cultivating an environment that promotes the effective resolution of conflicts. Due to their conviction that they are infallible and their inclination to attribute blame to others, even the most minor mistake is magnified.

2.6.4.2.6. Situational factors.

Several factors pertaining to the scenario As to the Microsoft Encarta Dictionary Tool (2007), a scenario refers to the present circumstances that serve as a manifestation of an individual's existence or an occurrence inside a certain geographical area, society, or country. Situational variables of conflict are derived from everyday life, as proposed by Cannie and CFCS (2002) and Beck (1987). The seed of situational conflict is inherent in various facets of everyday life, encompassing activities such as collaborative work and recreational pursuits. Conflict of this nature has the potential to emerge within various types of relationships, including those between individuals, inside organizations, among friends, within groups, or among acquaintances. According to Tizard, Blatchford, and Burke (2000), the resolution of conflict arising from situational elements becomes possible when there is a shift in the situation or context. Situational conflict can exhibit high levels of intensity, albeit often of a transient nature.

2.6.5. Conflict management.

Several factors pertaining to the scenario As to the Microsoft Encarta Dictionary Tool (2007), a scenario refers to the present state of affairs that represents an individual's existence or an occurrence inside a certain geographical area, society, or country. Situational variables of conflict are shown to arise from routine circumstances, as indicated by Cannie and CFCS (2002) and Beck (1987). The seed of situational conflict can be found in all facets of everyday life, including collaborative endeavors in both professional and recreational contexts. Instances of conflict can emerge in

several types of relationships, including those between individuals, inside organizations, among friends, groups, or acquaintances. According to Tizard, Blatchford, and Burke (2000), the resolution of conflict arising from situational elements is contingent upon a change in the context or circumstance. Situational conflict, while often characterized by its intensity, typically has a transient nature.

Organisational conflict has many causes, antecedents, situations, and management solutions. Conflict management, whether by the parties or an impartial third party, must influence the entire conflict scenario to reduce animosity and violence. Additionally, the entity must help competing parties reach a compromise. Conflict management is to find a solution that is acceptable and satisfying while minimizing disruption. "Strategies for conflict resolution" entail purposeful efforts to change parties' attitudes, conditions, and behaviour. Conversely, "strategies for conflict settlement" are deliberate steps to limit or restrict conduct.

Training for freshly elected governing bodies on the contents and circumstances of the SASA, as well as their specific tasks and obligations, is recommended by Clase, Kok, and van der Merwe (2007). There is no way to make members of an SGB take part in training like this, but it would be in everyone's best interest if groups encouraging membership on SGBs did so. It is also crucial to regularly revisit updates in training rules and refresh people's memories on their practical implementation. Better standards and more skilled presentation are called for in the preparation of administering body individuals. The Department of Education must, therefore, make every effort to recruit highly qualified trainers who are well-versed in all facets of effective school administration. Professional and meaningful training must also ensure that trainees get thorough understanding and applicable skills.

It's to be expected that members of SGBs will have linguistic, pedagogical, and other kinds of distinctions, given that parental representatives come from a wide range of cultural backgrounds. It is crucial to consider these distinctions while developing SGB training opportunities. Training should be adapted for different SGB groups, and trainers should be made aware of these differences, talents, and skills beforehand, so that everyone has an equal opportunity to participate and improve. During these workshops, all parties should come to a mutual understanding of how the applicable

educational law should be interpreted and used in practice. It is also recommended that school administrators bring members of the SGBs they manage to the training in order to rebuild trust and a constructive attitude.

Communication between SGBs and the school's parent body is important to the compromise process. Each member of a school's governing council should make it clear that they will do what they can to keep these lines of communication open, as well as to suggest ways in which they might be better maintained and expanded. After all, the elected officials only stay in office because of the scrutiny of their parents.

The foundation of this study will be built on the application of four different conflict management theories. These theories include the dimensional model of conflict management developed by Rahim (1983), the micropolitical and organisation theory developed by Ball (1987), the theory of oppression developed by Young (2000), and the theory of symbolic violence developed by Bourdieu (1970).

2.7. CHALLENGES FACED BY SGBS.

Challenges Facing the SGBs Because of historical racial divisions and disparities, variations in school contexts, and psychological stressors, SGBs were once seen as a novel practice that needed to be confirmed (Minister Review Research, 2004). Many cases of poor governance in South African public schools have been reported (Ministerial of Review, 2004; Mkhize, 2007; Waghid2005, 2005; Chaka and Dieltiens, 2005; Sithole, 2004; Mestry, 2004; Van Wyk and Bembe, 2004), prompting calls for improved training for SGB members on a national scale. There is an urgent need to implement solutions that SGBs can utilize to administer schools efficiently and effectively, as the majority of SGBs remain dysfunctional, as stated by Mnchunu (2010). Studies have demonstrated that bad administration by SGBs of public schools, in particular, contributes to low scores on the national matriculation exam, as Riekert (2000) points out. Executives and administration at schools bear some responsibility for students' low achievement, while other causes must also be considered.

Ineffective school policies, a lack of resources, a lack of staff and learner discipline, a lack of commitments from staff, a lack of parental involvement, and a lack of resources

are all issues that Legotio et al. (2002) see as being problematic for schools. South African school governing bodies (SGBs) are hard at work improving the quality of public-school education in South Africa while also adapting to the enormous changes and technical breakthroughs of the twenty-first century (Khuzwayo, 2007). In addition, research by Legotio et al. (2002) shows that most SGBs feel overburdened by the demands of parents, teachers, students, the school principal, and the wider community. Changes in the economy, new regulations, and rising expectations from customers all have an effect on small and medium-sized businesses regularly (Van Wyk, 2004; Waghid, 2005). Mkhize et al. (2005), Waghid et al. (2005), Chaka et al. (2005), Sithole et al. (2004), Mestry et al. (2004), Van Wyk et al. (2004), Bembe et al. (2004), and Zulu et al. (2014) have all found that SGBs continue to have trouble with areas such as policy development, discipline, school finances, and staff appointment.

Lack of functional SGBs is a widespread problem in many public schools in South Africa, affecting the quality and grade of education, as stated by Khuzwayo (2007). Sithole (2004) claims that a lack of effective leadership in many schools has negatively impacted interactions between educators and parents. Sometimes SGBs may overtly manipulate appointments, and sometimes teachers will act as though they are superior to parents and ignore their opinion (Mkhize, 2007). The vice-chancellor of the University of Cape Town and other critics, according to Saunders (2011), have indicated that South African schools are in a condition of despair and that failure rates are at an all-time high. He continued by saying that SGBs faced insurmountable challenges at many failing South African schools. According to Herskovitz and Laventure (2012), SGBs have run into problems like structural difficulties, excessive absenteeism, and criticism from parents. Furthermore, rising incidences of corruption among SGB members have led to a complete breakdown of the South African educational system.

Theoretically, school administration should prioritize equity, responsibility, and reliability in their work with students, but in practice, this is not the case at many South African institutions (Mabitsela, 2004). When it comes to carrying out their duties, Mkhize (2007) claims that the SGBs' lack of knowledge of school legislation law has been detrimental. SGBs who do not understand their roles are said to feel helpless, frustrated, and at a loss for words (Zondo, 2005). Other research shows that SGBs in

urban and formerly Model C schools outperformed their counterparts in rural and township regions (Mestry, 2004; Sithole, 2004; Zulu et al., 2014). Waghid (2005) further noted that many SGBs were not functioning democratically and were thus not meeting the conditions set forth by the 1996 SASA.

Schools in rural and township regions were at a greater disadvantage because of the lack of parental involvement in school governance caused by the widespread illiteracy in those communities (Mothata and Mda, 2000). In such cases, the principal is in charge of making decisions and exercising authority over the school, as stated by Mothata and Mda (2000). Asmal (2000) suggests that a lack of training and skill development is a major problem for SGBs. Changes in the SGBs' authority over their roles and responsibilities have had an impact on their academic achievement (Beckmann, 2007). Despite a centralized approach to policymaking, the performance of SGBs has suffered due to the inconsistency of their decisions (Smit and Oosthuizen, 2011). The literature analysis shows that SGBs still face challenges in areas like policy creation and execution, school financial management, and the making of recommendations for new staff members.

2.7.1. Policy creation and implementation.

Mncube (2009) claims that many parent governors do not actively participate in some SGBs due to a lack of knowledge and experience. Although parents constitute the majority in a legally decentralized school governance framework, Chikoko (2008) notes that Nwuso and Chukwuera (2017) present evidence that parents are excluded from decision-making processes. Bagarette (2012) found that principals took advantage of SGBs' lack of awareness of laws and regulations to exert authority over decision-making. School principals rarely include SGBs in decision-making, according to Mncube (2009). He claims that SGBs' reluctance to take part in decision-making stems from an inherent lack of confidence. To add to this, he believes that SGBs need to be literate to the appropriate degree before they can effectively contribute. It's possible that principals' lack of faith in the SGBs' abilities stems from the latter's belief that the former are less well-versed in educational matters. what a result, SGBs may erroneously conclude that their role is doing what they are told and permitting the principal to make all important choices. A situation like this in a school is fundamentally opposed to the SASA's guiding principles. The SASA may have good intentions, but

it's natural that administrators will continue to put their own reputation and that of the school at risk by avoiding judgments that aren't in the children' best interests.

The National Education Review (2004) concluded that tension existed between school management teams and school governing bodies, especially when the line between the two was blurred. Without the committed commitment and cooperation of all stakeholders to fostering the intrinsic capacities of SGB members, there is little prospect that democratic governance will be achieved in post-apartheid disadvantaged schools. Adams and Waghid (2005) state that this is the case. The government also recognizes that many SGB members, especially those in rural and township regions, lack the skills and experience essential to exercise their responsibilities, which may make it difficult for them to perform their obligations (Van Wyk, 2004). The principal is ultimately responsible for the success or failure of the school, even though parents may be critical friends because they know what's best for their children (Heystek, 2004). The principle is at risk of losing their job, not the parents who propose a new policy or course of action for the school. According to Bawl (2002), everyone, including children, agrees that everyone has the right to a basic education under section 29 of the United States Constitution. As a socioeconomic right, the provision of or access to education is a positive obligation of the state.

2.7.2. Financial management.

Despite SGBs' efforts to promote accountability, democracy, and openness, South African schools have chronic financial mismanagement (Khuzwayo, 2007). According to Caldwell (2004) and the Ministerial Review Committee (2004), SGBs control school fees and fundraise. Many SGBs lacked the financial management skills needed to successfully manage school money, according to extensive research. In 2003, the Department of Education admitted that several schools had not submitted their financial audited statements. Mestry and Naidoo (2006) ascribe a rise in financial mistakes to a lack of financial administration and school planning training for SGBs, especially in rural areas. The Education Department has investigated theft, fraud, and blackmail-related fund misuse. Marishane and Botha (2004) and Naidoo (2010) found that several SGBs lacked the skills and knowledge to build financially "healthy" schools notwithstanding financial decentralization. Bush and Heystek (2003) found that most

principals and SGBs worry about school finances. Most SGBs lacked financial management training, despite being their main role.

Previous research has revealed that financial administration causes most SGB disputes. Despite the Ministerial Committee (2004)'s assurances, several academics (Karlsen, 1999) doubt SGBs' unity. SGB disagreements and problems are common of school governance (Sayed and Soudien, 2005). According to Brown and Duku (2008), SGBs are categorized as middle-class and accused of middle-class normalizing parental participation. They also say that school board service can create emotional pain, interpersonal conflict, rejection, and dominance. This approach is more likely to cause low-income non-working-class parents to withdraw their children from extracurricular activities (Brown, 2005).

According to Sayed and Soudini (2005), parent SGB members are chastised for not committing time and money to school activities. Ministerial Review Committee (2004) argues that research reveal certain parents' socioeconomic position limits their school governing body involvement. Governor turnover is high due to several variables, according to Mncube (2005). Insufficient information communication, the rural-urban split, varying community cultural expectations, language hurdles, inadequate organization, and frequent leadership changes are examples.

School funds are mismanaged, especially in rural areas (Khuzwayo, 2007; Ngwenya, 2010). Most public schools in financial trouble have worsened due to SGBs' indifference. Low-income parents must worry about making finances meet every day, which distracts them from their children's education (Hartshorne, 1996). Remote school SGBs also struggle without parental involvement (Naidoo, 2010; Khuzwayo, 2007). Due to parental disengagement, remote school principals must make decisions without feedback (Shemane, 2010). Principals' eagerness to assert their position rather than interact with SGBs leads to poor governance procedures and many difficulties (Guskey and Peterson, 1996). The lack of shared decision making, notably in finances, has weakened democratic school management. Money misappropriation is frightening (Nyambi, 2004), and it is especially common in remote schools since parents are inexperienced with school resource management laws. The Department of Education's lack of training and legal support has aggravated SGBs' suffering. The

apartheid administration segregated education and distributed resources unequally. Lack of furniture, equipment, textbooks, and libraries hampered rural and township schools (Khuzwayo, 2007).

SGBs waste, swindle, and misuse school finances because they lack the managerial and financial abilities to govern and administer them, according to Bembe (2004) and Mestry (2004). Van Wyk (2004) acknowledges that many rural SGB members lack basic literacy and financial accounting, financial statements, and school budgeting ability. This has become a national disaster because many schools are struggling to stay open.

The Minister of Basic Education authorized a student stipend for all schools to address these long-standing inequalities and ensure equal education for everyone. Each school has socioeconomic classifications. In 2000, the Department of Education claimed that wealthy schools receive six times more financing than poor schools. Student fees, contributions, corporate sponsorships, and entrepreneurship fund education. Public Schooling Division has allotted large money for training, but SGBs have few records on how they are spending them (Branch of Training, 2001).

The huge obligation SGBs have to protect schools' finances is daunting. Since governmental funding does not provide the funds and resources needed to improve education, schools, especially historically impoverished ones, continue to struggle financially. However, previous model C and township school SGBs have a terrible record. Despite financial management training, SGBs in many schools, especially rural and township schools, have done nothing to improve their finances despite the need for help (Mestry, 2006). Furthermore, Mestry (2006) states that many financial issues remain unaddressed despite multiple Department of Education reports. Increasing disagreements between the Department of Education and SGBs have caused regular collaboration breakdowns (Clase et al., 2007).

2.7.3. Recommendation for Staff Appointments.

Previous studies (Department of Education, 2001; Khuzwayo, 2007; 2007 Mkhize; Phuta, 2005) have indicated that staff appointments are followed by persistent disagreements and complaints. Pillay (2005) claims that the selection of staff members

and the interview process have been impacted at some institutions due to personal preferences, nepotism, bias, and corruption. The lack of adaptability and slowness in the hiring process is a big issue (Mazibuko, 2004). Staff appointments at the Department of Education have been accused of being influenced by political links, bribery, favouritism, and nepotism (2004a, 2004b). Some SGBs have promoted the idea that they have the authority to hire and fire staff members at will. Therefore, democratic engagement has become the focus of school administration. This is counterproductive to the spirit of democracy. Unfortunately, SGBs have abused their power despite principals' ubiquity on SGBs at township schools. However, Phahlane (1999) argues that SGBs continue to be stuck in a paradigm of politically sanctioned racial segregation and refuse to recognize the emergence of popularity-based social hierarchies. The breakdown of discipline at formerly poor schools is emblematic of the massive inequalities and inequities that arose during the apartheid era.

The SGBs also look at how the state's heavy workload affects how teachers are assigned in schools that receive public funding. This is due to the fact that some principals have the misconception that SGBs cannot make sound decisions due to their limited literacy (Chaka & Dieltiens, 2005). According to Mkhize (2007), SGBs at publicly funded schools have significant challenges in determining and scheduling teachers for temporary positions. Mkhize (2007), Mazibuko (2004), and Xaba (2011) all point to selector bias as a problem in many SGBs. Because of their lack of education, Mncube (2009) argues, government-funded schools' parents rarely get to weigh in on major decisions. Mkhize (2007) and Khuzwayo (2007), who claim that SGB people in rural areas are either uneducated or only somewhat skilled, provide strong support for this claim. Phuta (2005) argues that ineffective management is a major contributor to the maintenance of undesirable situations regarding staff appointments.

Based on his research, Mkhize (2007) concluded that certain SGBs in township areas lacked the expertise necessary to perform their promotional duties effectively. Widespread instances of favouritism, corruption, and SGB overreach have impacted many schools' methods of hiring new faculty and administrators through interviews and promotions (Phahlane, 1999). Furthermore, Heystek (2004) showed that parent governors lacked the knowledge of the complexity of the teaching profession to

evaluate professional educators and appoint staff employees. When it comes to hiring new employees, SGBs often make decisions that are biased, unprofessional, and at odds with government regulations and standards, as stated by Maile (2002).

Heystek (2004) claims that many schools descend into anarchy as a result of constant bickering between principals and chairpersons. The SGB is responsible for giving recommendations to the Department on who should be hired; however the Department is ultimately the employer. Maile (2002) argues that SGBs' governance and management tasks are very congruent. Heystek (2004) claims that many SGBs misuse their power because they treat their position as though they were the employer. As an illustration: According to a case from 2002, *settlers Agricultural High School v. Head of Department of Education, Limpopo Province*, the Department of Education did not approve of the SGB's recommendation to hire Mr. V, a white candidate who spoke Afrikaans, as principal. Instead, they chose to hire Mrs. B, a black female candidate. However, the judge ruled in favour of the SGB. This exemplifies the common source of tension amongst SGBs. SGBs are often accused of favouritism, nepotism, and other irregularities while making recommendations for staff hires and promotions, despite their ability to appropriately understand and interpret school regulations and other applicable legislation.

When it comes to providing recommendations for staff appointments, SGBs have a lot of weight, but Beckerman and Prinsloo (2009) note that their role and authority are relatively constrained. The results of Heystek and Nyambi's (2007) research show that many SGBs fall short of the high expectations set for them. A lack of input and assistance from SGBs in daily operational responsibilities and staff appointments, as reported by Heystek (2004), makes it difficult for school principals to make decisions on their own. In a similar vein, Maile (2002) verified that there is a lack of responsibility among teachers, principals, and SGB members. Some school administrators have expressed shock and dismay at the SGBs' lack of interest in making decisions of critical importance.

2.8. CONCLUSION.

The literature on the topic of school governance reveals that the concept is both all-encompassing and multifaceted. The historical trend line significantly favours a decentralized approach to managing schools. In order to effect positive change in education, SGBs should be granted greater autonomy. The creation and execution of policies, as well as the management and appointment of staff, are common areas of difficulty for SGBs. Despite the controversies, the school has made substantial strides in areas like as asset management, fundraising, institutional reform, and goal planning. This poll shows that SGB members lack the core knowledge and abilities necessary to administer schools, despite the establishment of capacity-building and training programs for SGBs. The effective operation of the SGB's parent wing is essential to the development of peace. Maile (2002) cites the auditor-general's (1998 B2) assertion that public school trustees should be "knowledgeable, capable, and committed to fulfilling their responsibilities in addition to their functions and responsibilities; recognizing their goal and placing importance on the interests of other stakeholders; comprehending the objectives and strategies of the organizations they oversee;" and "having access to the information necessary to fulfil their responsibilities and knowledge."

CHAPTER 3. RESEARCH METHODOLOGY AND DESIGN.

3.1. INTRODUCTION

The methods employed to collect the information required for this investigation were the subject of this section. Methodological and epistemological foundations have been looked at critically, as well as the numerous approaches taken and their explanations. Specific procedures for each method are then presented, followed by an examination of trustworthiness, transferability, and repetition concerns. The chapter wraps up with a discussion of the study's limitations and the value of obtaining ethical approval. The analysis of data was also a focus.

This chapter used the qualitative research approach because it is well suited to the nature of the problem that was studied. The primary focus of this analysis was on the realities of some of the SGBs' most crucial responsibilities. Among these were personnel selection, budgeting, and policymaking. Interviews and historical documentation played especially well into the researcher's hands when using a qualitative methodology.

As stated in the introduction, the primary purpose of this study's qualitative research approach was to explore and explain events as interpreted by the participants from their own frames of reference. Instead of drawing statistical conclusions, qualitative research yielded descriptive findings of the phenomenological process being researched, as argued by Denzin and Lincoln (2005).

3.2. EPISTEMOLOGICAL AND METHODOLOGICAL CONSIDERATION.

In this section, the research paradigm is discussed from the epistemological and philosophical perspectives of the current study. The pragmatic beliefs of the researcher have an enormous impact on the study's ultimate purpose and direction. Paradigms, in this context, are simply guiding "beliefs" (Denzin and Lincoln, 2005). It additionally includes discussions of method, ontology, epistemology, and ethics. Paradigms, as defined by other academics, include constructivist, interpretive, positivist, and post-positivist schools of thought (McNiff, 2006).

According to Maree (2010), a paradigm is a set of shared assumptions or convictions about the nature of the world. In a nutshell, a paradigm differentiates between different perspectives on knowledge and different ways of collecting and creating it. The following paragraphs discuss how I used ontologies (theories of realities), epistemologies (theories of knowledge and knowledge acquisition), and methodologies to design strategies and provide advice for effective and efficient SGBs.

Ontology refers to the features of a phenomenon and how we interpret them. Epistemology, in contrast to methodology, is concerned with how we form conceptualizations of phenomena. Knowledge generation and production provide a useful lens through which to examine epistemological and ontological assumptions. There is a strong connection between the epistemological (or knowledge-constitutional) and the methodological elements. My research interests shaped this as I looked into the lives of SGBs in a variety of educational settings. In the part that follows, I provide a quick overview of the several research paradigms that might be used, and then I show why I settled on the critical theory paradigm for my investigation.

Due to its focus on data comprehension and meaning-making in service of improving current operational models, the critical research paradigm was the best fit for this investigation (McNiff, 2006). This allowed me to analyse human-made social problems, dissect them, and rebuild them in a way that benefited everyone involved. By situating myself in a critical research paradigm, I was able to understand human interests and power relations in light of their dialectical realities (McNiff, 2006). What I've read suggests that critical theorists amass reams of data to back up and provide examples of their claims (Henning et al., 2004; Muijs, 2004). This allowed me to look into how SGBs set policy, handled school finances, and selected teachers. Since the paradigm's data is "rich" or "thick," made up of human experiences, interpretations, and meanings, it tends to favour qualitative approaches over quantitative ones, whereas it is capable of using both. This research used a qualitative approach because it is focused on people and their stories.

3.3. RESEARCH DESIGN.

In order to find answers to the study's primary questions, researchers follow a predetermined protocol. McMillan and Schumacher (2001) state that a research design is a plan for carrying out a study. The "blueprint or detailed plan of how a research study was conducted" is what De Vos et al., (2000) mean when they say research design. Therefore, it's a thorough strategy for collecting and analysing information. The results of the study, in other words, followed a predetermined strategy (De Vos, 2002). This statement is well supported by Babbie and Mouton (2001), who compare it to the process of constructing a house by first developing a blueprint. The research design is the plan for the research project (Babbie & Mouton, 2001). The goal of a research design was to provide a general framework within which the researcher could analyse and interpret the data collected (Terre Blanche and Durrheim, 2002). For the case study, I picked one that investigates the impact of a recent phenomenon on society.

The challenges SGBs have while carrying out their tasks as outlined in the SASA, was the overarching question that informed the study design chosen. In order to accomplish this study's goals, a simple qualitative research strategy was chosen (Mestry & Khumalo, 2012). The study explained that the purpose of qualitative research was to learn about and comprehend a phenomenon, process, or viewpoint, as well as the perspectives of the people participating in the study. Qualitative research, as defined by Bryan (2004), was a strategy for gathering and analysing information that placed more emphasis on text than on numbers. It relied on the researcher's word choice while describing, defining, interpreting, or narrating a phenomenon.

Bogdan and Biklen (2003) and Hittleman and Simon (2006) agree that qualitative research is a type of social science research that seeks to understand participants' perspectives by collecting descriptive data in real situations and employing inductive reasoning. In addition to providing inductive solutions to research problems, qualitative studies focus on how variables interact in their natural settings. It is characterized by the following features (Bogdan and Biklen, 2003; 2007 and Creswell, 2009): the researcher as the primary research tool and the naturalistic environment as the direct

source of data; multiple data sources; interpreting the meanings of the participants; emergence of design; interpretation of research results; and comprehensive assessment. According to Prinsloo (2007), qualitative research comprises the examination, interpretation, and description of people's actions, thoughts, and feelings.

3.3.1. Case study.

Scholars have offered various interpretations of what constitutes a case study. According to Sharon Merriam (1998:18), case study research is as follows: *A case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest was in the context rather than a specific variable in discovery.*

To fully comprehend the situation and what it means to those involved, a case study approach is used. The context was of more interest than a particular discovery variable. According to Cohen *et al.*, (2007), defined a case study as an examination of a "bounded" system over a specific time period. According to Merriam (1998), a case study is focused on one or a small number of instances of the same units of interest. Henning *et al.*, (2004) agree with Cohen *et al.*, (2000) claimed that case studies are "intense descriptions and the analysis of the bounded system. Henning *et al.*, (2004), agree that "a case study is a systematic investigation into an event or series of related events with the goal of describing and explaining the phenomena of interest." Descriptive and exploratory research questions are addressed using case studies. In this regard, the purpose of the current study is to provide an answer to the following main research question: *What are the experiences faced by SGBs when performing their responsibilities as specified in the SASA?*

To pursue the aim of this investigation, a basic qualitative research design was considered the most appropriate (Mestry and Khumalo, 2012). It states that qualitative research aims to discover and understand a phenomenon, process or perspective and the worldviews of the people involved. The present focuses on four important areas: managing student discipline, managing school finances, developing admissions policy, and finally hiring staff.

By employing the case study approach, I am able to better comprehend the circumstance (Henning et al., 2004). The description and analysis of a phenomenon are explored using the case study methodology while considering the respondents' perspectives (Merriam, 1998). However, case studies can become problematic if they are too lengthy to read, comprehend, and analyse (Denzin and Lincoln, 1994). It is crucial to identify and outline the research study's location and context in order to prevent this (Stake, 1995). The focus of the current study will be on the experiences faced by the SGBs at primary schools in the province of Gauteng.

3.3.2. Research approach.

The researcher adopted a qualitative methodology since it let her "describe and understand the phenomena from the participants' perspectives" (Leedy and Ormrod, 2004). In addition, the research methodology provided the researcher with a road map for what steps to take and what methods to employ throughout the study (Mouton, 2001). The inductive methodology was used by the qualitative research strategy to understand and analyse the data and find common threads (McNiff, 2006). The purpose of this qualitative study was to better understand and define the issue or phenomenon being presented by the participants. (Creswell, 2002) The researcher went to the sites of the studies, where the problems were actually occurring. The qualitative researcher was naturalistic since he or she saw the occurrences in their natural habitat. The researcher tried to understand what factors lead to successful and unsuccessful school governance procedures throughout this time. The researcher was given a rich description of the phenomenon through the qualitative data collection method (McMillan and Schumacher, 2006). Flexibility and freedom of speech and activity were advantages of doing a qualitative research study (Henning et al., 2004).

Patterns, themes, and holistic features emerged from the descriptive data employed in the qualitative research approach (Johnson and Christensen, 2012). The qualitative research explicitly determined how the participants viewed school governance, how they understood the SGB's role, how they felt about the school's bureaucratic procedures, and how they felt about current practices and developments in the education system as a whole. According to McMillan and Schumacher (1993), the complexity and depth of the behaviour connected with a phenomenon can only be recorded through a qualitative research study that allows the researcher to immerse

him or herself in the natural context of the phenomenon. When planning the qualitative study, it was important to consider the exploratory technique used to learn about how individuals investigate, describe, and relate to events in their natural environments (Gay and Airasian, 2003). This would allow the researcher to look at the participants' actual problems and experiences, rather of making broad assumptions about their situation (Henning et al., 2004). As a result, the qualitative researcher paid more attention to the social phenomenon and took into account the participants' thoughts and viewpoints. Qualitative research, as defined by McMillan and Schumacher (1993), aimed to provide an accurate depiction of a phenomenon by either participatory field study or non-participatory document research. In qualitative studies, the researcher met with the subjects personally, resulting in a more in-depth understanding of the phenomenon as a whole (Maree, 2007).

McMillan and Schumacher (1993) claim that a qualitative researcher would observe and interview people in their everyday settings. The qualitative researcher did not attempt to influence participants' actions but instead observed them in their natural contexts (Johnson & Christensen, 2012). Guba and Lincoln (1994) claim that qualitative researchers emphasize "reality that is socially constructed." The qualitative researcher made an effort to get to know each participant on an individual basis so that she could better grasp their experiences. This is what Johnson and Christensen (2012) call "empathetic understanding." The qualitative researcher employed a participatory contract because she wanted to understand people's actions and thoughts from the inside (Johnson & Christensen, 2012). To learn more about the phenomenon and generate new ideas and theories, the qualitative researcher went above and beyond what was required (Johnson & Christensen, 2012).

Participants' conclusions were conceptualized based on what they saw (Cohen & Manion, 2003). There is a stronger reliance on language, imagery, and classification when dealing with numerical analysis, statistics, or numbers. That is to say, the researcher learned things and developed theories and hypotheses while out in the field. The researchers in a qualitative study adopted an exploratory posture as they probed the phenomenon from all angles (Johnson & Christensen, 2012). The qualitative researcher tried to assemble the fragments into a whole as a picture emerged (McMillan & Schumacher, 1993). Gauteng was selected on purpose as the

study site since it represents the participant's natural habitat. For this reason, we set out to assess the breadth and depth of the literature's claims about the phenomenon under investigation (Johnson and Christensen, 2012). The theoretical part of the study was crucial since it provided context for the empirical results. It's clear that the qualitative researcher depended on the language employed and extrapolated meaning from linguistic features of the data (Henning et al., 2004).

In line with Reid and Smit (1981), qualitative research looked into the phenomenon with the goal of developing a plan to deal with the problems it uncovered. In other words, the phenomenon was explained by transforming unstructured data into 'thick' data through qualitative study. Qualitative research methods allowed for adjustments to be made as the investigation progressed. Last but not least, the epistemological and ontological stances of the researcher had a significant effect on the study and the methodology selected (Henning et al., 2004). The researcher went into the study with an open mind, hoping to get a deeper appreciation for the nuanced nature of school governance in the four Gauteng primary schools she observed.

3.3.3. Population sampling.

The members of the SGB are an example of a study population, as defined by Bernard, Hanekom, and Brynard (2014). Weilman and Kruger (2009), as referenced by Rangongo (2011), defined a population as all of the cases related to a study. According to Leedy and Ormrod (2010), the term "population" refers to all instances from which a researcher seeks to draw conclusions, and not necessarily a group of people. Non-probability sampling methods, such as those of purposive, snowball, and theoretical sampling, are frequently utilized in qualitative research (McMillan and Schumacher, 2006). It was best to select individuals and places using a qualitative case study method. To estimate or predict the frequency of any unknown information, condition, or outcome pertaining to the larger group, a representative subset (a sample) is selected from the larger group (the sampling population), as defined by Kumar (2011). (Kerlinger, 1986) A sample is a selection of individuals from a larger group that is intended to be representative of the whole. This is an example of using a subset of the population to explain the behavior of the whole (Powers et al., 1985). A sample was also required for practical reasons (Reid and Smith, 1981), therefore it was important to think about the sample's "representability" before choosing it (Kerlinger, 1986).

3.3.3.1. Purposive sampling.

The places and people who took part were chosen using a purposeful sampling method. Due to the impossibility of studying the complete population, a sample was investigated in order to draw findings (De Vos et al., 2000). The researcher had to balance the study's budget and time constraints with the importance of recruiting individuals who met the study's stated goals (Johnson & Christensen, 2012). To rephrase, Saunders, Lewis, and Thornhill (2000) argue that qualitative researchers should seek out the communities and settings that will facilitate in-depth explorations of the phenomena of interest. The sample has to be representative enough to provide answers to the study's questions. For this study, we drew on the expertise, insights, and connections of our informants and research locations (De Vos et al., 2000:207). Therefore, I took great care and thought to recruit students with similar characteristics from both township and peri-urban areas of Gauteng while selecting schools and participants for the current research project. For this study, we focused on two elementary institutions.

The selected participants (SGB members) provided me with the data I required to understand the governance procedures in elementary schools across Gauteng. The members of the SGB in this study have all served for a minimum of a year. Decisions about who to include in the study were based on the knowledge that they would provide the most useful information (Strydom and Venter, 2002; Meriam, 1998). Participants were all involved in their schools' governing bodies (SGBs). At least four students from each school who took part in the study went. Two principals, two teachers, two support staff members, and two parents made up the total sample size of eight for this study. All of these people mattered in the study since they were members of the SGB. In addition, the researcher selected the samples in a methodical manner in accordance with stringent monitoring criteria (Johnson and Christensen, 2012). Participants were all well-versed in the phenomenon and considered authorities in their respective fields (Ball, 1990). Since everyone there was a member of the SGB, I imagined they were well-versed in matters such as policymaking, budgeting, and personnel selection.

3.3.4. Data collecting methods.

In order to achieve triangulation, the researcher employed a wider variety of study methods. Cohen and Manion (2003) argue that the qualitative approach provides a more complete and nuanced explanation of human behaviour's complexity and depth. Using a variety of methods, the researcher ensured that the collected information was representative of the study as a whole. Triangulation involves gathering information from three or more sources and using that information to strengthen a hypothesis or theory (Leedy and Ormrod, 2004). To rephrase, the diversity and complexity of human behaviour were easier to explain when researchers used multiple methods. Triangulation, in essence, let researchers circumvent the problem of method "boundedness" (McMillan and Schumacher, 2006) while also increasing the study's credibility and trustworthiness by looking at the phenomenon from multiple perspectives.

It was important to the researcher that the data she gathered about the challenges faced by SGBs in policymaking, financial management, admissions, and staffing be as accurate as possible, so she employed a number of different methods for gathering this information. Triangulation guaranteed that the researcher looked at things from many angles, which is essential for grasping the complexities of human behavior (Cohen et al., 2007). Through semi-structured interviews and document analysis, the researcher was able to gain a broad grasp of the phenomenon of school governance (Lincoln and Guba, 1985) by making comparisons across contexts and looking for recurrent patterns (McMillan and Schumacher, 2006).

The extent to which outcomes are compared to one another determines the degree to which they become similar. The researcher doesn't settle for just one form of data verification, but rather employs multiple approaches. Triangulation is used to verify the data and identify consistent or inconsistent results. In the case of complicated phenomena, triangulation proves very useful (Cohen et al., 2007). Patton (1990) argues, however, that triangulation does not necessitate these features. This highlights the significance and applicability of triangulation in the context of the study of complex phenomena. The literature review, interviews, and document analysis will help solve the problem, identify the causes of the problem, and propose solutions.

3.3.4.1. Interview schedules.

"Interacting with people in a naturalistic way that allows one to understand their world from the inside out," as defined by Terre Blanche and Kelly (1999). According to Lincoln and Guba (1985), an in-depth interview is "a repeated face-to-face interaction between the researcher and informants with the aim of understanding informants' perspectives on their lives, experiences, or situations as expressed in their own words. "Through interviews, participants are able to share their perspectives, opinions, insights, understandings, motivations, feelings, thoughts, experiences, and ideas. Our preconceived notions about the interviewee are reinforced, and broader conclusions are drawn. So, they totally put themselves into the interviewee's shoes. The interviewee must feel safe enough to "air" their grievances, thoughts, and beliefs. Subjective evaluations and portraits of people's lives can be gleaned via interviews (Denzin & Lincoln, 2003). According to Cohen et al. An interview is a flexible method for learning about and discussing people's experiences, perspectives, and interpretations.

Interview schedules, as defined by Kumar (2011), are "written lists of questions, either open-ended or closed, prepared for use by the interviewer during a one-on-one interaction. The timing of interviews and the focus on crucial questions to be answered are typically guided by a literature study. Focusing on broad research topics, this study analyzed the challenges faced by SGBs as they carried out their three primary responsibilities: policymaking, financial management, and personnel selection. The bulk of the interview plan (Appendix G) consisted of free-form inquiries. I made sure to get permission from everyone I interviewed before recording our conversations. All interviews were conducted after school hours to avoid disrupting students' learning.

The role of the interviewer is to comfort the interviewee by creating an environment of trust and accountability (Johnson, 2002). The interviewer ought to exude confidence and expertise in the topic at hand the entire time (Bogban & Biklen, 2003). Interviewers and sources need face-to-face time together (Johnson, 2002) to build rapport. As an added precaution against the inquiry veering off-topic, the interviewer should provide enough context to keep the conversation on track (Gubrium & Holstein, 2002). If there

is confusion about the research questions, it should be easy to restate them. Participants must be briefed on the study's purpose before the interview begins.

Therefore, the interviewer should provide the interviewee sufficient time to provide complete and thoughtful answers. Finally, the interviewer should be more considerate of the interviewee's feelings and needs (Oppenheim, 1992). Participants are interviewed to learn more about their thoughts, feelings, worldviews, and interactions with others. To further understand the SGBs' perspectives on their principal functions in the elementary schools and the challenges they faced carrying out their duties, in-depth interviews were conducted. Each SGB had one parent governor, one teacher governor, and one staff governor interviewed. Each school's principal was also interviewed, as they are automatically included as SGB members. I opted to use in-depth interviews as one of my research tools because I wanted to give participants a forum for sharing their thoughts, feelings, and personal stories.

Each interviewee signed a consent form assuring anonymity before their interviews began. As the researcher, I had the opportunity to talk to the subjects and learn more about them as individuals. I've decided to conduct interviews because, as a researcher, I shouldn't judge the answers but should instead give them a chance to explain themselves in their own words based on their own experiences. The interviewees were given complete freedom of expression as they shared their stories. It is crucial to debrief the respondents in order to lessen misunderstandings (Judd et al., 1991). The duration of the one-on-one meetings with the principal ranged from 45 to 50 minutes. All participants agree to being recorded verbatim. Participants were able to speak candidly about their experiences as SGB members because of the format of the interview questions. Since most questions were free-form, respondents were given the opportunity to think critically and provide their own explanations (Henning et al., 2004). In order to reach the widest possible audience, including the young and the uneducated, interviews were conducted.

Just read it and get it. Therefore, I adjusted the questions to accommodate the respondents' knowledge. I also used open-ended questions to get the group members thinking critically and investigating on their own to find answers. Even though one parent at each township school spoke both English and Sesotho, the majority of

interviewees spoke only English, making the interviews much more effective. My needs were easily communicated to the translator and reflected in the responses. After everyone's questions were answered, we were able to wrap up the session. In closing, I expressed my appreciation to everyone who had taken part. However, there is a potential drawback to using interviews, which is that the researcher's bias may become apparent. Furthermore, Henning et al. (2004) state that analysis of interview data might be time-consuming and costly. To get around this, I decided to give the participants as much freedom of expression as possible.

3.3.4.2. Document analysis.

Due to possible reluctance on the side of participating institutions to release this information, it was necessary for me to make this request as the researcher. Ethically negotiating with the participating schools for access to their files and records from the previous six months was necessary to authenticate the information gathered from the interviews and observations. I had some pushback from the schools at first when I asked for the paperwork. After I assured them of my privacy, though, they were more than willing to help me out. These records reflect the collective decisions taken by those with a stake in the school's administration. We could trust the numbers since they were consistent with the decisions taken by the SGBs.

The difference between the documents' primary and secondary sources needs to be made very apparent. Unaltered writings, or primary sources, constitute the backbone of any argument. Secondary sources are those that provide additional context and interpretation to primary materials, as defined by McMillan and Schumacher (2010). The student handbook is an example of a primary source, while a memoir is an example of a secondary source. Reviewing relevant documents can provide a wealth of information without disrupting lesson planning or regular client routines (Guba & Lincoln, 1994). The information was, thankfully, readily available and recorded.

According to McMillan and Schumacher (2010), "document analysis describes functions and values as well as how different people define the organization. Document analysis, according to Henning et al. (2004), can be used to supplement semi-structured interviews because it is a passive approach of data collection. The study's findings, derived from interviews and observations, were corroborated by

written records. Researchers can benefit greatly from document analysis, say McMillan and Schumacher (2010). Accordingly, "internal documents revealed the formal chain of command and gave hints about leadership styles and values" (McMillan and Schumacher, 2010). The basic data for a company comes from daily compilations of official papers. Official documents are subjected to a process of systematic evaluation, synthesis, and analysis known as document analysis (Henning et al., 2004). Documents, like writings, can be read in context to understand their historical relevance. This is what we term the official records that are constantly updated and well-organized. In addition to conducting interviews and conducting observations, I analyzed relevant documents to guarantee transparency and reliability. Since some authors may be biased or have other intentions (Cohen and Manion, 2003), it was vital that I consider the validity, dependability, and authenticity of the sources before using them in this research study.

The researcher primarily used the following documents for this research study:

- SGB meeting agendas.
- SGB meeting minutes.
- The school's vision and mission statement.
- The school's LTSM policy, admission policies, financial policies, attendance policies, language policies, religious policies, and employment policies.
- The yearly reports to parents.
- The financial statements.
- The income and expense statements.
- The employment policies.
- the school's hiring procedures and policies.

I examined the official documents as the researcher to ensure their validity, authenticity, and dependability. I was also able to explore the professional decisions, rational decisions, and subsequent actions that were made by the SBGs under study over the course of a year by carefully examining the documents over the course of the year. In the end, the records were used to establish accountability within the school organization. The information could, however, be biased or restrictive, so it's important to be aware of that. In doing so, each school's documentation contributed to a better

understanding of the operations, systems, and working philosophies of the institution. In the end, the data gathered from the interviews and the non-participant observations were used to verify the information reflected in the official documents. Furthermore, I felt it was crucial to compare the documents to make sure there was no implicit bias or "hidden agenda" in them.

3.3.5. Data analysis and interpretation.

According to De Vos (2005), it is more challenging to identify a fixed number of themes in huge datasets, but these datasets can be subdivided into smaller, more manageable themes. "Discourse analysis" is a term coined by Rule and John (2011) to describe a study setting in which inferences are made not just on the basis of what participants say but also on the basis of how they say it. Rule and John (2011) argue that coding interview replies is a prerequisite to conducting content or thematic analysis. "Content analysis entails coding, categorizing, comparing, and concluding—drawing theoretical conclusions from text," write Cohen et al. (2011) to emphasize this point. Content analysis, or bouncing around between codes and topics, is a common method used in case studies, as confirmed by Rule and John (2011). In order to better understand raw data, content analysis, as defined by Maree (2007), examines the data from multiple angles. After an interview was completed, I promptly began transcribing the notes. The data was examined in this manner with complete objectivity. In addition to digitally recording the interviews, I also collected handwritten field notes. The researcher chose content analysis as the method of data analysis and interpretation in this study to better understand the varying viewpoints of SGB members regarding their roles.

Interview and document review data were analyzed using interpretive theme analyses (Dahlberg & McCaig, 2010; Smit & Henning Van Rensburg, 2004) that were both data-driven and theory-driven. Reading and rereading transcripts and converting audio files to textual data are essential first steps for each researcher. In order to publish the results, the data had to be coded and broken down into themes, both of which were simplified through the process of rereading. I typed up the notes, checked them for typos, and then categorized them by topic right away. The longest and most informative segment of the interviews was my focus. There were certain meanings and concepts that needed to be outlined, so I read the scripts multiple times. I made a mechanism to file the information by topic, making use of folders. I was also looking

for repeating ideas. I did my coding and copying by hand in the margins. The minutes of SGB meetings, including the school budget, were reviewed, as were the Learners Code of Conduct, the School Financial Policy, and other related policies. The SASA 84 of 1996, the ELAA of 2007, and the BELAA of 2011 served as the department's standards for evaluating whether or not schools were correctly interpreting and implementing numerous laws, rules, and policies.

Transcriptions of recorded interviews were made word-for-word and then sorted into categories based on the topics covered. Responses were analyzed using open and axial coding (Meriam, 2009). Transcript analysis revealed themes and categories when the open coding stage of the technology was used. In this way, I was able to develop really important relationships. The ability to conjecture, draw conclusions, and synthesize relationships allowed me to formulate a viable explanation. Summarizing, coding, categorizing, and reducing the data from its bulk form to smaller pieces of information was necessary to simplify the data and make it easier to interpret and comprehend. The data was categorized according to overarching themes to make it more comprehensible in the context of the participants' experiences. To capture the essence of the discussion, I also incorporated direct quotes from the participants. This allowed the participants greater freedom of expression. Open coding was used to discover sub-themes based on their qualities, dimensions, and episodes after carefully reading the responses of the participants (Saunders et al., 2000). The category names were generated by the participants based on the actual questions and words. The researcher employed axial coding to establish linkages between the study's overarching themes and their constituent subthemes (Nieuwenhuis, 2008).

The records that were reviewed to ensure the accuracy of the interviews and field notes are addressed. Meeting minutes, memos, working papers, and preliminary ideas are all examples of written documents mentioned by McMillan and Schumacher (2006). They also claimed that document analysis is a strategy to collect qualitative data that eliminates the need for interaction between the researcher and the participant. The qualitative researcher had to filter, sort, examine, and reflect on the data in order to narrow it down. Researchers may benefit more from working with more direct data when doing document analysis. The information in these records can be used to back up claims made in interviews (Maxwell, 2005), as stated by Cohen,

Manion, and Morrison (2007). In summary, the analyzed textual records supplement and support the earlier qualitative conclusions.

3.4. TRUSTWORTHINESS.

Thomas (2010) argues that judging the quality of a study is crucial to determining its credibility in qualitative research. When this happens, a study's results can be shown to be credible and well-founded. According to Thomas, the issues of reliability, transferability, credibility, and confirmability are all ways to improve the trustworthiness of qualitative research. Using the Thomas (2010) approach, which is predicated on the four principles of credibility, dependability, transferability, and confirmability, we were able to guarantee the reliability of the findings. Yin (2003) argues that the quality of a study design can be evaluated using tests involving notions like trustworthiness, confirmability, dependability, and credibility. This notion encourages principles including scholarly rigor, transparency, and professional ethics in the interest of qualitative research gaining levels of trust and loyalty in the research community, as stated by Rule and John (2011).

3.4.1 Credibility.

Anney (2014) defines credibility as the degree to which one accepts as true the results of an investigation. According to these academicians, credibility is essential in establishing reliability. They also confirm that the findings of the review are credible when the analyst shows how the findings are grounded in reality. Specifically, the researcher used McMillan and Schumacher's (2006) concept of "the combination of data generation and data analysis strategies" in this investigation. For this compilation, I spoke with people in a wide range of circumstances. Charmaz and Belgrave (2012) coined the term "triangulation of sources" to describe the process of combining several types of source creation. Researchers are accused of this practice when they conduct interviews with many groups of participants or with the same people at different points in time. In this context, the researcher interviewed SGB leaders who advocated for different groups. In addition, the information was gathered through one-on-one interviews conducted in a number of different settings. The researcher then asked participants about their perspectives on partnering in the classroom. Additionally, the interview schedules were written in English; however, a Sesotho interpreter was

required to verify that all participants responded to questions in a meaningful way. The researcher also, with the participants' permission, recorded their interviews using audio equipment. The objective was to make sure the numbers were right when they were generated.

Second, the researcher engaged in extensive follow-up (Biemann, Kuchemuller, Penisset, & Leys, 2018) to solidify their reputation. These scholars argue that sustained participation is a means of building trustworthiness. Although each participant was questioned only once for this study, the researcher spent extra time on topics the participants had difficulty answering. As a result of interacting with the individuals, the researcher was able to better comprehend their environments. Participants and the researcher developed mutual trust as a result. This has helped the participants unwind, especially because they got to voice their opinions on how to make the school relationship even better.

The third approach for building trustworthiness was the member-checking method. Additional worries about member checks were raised by Biemann et al. (2018). They describe member-checking as an opportunity for respondents to convey their preferences to the researcher, correct any errors, and provide any additional data that may be required. Here, the researcher collected all the information and let everyone double-check that their voices came across clearly. Each couple confirmed in their own sincere way that everything was fine.

3.4.2 Dependability.

Merriam (1998) defines dependability as the presence of stable, sustainable, consistent, and trustworthy study results. Avizienis, Laprie, and Randell (2001) state that there are early indicators of a study's reliability. "Focus on methodological rigor and coherence toward generating findings and case accounts that the research community can accept with confidence" is what we mean when we talk about the principle of dependability in research. Mertens (1998) elucidates the notion of dependability when she argues that an audit of the inquiry technique is necessary to ascertain its quality and applicability. De Vos (2005) defines "confirmability" as the point at which empirical evidence backs up the study's conclusions. To increase trust after partner changes due to SGB bi-elections, the researcher first asked the identical

questions to the original study participants. The new participants' comprehension and outcomes were similar to those of those who began with a term and those who came through bi-elections because they had already served for a year. The usage of audio recording technology also increased trustworthiness. Gunawan (2015) argues that trustworthiness necessitates reliability. These experts argue that a researcher's credibility may be established by showing that the results of their studies can be replicated and confirmed repeatedly. The point is to verify that the study's results are consistent with the data that was originally gathered.

3.4.3 Transferability.

Transferability, as defined by Harper and Cole (2012), occurs when a researcher is certain that the findings of their study may be applied to different settings. It would be a mistake to generalize the results of the study just because students from different institutions participated. That's because out of the 16 Education District Offices in Gauteng Province, only two schools in one of those districts were included in this study. However, the researcher did their best to provide a comprehensive description of the study's context and the findings to allow for some possibility of transferability.

3.4.4. Confirmability.

Thomas, C. (2010), writes in Confirmability that a researcher should make sure that study outcomes are not influenced by the researcher and show that they are based on real data from participants. To establish the neutrality of the study's conclusions, the researcher asked participants to check and double-check that the results mirrored their responses. As indicated before, the literature review on credibility helped shape the study's approach to participants. Accordingly, the researchers' division's involvement in the school collaboration did not influence the results from my subjects.

3.5. RESEARCH ETHICS.

Human participants increase the potential for ethical and legal violations in educational research (McMillan and Schumacher, 2010). Conducting a research project in an ethical manner is what is meant by "ethics." The researcher might also use the rules provided by ethics to evaluate their own performance. Sincerity and honesty on the part of research partners are essential ethical considerations (Leedy and Ormrod,

2004). To put it another way, having established ethical standards for research is crucial for avoiding moral ambiguity and unfavourable outcomes. Those universally accepted moral concepts that serve as a basis for making decisions are meant here. Respondents were told there was no "correct" answer and were thus encouraged to speak their minds without fear of being questioned or dissuaded by the researcher (Saunders et al., 2000). It was crucial that I be forthright, honest, and transparent throughout to guarantee the veracity and completeness of all details.

Maintaining people's respect and dignity while carrying out the research was essential from an ethical stance. To promote ethical behaviour and fair treatment, researchers should keep an open heart (McMillan & Schumacher, 2010). Ethical considerations should permeate every aspect of the research. Specifically, by ensuring the following:

Obtaining a signed Informed Consent Form.

Second, by urging everyone who is asked to participate voluntarily:

By guaranteeing privacy, anonymity, and secrecy.

By considering the perspectives of every respondent seriously.

By keeping all data as accurate as possible.

By preventing any injury or discomfort from occurring to the study's subjects physically.

Last but not least, it's crucial that everyone included in the study understands they can stop participating at any time.

According to Maree (2007), the ability to develop an ethical research strategy is essential for any researcher. Ethical approval is required by the University of South Africa's (UNISA) regulations and procedures. Furthermore, all UNISA students who intend to do research must adhere to the same ethical norms. Faculty, employees, and students at the University of South Africa are required to read the Code of Conduct for Research before signing a commitment to abide by its regulations. The need for anonymity and the maintenance of tight privacy and confidentiality necessitates the usage of acronyms. I also made sure that everyone who took part in the study did so voluntarily and voluntarily offer their informed consent. In addition, I worked hard to avoid exploiting the volunteers by instead praising and supporting their efforts. All participants had to sign a consent letter before taking part. I wrote to the director of the HOD Provincial Department of Education to request permission to do research in

some primary schools in the Johannesburg North District. Along with my request (Annexure A), I enclosed a letter of support from my supervisor, Professor Mampane. The Head of Gauteng's Education has granted me permission to carry out this research (Annexure C), which I therefore acknowledge. I also sought approval from the two school SGBs detailed in the attached Annexure.

Participants were assured that their data would be kept confidential and used only for scientific purposes. Confidentiality was something we always ensured for everyone involved. Before beginning the study, I briefed each participant on the various steps they could expect to take part in. In this approach, volunteers could drop out of the study at any time, for any reason. I also maintained an exact record of all transcripts and confidential papers and kept them in a secure location for five years, as required by the University of South Africa's ethical research clearance policy.

The confidentiality of each participant was ensured with great care in this investigation. Together, then, privacy was protected by the data's anonymity, confidentiality, and veracity. I tried to keep participant identities secret. No one would be able to use the obtained data to track down the individuals involved. I also took precautions to ensure that no one could learn the identities of my study's participants. Moreover, I eliminated the possibility of any identifying information being extracted from the gathered information. No one was ever compelled, coerced, or pushed into taking part in the study. Before offering people the option to take part or not, I made sure they understood what was expected of them. Before collecting any information from the participants, I was required under ethics to get their permission (Johnson & Christensen, 2012).

According to Johnson and Christensen (2012), consent forms need to cover the following topics: the study's purpose, a description of the study, the study's time and length, a statement of the benefits of participating in the study, and a statement of the benefits of participating in the study. The permission form should have been worded in a way that was easy to read and comprehend. Each person included in the study had to sign an informed permission form before the research could begin. The participants' understanding of the study's goals was fostered by providing specifics about the investigation itself in the consent form (McMillan and Schumacher, 2010).

Each participant had the right to make their own decisions without fear of coercion or undue influence from the researcher. Dated and signed consent forms were then filed away safely. It was crucial that everyone involved in the study understand they might stop being a part of it at any time. After being reassured that there was no "wrong" answer to the interview questions, participants were encouraged to speak freely and openly about their experiences (Saunders et al., 2000). Participants were informed that there would be no negative results from this study.

3.6. LIMITATIONS AND DELIMITATIONS OF THE STUDY.

It's important to ensure participants that they won't be asked any questions during the investigation. As the study's investigator, I gave careful consideration to ethical considerations throughout the whole research process, from sampling to data processing to analysis. By observing small groups of people for a limited amount of time (Cohen et al., 2007:404), I was able to "get inside the problem" and "get under the skin" of the organization. Due to the small sample size (just four schools), generalizations to other educational institutions are difficult. However, I was mindful of ethical norms throughout the research process to guarantee transparency, truth, and credibility. The study's tiny sample size is a limitation because it prevents generalizability. Furthermore, the geographical surroundings of other schools may lead to varying viewpoints and experiences.

The interviews took a lot of time. Analysis and interpretation of the data was another formidable challenge. Some of the data collected through interviews may be insufficient. It's also probable that some respondents will be hesitant to give completely honest answers. However, I will prioritize quality above number and do my best to provide extensive analysis based on the data in this limited dataset. As a researcher, I mainly leaned on the data provided by the participants, which may or may not have been reliable. I still have faith that the SGBs in South African schools will benefit from the research, despite the many issues I've highlighted here.

3.7. CONCLUSION.

The results and interpretation of the study have been the primary emphasis of this chapter. The research design and methods of data collecting enabled for the interpretation and presentation of the findings. The study included qualitative research

methodologies, and the researcher felt it was vital to define those terms before making that choice. Researchers often turn to qualitative research methods in order to describe and understand complex events from the perspective of the participant. As a result, I was able to answer the following primary research question through my consistent introspection throughout the study. In this chapter, we laid out the research approach taken in order to comprehend the functioning of school governance in the four selected secondary schools in the province of Gauteng.

CHAPTER 4. DATA PRESENTATION.

4.1. INTRODUCTION.

The fourth chapter presented, analysed and interpreted the investigation's data. The results, including opinions on the study's themes, were gleaned from an analysis of data collection techniques involving semi-structured interviews. This chapter explores how study participants interpreted and thought about the study's primary themes. Pursuing a deeper understanding of how Governing Bodies in elementary schools perform their duties, this study employs a theoretical framework to discuss its empirical findings. Eight (8) participants were interviewed to offer evidence about the experiences of SGBs in elementary schools in the Johannesburg North District, Circuit 2, Cluster 3 of the Gauteng Province.

4.2. DEMOGRAPHIC PROFILE.

Two administrators, two teachers, two support staff members (none of whom were educators), and two parent representatives from two different schools in Soweto Township made comprised the entirety of the participant pool. Noordgesig Primary School (NPS) provided one principal, one teacher, one support staff member, and one parent (the chairperson) for this study, while A.B. Xuma Primary School (A.B.XPS) provided one principal, one teacher, one support staff member, and one parent (the chairperson). Both primary institutions were located in the Soweto Township inside the Johannesburg Municipality in the province of Gauteng. While six (6) of the eight (8) members the chiefs spoke with were male, exhibiting an unacceptable lack of orientation balance, the three (3) male and three (3) female members representing the two schools were randomly selected. This evaluation "zeroed in" on those who had been filling in as school lead representatives for more than a year, notwithstanding the importance of member segment profiles in research. Therefore, the researcher considered their service as governors relevant to this study. The researcher used statistical methodologies, however there was no point in statistically analysing the demographic characteristics of the participants and schools to verify the findings. This was not used to generalize the results, but rather to shed light on specific aspects of school governance, such as the impact of school location and the number of years people have spent serving on school boards.

4.3. METHODS OF COLLECTING DATA.

As indicated in Chapter 3, semi-structured interviews were the major approach used to collect data. Using a qualitative approach, the researcher interviewed participants to compile data. According to Creswell, Atikins, and Wallace (2012), qualitative research involves extensive data collection and direct observation of the phenomenon under study in its natural habitat. The researcher went there to collect data on the event's scale. The analyst conducted interviews, both one-on-one and in groups, to collect qualitative information. Interviews, as described by Wellington (2002), allow respondents to voice their opinions and provide insight into their thought processes while also providing the researcher with information on the respondents and food for thought. Newby (2010) argues that there is more than one way to conduct an interview. He continues by saying that factors like convenience, cost, and time spent on each interviewee will decide the strategy employed. The researcher may choose from a variety of methods, including in-person meetings, focus groups, phone interviews, and electronic mail surveys. The study relied on telephone interviews done by the researcher.

The researcher had to conduct interviews through video chat since schools only allowed district officials to have visits between lockdown levels 3 and 4. This restriction was put in place as a result of the COVID-19 epidemic. After getting permission from the principal and participants, teachers and support personnel asked the researcher to participate in interviews after school hours so as not to disrupt instruction. After gaining parental agreement, the researcher requested a house visit. Since all of the NPS participants were native English speakers, all of the interviews were performed solely in English. Some interviews were done in English rather than Sesotho or isiZulu since the researcher lacked fluency in those languages and the participant preferred to communicate in those tongues. This individual in the A.B. XPS SGB lacked formal education and had trouble communicating in English.

In a qualitative interview, the researcher engaged the respondents in free-form discussion by asking them broad, open-ended questions, as described by Creswell (2012). The researcher conducted qualitative studies and benefitted from asking participants open-ended questions so that their responses were not limited by the results. After obtaining permission from both parties, the researcher used a voice recorder to record and subsequently transcribe their discussion. The analysis of the documents revealed that many of the policies were too outdated to be implemented effectively. The Finance Policy and the Learners' Code of Conduct were two of the few policies reviewed. A record of SGB meetings was also reviewed.

4.4. TRANSCRIBING THE DATA.

According to Johnson and Christensen (2011), "transcription of data" refers to the process of transcribing audio recordings of interviews or field notes obtained during observation into typed text for use in qualitative research. Bogdan and Biklen (2003) state that interview transcripts are the primary data source. That's why we transcribed all of the interviews we recorded first. According to Patton (2002), an interview is rendered fruitless if the interviewer fails to elicit the interviewee's verifiable words, regardless of the interviewer's preferred method of conducting the interview or the wording of the questions asked. As a result, the researcher recorded all interviews verbatim immediately upon their completion. The researcher listened to every syllable of the audio recording. The schools attended by each participant were recorded on their transcripts. This process was repeated until all interviews were transcribed and examined.

4.5. DATA ANALYSIS.

Results were examined and summarized because this was a qualitative study. Macmillan and Schumacher (2010) believe that classifying the data and discovering patterns within the categories are the major processes in the process of qualitative data analysis. Based on techniques such as coding, categorization, and theme generation, data analysis can be used to create findings and a thorough comprehension of the situation (Simon, 2009). Data analysis, according to Brink

(2006), entails the process of giving a meaningful description of the data. Classification and comparison skills are essential for data analysis.

According to Johnson and Christensen (2011), classifications are the fundamental building blocks of subjective investigation, as this is how experts make sense of and investigate the patterns that emerge in their data. They further by saying that coding is the act of labelling a piece of data (text) with a set of descriptors. The researcher found it difficult to conduct a thorough investigation due to the impact of COVID-19 and its regulations and the fact that schools did not allow for random visits. The researcher adopted a qualitative methodology and made use of an intentional sample. The interview questions were designed with the primary questions in mind, with the secondary questions serving as follow-up inquiries.

According to RSA (1996), it is the duty of an SGB to ensure that all students get effective teaching (RSA, 1996b). The need for SGBs to be established in schools as a result of the 1996 amendments to the South African Schools Act (SASA No.84 of 1996 (RSA, 1996b)) was laid out in the first chapter. This change necessitates efficient and effective governance on the part of SGB members in order to sustain a high-performing school and offer students with a high-quality education. As a result of this beneficial transaction, people who held positions within the SGB, especially at the selected schools, faced various challenges.

According to Nieuwenhuis (2007), qualitative data analysis investigates how people make sense of and draw conclusions about a phenomenon based on their own unique perspectives, beliefs, values, knowledge, experiences, and perspectives. In order to analyse the information obtained from the participants in this study, a content analysis was performed. According to Macmillan and Schumacher (2010), this is the process of arranging the sources a researcher would have used to understand the information gathered. After reviewing the participants' free-form answers, the researcher discovered that there is more to analysis than just looking at text and images. Furthermore, it comprises data organization, a preliminary read through of the data,

the identification and classification of themes, the visualization of the data, and the development of an interpretation of the data (Creswell, 2013). In the research under consideration, these steps were taken.

4.5.1. Preparing and organising the data.

The first stage in effectively managing the data collected for a qualitative study is to organize it, transcribe any interviews or field notes that were conducted, and determine whether the data will be manually analyzed or processed using a computer.

4.5.2. Investigating and coding the information base

A subject matter expert guides a fundamental analysis of the data by reading the data to learn about the data and by reading the data to obtain a coding cycle. The process of compressing a database of text or photos into unique themes of certain people, locations, or events is referred to as coding. It required reading each line of text contained in the database, determining what the participant was referring to, and then assigning a code label to the relevant portion of the text.

4.5.3. Describing findings and forming themes.

Using this strategy, the researcher must thoroughly evaluate the data to express what they would have uncovered and to create themes, or broad groups of thoughts, based on the data. The process of answering the key research questions and acquiring an in-depth understanding of the central phenomenon through the process of descriptive and thematic development is what it means to build themes from the data and describe them.

4.5.4. Representing and reporting findings.

Most of the time, the results of qualitative research are not provided in the form of visual displays that include tables, figures, and maps. They are an in-depth explanation of the topics. They engage in narrative discussions in which they talk

about their discoveries. These talks can take a variety of formats, such as a chronology, questions, or comments on participant observations of changes. Moreover, these narrative conversations can be about anything.

4.5.5. Interpreting the meaning of findings.

Researchers that use qualitative methods establish the relevance of a research study by reporting and presenting the data in a certain way. This translation includes presenting one's own points of view, contrasting findings with the writing, and making suggestions regarding constraints and potential areas for further investigation.

4.5.6. Validating the accuracy of the findings.

It is typical practice for qualitative researchers to validate their findings using techniques such as member checking, triangulation, and auditing. This helps to verify that their findings are accurate. The purpose of validation is to achieve the verification of the veracity of the information contained in the qualitative report through the use of participants, external evaluations, or data sources. According to Merriam (2009), the purpose of data analysis is to derive meaning from the collected information. Consolidating, simplifying, and then interpreting what people have said as well as what the researcher has seen and read is required in order to make sense of the data. The act of giving meaning to anything is, in and of itself, what it is. The act of giving meaning to anything is, in and of itself, what it is.

4.6. FINDINGS.

When presenting findings, it is important, as stated by Wallace and Poulson (2003), to highlight the most prevalent findings within the general range and include supporting quotations for those findings. In any event, the research questions or hypotheses should serve as the foundation for organizing the presentation of the data for the target audience. In this regard, the presentation of the outcomes of this empirical investigation was influenced by the research questions that were asked. In order to achieve the primary objective, it was necessary to pursue the secondary goal of

conducting research on the experiences of elementary school governing bodies in the course of carrying out their tasks. These questions, which included primary and follow-up testing requests as well as participant responses, were arranged into the following categories, classifications, and points in order to facilitate organization.

4.7. SEMI-STRUCTURED INTERVIEWS.

The meeting plan was utilized to collect information from the member SGB individuals from the two schools, which consisted of directors, parent reps, educator reps, and care staff reps, and was constituted of queries and sub-questions. Inductive analysis was used to transcribe the semi-structured interviews that were conducted. To establish whether or not the current literature on SGB experiences could be applied to the circumstance, the researcher did not make use of any preconceived codes while they were in the process of coding the data. Because of the codes, themes, and categories that were generated by the data that was collected, the researcher was able to recognize growing patterns and commonalities.

Themes	Categories
1. Eligibility to be an SGB member.	<ul style="list-style-type: none"> • Election procedure. • Requirements to participate in the SGB.
2. Training.	<ul style="list-style-type: none"> • Issues of training. • Benefits of training. • Language factor. • Mentoring and monitoring.
3. Challenges faced by the SGBs.	<ul style="list-style-type: none"> • Duties and responsibilities • Knowledge of Policies. • Financial administration. • Interactions with the stakeholders. • Communication. • Recommendation of appointment of staff.
4: Conflict	<ul style="list-style-type: none"> • Causes of conflicts. • Management of conflicts.

THEME 1: INABILITY TO RUN FOR OFFICE IN THE SGB.

Education is necessary for acquiring "the broad range of skill and capacity that one needs to deal with the complicated difficulties and tasks that SGB members are required to fulfil at the school," as stated by Van Wyk (2004). SGB members are required to carry out a variety of tasks at the school. If the members of the SGB had been told about the educational backgrounds of the other members, it would have had an effect not just on their efficiency but also on their knowledge and their level of comprehension. According to Heystek (2006), parent governors tend to have a low reading level, which makes it difficult for them to properly grasp legislation and regulations. As a consequence of this, they can find themselves settling on their own interpretations or, ultimately, coming to rely on the principal to interpret the constitution and the policies of the school. Consequently, the objective of the research was to determine the illegibility, educational background, and level of expertise had by a selection of members from the SGB. It is crucial to keep in mind that the majority of SGB members have at least a matriculation level of education, that educators and principals hold degrees from tertiary institutions, and that support workers probably have matriculation levels that are lower than the norm for the country. According to Heystek (2011), some rural school governors lack the fundamental literacy abilities essential to read and interpret policies and actively participate in school-related activities. This makes it difficult for them to fulfil their responsibilities. As a direct consequence of this, governors in rural schools lack the resources necessary to effectively fulfil their roles within the governing structure of the school.

The South African Schools Act (Act 84 of 1996), as modified, mandates that the SGBs be elected at regular intervals of three years. They are a regulatory organization that enjoys the confidence of all educational institutions. They are in place to encourage community involvement in the education of our children, redress historical wrongs, guarantee an equal and democratic transformation of education, develop people's skills and capacities, and provide a uniform system for the organization and governance of all schools. In addition, they are in place to provide a uniform system for the development of people's talents and capabilities. Despite the requirement that the Progressive Act place on all governors of public schools, there are still obstacles

that need to be solved. Schools in South Africa are still wrestling with the issue of how to elect knowledgeable parents to school governing bodies over 28 years after democracy was established in the country. A large number of SGBs and schools are still working hard to implement the necessary changes so that they can successfully react to the task they have been given. In order for guardians to be considered for positions on the SGB, they need to be able to lead, have no history of breaking the law, and have a child enrolled in the institution in question. The researcher noticed, based on the findings of the participants, that when parents were elected to SGB, their constituency valued the popularity of candidates in communities over a parent's abilities and status in the community. This was in contrast to the findings of the participants, which indicated that their constituency placed more importance on a parent's standing in the community. This posed a problem due to the fact that elected candidates were not always dedicated to their positions. The following was reported by the parent company of A.B. XPS:

“Actually, in a true sense local political frictions are behind the outcome of SGB elections. I was personally confronted by some senior political leaders who lobbies me to stand for a position in the SGB”.

“This does not take into consideration your ability to perform such duties but for one to serve their interests. That’s how I got elected.”

“As a parent, I believe democratic principles are sacrificed for popularity”.

The research indicates that parents in some township schools give more weight to applicants' popularity than they do to whether or not they have the required abilities and competences. This move has a detrimental effect on the effectiveness of the governing bodies that oversee the schools in the township.

• **Sub-theme 1: Election procedures.**

Section 28 of the SASA (RSA, 1996b) outlines the process for electing members, office-bearers, and the periods of office for SGB members. Also included in this section is the information regarding how long SGB members serve. On the other hand, the

members of the ordinary public school governing body are described in Section 23 of SASA. These members comprise elected members, co-opted members, and the principal in his or her official position (RSA, 1996b). Both of the principals who were questioned for this study admitted having functioned as official stakeholder representatives for the department while they were members of the SGB, as required by the terms of the Act in its revised form. When the interviews took place, the principal of A.B. XPS had not yet been hired on a permanent basis and had instead been appointed on an acting basis. According to the findings of the head of the NPS reaction:

"Yaah, my position in the SGB as a stakeholder is to represent the department. My role is to guide the SGB with governance matters. I have been the principal of the school for the past three years, and before that, I was a member of the SGB, so I also have experience there. As the official representative of the department, I am currently serving in the SGB without the ability to vote".

Inquiries arose regarding the electoral process for individuals seeking membership in the SGB. The findings from the participants' responses suggest that teachers, parents, and support staff were elected as members of the School Governing Body (SGB) through a formal democratic procedure. The principals proceeded by affirming that a specific date had been designated for the formal election of parents, and that communication had been dispatched to encourage parental participation on the designated election day. The individual conveyed that the elected person (leader) hailed from the neighbouring educational institution and oversaw the decision-making and discretionary process in a manner characterized by impartiality and fairness. According to the principals, a formal procedure exists for the nomination of prospective applicants. Furthermore, a voters' register, which was obtained from the databases of each educational institution, was employed to verify the eligibility of prospective candidates and to ensure that the participating parents were indeed the parents of kids currently enrolled in the respective school. In the context of secondary education, the process of electing individuals to various positions, including students, teachers, and support personnel, follows a similar procedure. According to the principal of NPS, a significant portion of the staff members and support workers displayed diminished levels of interest. Consequently, the adherence to the election procedure was not strictly maintained due to the declination of nominations by the majority of individuals,

resulting in candidates offering their availability as a substitute for those who declined their nominations. According to the members, other staff members displayed minimal interest in the activities of the SGB, as these activities are deliberate and so do not compel employees to actively participate. According to the findings of A.B. XPS, there were instances of internal arguments inside the business. These disagreements were identified as one of the factors that influenced the reluctance of certain employees to participate in the SGB. The support crew of A.B. XPS has officially announced the following:

"Seeing that they don't enjoy working with the acting principal, no one was willing to participate in the SGB during the elections; we didn't have a representative as no educator staff; this has pushed me to volunteer my availability, and I have served in the SGB for the past two years." "Ne basamo rate"(they didn't love him)

The vast majority of respondents, which included both parents and support personnel, said that they had served on the SGB the previous year. According to the comments made by parents, a bigger number of parents expressed an interest in running for seats in the SGB during the upcoming elections. The vast majority of respondents, which included support personnel as well as parents, stated that they had served on the SGB during the previous academic year. According to the response of the parent in NPS:

"I was elected democratically in an election that was fiercely contested. This led to several disagreements from outgoing SGB members who wanted to return by any means necessary, which required the intervention of departmental officials in resolving the disagreements. The SGB has been my organization for the past two years". "For the sake of progress ka tsena"

The results of this study show that both principals act as formal stakeholder representatives of HODs and the department on the SGB in the role of accounting officers. The principal's account shows that they were well aware of the responsibilities that came with serving as an ex officio member of the School Governance Board. Both principals supplied information indicating that they recognized the need of running an efficient SGB. Both administrators agreed that the political decision-making process was used when selecting candidates from the SGB. A.B. XPS's chief executive claims that most workers avoided SGB activities because they perceived extra time

commitments. Because most of the designated workers were unwilling to pitch in elsewhere, people often had to rely on volunteers. According to the comments, only parents exhibited any kind of interest, and not because they wanted to aid schools but rather because they had better ideas for making money and taking charge.

Principals' claims are supported by data showing that formal election methods were used to select SGB members from among teaching personnel, parents, and support staff. Several members of the school governing body had served for more than a year when interviews were conducted, and this was not counting individuals who had entered the board through a bi-election. Members of the SGB were chosen when their terms began, however a few were elected in bi-elections after officials quit. According to statements from participants, political intervention did occur during the vote. This occurred because local power brokers viewed the SGB as a means to seize control of the institution. Parents who joined the SGB, according to the participants, often left after learning their initial impressions were inaccurate. According to NPS's former principal, most families had easy access to the school's budget, and they left only when they didn't. Because of all the elections and resignations, the SGB was thrown into disarray. The study's author also noted that all parent and educator wings of SGB were democratically selected, whereas the wings of other groups were admitted to SGB through bi-elections. Those who were elected to the SGB at the beginning of their mandates were given formal training, according to the responses of the participants, whereas those who were up for re-election did not. Participants' answers suggested that they were unable to fulfil their tasks since they had to rely on their own experiences instead of the information provided. One of the selected persons contributed despite the fact that the assistance workers as a whole was apprehensive to take part. This prompted questions about the value of being part of the SGB.

• **Sub-theme 2: Requirements for membership in the SGB.**

One must be of sound mind, not be bankrupt, not have been convicted of a felony, be suitable for working with children, and not have been removed from the SGB by the HOD during the term of SASA within the preceding five years in order to be eligible for election to the SGB under the revised National Guidelines for SGB Election in Public

Schools (RSA, 2014). Members of the elementary school's teaching and support staff, as well as the learner's biological or adoptive parents, guardians, or those legally entitled to physical care of the learner, are the only people eligible to run for or be elected to the SGB. This is bolstered by the fact that only parents, guardians, teachers, and support personnel of the school are eligible to serve on the SGB. Members of the SGB are tasked with the difficult tasks of policymaking, staff appointment recommendations, human resource management, and financial management for the school. The directors claim that most SGB parent wings struggled to adjust due to a lack of crucial knowledge and skills and a failure to distinguish between administrative tasks and expert commitments.

Members of an SGB are empowered to carry out duties as school governors in accordance with SASA laws. Deem (1995) claims that in contrast to parent governors, teachers and the principal place a high value on the authority and prestige that come with their positions. Compared to teachers in more affluent areas, the SGB's parental branch would enjoy higher social standing and authority. In contrast, teachers might have the highest level of education among members of low SGBs and communities. Both participants thought that the SGB's reliance on professional employees to execute more difficult jobs due to parents' lack of qualifications was a major problem. Parents with a lower level of education were confused about their obligations.

Questions were raised about the extent to which principals understand their role in governance. Both parties claimed they were responsible for liaising between SGBs and the DBE, in addition to aiding SGBs in performing their duties through the application of established policies and procedures. In response, the two principals acknowledged that they played a crucial part in representing the department by making sure that SGBs received foundational training at the school. They were also tasked with monitoring the implementation of departmental policies and keeping an eye out for staff members who flouted them. The principals' statements showed that they were conscious of their obligations in developing a strong working relationship with members of the parent SGB, despite their serious reservations about the parent wing's lack of knowledge and ability. Principals, despite being required by SASA to

provide training to SGB members, felt compelled to lend a hand here. Unfortunately, the members' busy schedules and the negative attitude of their parents made it hard to give them with instruction. Principal A.B. XPS reported the following on this matter:

“As an ex-officio member of the SGB, I agree that skills are necessary and that a clear understanding of one's roles is necessary because the SGB deals with complex issues like drafting, adopting, and putting policies into effect. The SGBs are responsible for managing the school's finances, which necessitates a treasure with basic financial skills to carry out their duties. Because of their inaccurate perceptions of us, the majority of parents lack faith in the principals”. “In-fact I have to make too many changes on how finances was handled cause tjoo! That is trouble on its own.”

A survey was given to the parents in order to ascertain whether or not they possessed the information and skills essential to fully engage in the activities of the SGB. Formal training was required in order to be efficient and effective in the SGB, as indicated by the remarks provided by both of the children's parents. In order to finish their work, they made use of the personal information about students that they had obtained from sources other than the school administration. The following is the response that was given by the NPS parent wing:

"I'm the executive of the SGB, in my position one is expected to have information and abilities since you are managing officials of the SGB gatherings and guardians' gatherings, you are likewise a signatory of the school account and need to co-sign different reports. When dealing with school finances, the chairperson of a meeting must have a background in finance. This person is expected to direct the meeting. The chairperson must be literate, good at public speaking, able to gauge the mood of the group, and able to balance the meeting's direction”.

A.B. XPS's parent replied as follows:

“Because I am involved with the administration of school finances, I am required to have basic financial skills to be effective in my responsibilities, which is a complex task,” says “I am the tressure of the SGB”.

The lesson came to a close with the lecturer emphasizing that a high reading level was necessary in order to understand the dynamics of policy. According to both of the

teachers, the majority of the parents were unable to manage their children's needs since they lacked the requisite abilities and literacy. The following was stated by a teacher in NPS:

"I'm an additional member of the SGB, serving as a teacher representative rather than in any executive capacity." Yes, being a member of the SGB necessitates a certain set of skills because, at times, you will be dealing with complex issues that involve management, daily school operations, and financial administration".

The following is the teacher's response:

"I am an additional member of the SGB, and considering the task at hand, a member must have basic financial literacy and skills".

Everyone involved in the discussion agreed that members of an SGB need at least some level of literacy, numeracy, and financial literacy to carry out their obligations effectively. Both of the chiefs agreed on the candidates that should be selected for the SGB. According to responses, most SGB parents and support workers are illiterate and have trouble understanding policies. Both participants agreed that there should be a requirement that would be adhered to when SGB parent and support staff were elected in order to reduce the number of instances in which SGB members failed to carry out their responsibilities due to a lack of ability discovered in those who are unable to read or write. Participants said that most parents took their time coming to terms with parental roles, which often resulted in lapses in enforcement and boundary trampling. As a result, tensions rose between principals and parents, who both felt the other had usurped control of day-to-day school operations.

THEME 2: TRAINING.

Stakeholders perform well when given discretion over their responsibilities and enough training, as stated by Holt and Murphy in Ndou (2012). These scholars contend that democratic governance works best when governors are able to pool their knowledge and skills for the greater good of the school and its community. Van Wyk (2004) claims that historically speaking, schools were walled off from their communities, and parents were relegated to the role of spectators at school events. This scholar argues that as society has gotten more democratic, the function of the school has grown in

developing a progressive society. As the scope of the school's authority has broadened, more people have become eligible to participate in governance.

According to Van Wyk (2004), a school can improve its performance by empowering its many stakeholder groups—including parents, teachers, and community members—to make decisions about the school's direction and operations. Carl (2000) defines empowerment as the maturation of an individual to the point where they are capable of making their own choices and doing their own actions to better their own environment. According to Carl (2000), this procedure goes hand in hand with the acquisition of practical know-how, attitudes, and beliefs in a free society. According to Coombe and Godden cited in Maluleka (2008), school leadership representatives should be fully properly enabled and given access to the data they need in order to monitor school operations. They need to realize that within the parameters of SGB membership, they are in charge. These scholars including Maluleka (2008) argue that teaching and reorienting even rural villagers in the aspects of legal school governance may be necessary for special tactics to empower the underprivileged and disenfranchised.

Sub-Theme 1: Effect of training

In order for elected SGB members to be able to carry out their responsibilities in an efficient manner, it is the responsibility of the Department of Basic Education to provide them with induction workshops and capacity-building training. The principle, who also serves as the departmental representative in the SGB, gives an orientation to all of the elected members of the SGBs in order to brief them on the tasks and responsibilities that have been assigned to them. Principals, upon being appointed to their positions, go through an induction process that includes instruction on how to deal with SGBs. The Director General of the NPS Said

“When I was appointed principal, the Mathew Goniwe School of Leadership provided me with extensive training. The chief further expressed that, “after the SGB political decision, he gave early on preparing for the SGB individuals to capacitate them to satisfy their obligations”.

The acting principle at A.B. XPS found it challenging to provide assistance to the SGBs since he lacked proper training in how to oversee the SGB's incorporation into the school. Members of the SGB who have been in office since the beginning of their current term are the only ones who have reported being enlisted by the head and prepared by the division of instruction through Mathew Goniwe School of Administration. They felt the training was too brief and therefore ineffective. According to the respondents, SGB members were unhappy with the training they received; they felt the department should have allotted more time for training if it wanted them to be successful in their jobs. Further, they felt their functional concerns were not addressed by the training. The department's main concern was the management of the budget. People from the SGB who are appointed to fill vacancies before the end of a term run into issues because they lack the same training in capacity building and enlistment preparation as their predecessors. The NPS mother or father said:

“After the resignation of a parent member, I was elected to the SGB through co-option. I used my skills from community involvement to adapt to the SGB structure despite not receiving any training or induction”.

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Sub-Theme 2: Benefits of the Training Sessions.

When asked about the training sessions' benefits, one parent governor responded:

“Yes, I understand core responsibilities, particularly after that follow-up meeting with my school's principal. We manage approaches of the school and chiefs with issues relating to educating and learning”.

When the same question was posed, one educator responded:

"Yes, I understand that school governors are responsible for school governance, while school managers and the School Management Team are responsible for school management. The trainers' distinction between these roles was positive to me. Here and there you get school administering bodies that need to violate their limits”.

It was evident from their comments that the training helped them understand the difference between the principal-led School Management Team and the governing body of the school. It was not obvious, however, if the other nuts and bolts of governing a school had been sufficiently explained. This would include a wide range of crucial issues, such as financial management, admissions criteria, and HIV/AIDS treatment. The facilitators may have diluted the expertise of the treasurers and chairs by trying to cover too much ground. How effectively school board members grasped the material was affected by both the literacy levels of the board members and the language used in the training sessions. Therefore, it may be claimed that school districts with governors who have higher levels of education and literacy tend to fare better than those with fewer skills. This position is shared by Sibiya (2004), who argues that parental illiteracy hinders their participation in the new South Africa's political, economic, and social life. According to Van Wyk (2004), parents' influence is diminished when they are unable to read and write.

Sub-theme 3: Language Factor

The training language utilized in the workshops was met with mixed reviews from the interviewees. The majority of trainees felt that English was used extensively throughout the course. Principals, instructors, and parents did not express concern over the students' English language skills in the interviews. Because of this, they were able to participate fully in the training sessions. They engaged in the training sessions by asking and answering questions and making use of the materials provided. This is not the case, however, for a parent governor with a poor level of literacy. She was

helpless and alone in her feelings. Principals and instructors were crucial in translating facilitators' English for her. It was clear from their responses to the researcher that they had picked up on most of the concepts that the trainers had introduced. One A.B. XPS parent governor had the following to say about the training session's English language use:

“I had difficulty understanding what the facilitators were saying. I could only hear sporadic sounds; I do not speak English. I don't know why principals don't train us in our native languages; at least they understand us better than facilitators do”.

The following is a comment made by the principal of the A.B. XPS school who was interviewed:

“It is extremely unfair to school governors, particularly those who do not understand the language, that the training is conducted solely in English. They need someone to interpret for them. Instead of asking principals to interpret for school governors, I believe that will be more helpful”.

Even while the South African Schools Act, Act 84 of 1996, states that school governors have the right to proper training, the fact that the bulk of training sessions are held in English puts this right in jeopardy. The fact that the facilitators do not have expertise working as interpreters contributes to the problem.

Sub Theme 4: Tutoring, Observing, and inspiration.

The NPS principal responded as follows when asked about the mentoring and monitoring mechanisms:

“Even though the South African Schools Act mandates some follow-up training, we rarely see it. The principals are responsible for the majority of the monitoring and mentoring. The assumption is that principals are the only ones who can observe how the SGBs perform and recognize areas in which their abilities require improvement. The effectiveness of the principals' mentoring and monitoring strategy is beyond my control. The Department of Education does not have a consistent strategy for determining whether the monitoring and mentoring mechanisms are effective. On these two points, they rely on the principals' reports”.

Concerning mentoring and monitoring, the principal of the ABXPS stated the following:

"I believe that some schools benefit from the monitoring and mentoring provided by principals, while other schools face difficulties. It depends on how well the principals and their respective SGBs work together".

After hearing from the school's administration, it was evident that the IDSOs had not properly implemented the monitoring mechanism required by the South African Schools Act, Act 84 of 1996. Without a well-defined system for monitoring and mentoring, training quality and performance may deteriorate. If principals are left to fend for themselves, it might have a devastating effect on the school board's ability to mentor and supervise students. According to Middlewood, who is cited by Mthiyane (2004), managing staff development requires the establishment of a plan for staff development. The researcher contends that the expansion of the SGB is crucial to the development of the institution as a whole. Mthiyane (2004) argues that there could be a link between methods of fostering employee growth and actual employee growth. Management of performance, Quality Management Systems (QMS), and induction, training, and mentoring are all methods used to foster growth in employees. Unlike in countries like England, the Johannesburg North District did not provide a mentor to newly appointed governors. This shows that the mentorship problem was not given adequate attention. According to Early (2003), a mentor is someone the school board can always approach to for advice. A principal's plate is already too full with the heavy lifting of running the school professionally.

It's possible that the Department of Education's (DOE) heavy dependence on principals to oversee SGB monitoring will cause some issues. There are schools where communication between the SGB and the principal is poor. It's possible that mentorship and tracking might suffer at such institutions. Over-involvement in school administration by principals can interfere with their ability to perform the monitoring and mentoring roles assigned to them by the Department of Education. The department does not incentivize the SGB members by, for example, presenting them with certificates of participation in SGB structures. Principal responses made it evident that training SGBs is treated as a one-and-done deal, with no value placed on follow-up, mentorship, or motivating.

SGB members believe the department does not give a damn about the SGB's effectiveness. This is exacerbated by the fact that the SGB's executive members are free to act irrationally due to a lack of oversight. According to the NPS's support personnel,

“Due to their lack of education, the majority of SGB members from the teacher wing undermine them. The professional staff does not value our input and does not take us seriously. Because of this, we feel like our contribution is not valued”.

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“One justification for why SGBs are not successful is that there is no overall influence sharing, the vast majority of the individuals from the leader feel that they are alfa and omega of the SGB. The SGBs' performance is not monitored by the department. SGBs

are left to their own devices. They act as they please and refuse to answer the SGB or anyone else”.

THEME 3: CHALLENGES LOOKED AT BY SGBS

Despite the fact that all schools must establish governing bodies on which parents have a majority numerical representation in accordance with the Schools Act (RSA, 1996). Establishing governing organizations was a complex process riddled with obstacles, yet this solution may have seemed quick at first. Given the challenges that many parents have endured, you might be wondering why they should have any say in the management of their children's schools. The responsibilities of each state education board are laid out in Section 20 of SASA (1996). There are several problems with how school governing bodies carry out their duties, despite the fact that such duties are clearly laid out and understood by all parties. This has led to subpar performance on the part of school boards. There are a lot of problems that need fixing, and the lines between people's abilities and their responsibilities have begun to blur. This is especially true in township schools, which have struggled with governance challenges. Local scholars including Van Wyk (2004), Msila (2004), and Mestry (2006) have highlighted power disputes, illiteracy, and financial constraints as the key sources of worry in rural school governance.

• Sub-theme 1: Duties and responsibilities.

According to Bischoff (2002), the SGB SASA gave all public-school governing bodies equal power. These can be categorized as either "fundamental" or "additional," with the former involving things like promoting the school's well-being and attempting to ensure it's fostering the school's vision and mission, creating brilliant objectives and taking on strategies, students' set of principles, supporting the head and staff and the head to carry out their expert roles, prescribing to the HOD arrangement of staff, and allowing the local community to utilize the school property for things like sports and other events. In general, SASA gives SGBs control over school budgets, student conduct rules, faculty appointments, social justice, and disciplinary measures (Adam and Waghid, 2005). According to Nong (2007), if a school wants to take on more responsibility, it must first appeal to the HOD, who will then give a notice of consent if

he is convinced that the SGB is up to the task. Good governance, as argued by Rose-Ackerman (2016), should work to increase credible academic outcomes and public trust in all schools. Participatory monitoring approach that has the ability to improve community governance by influencing change not only for women but also for males who do not occupy leadership roles and for gender relations (Flores et al., 2016).

• **Sub-theme 2: Knowledge policies.**

Participants' answers made it crystal obvious that developing and enforcing the schools' guiding principles—their vision, mission, and policies—was a top priority for SGBs. According to SASA, SGBs have the authority to do this duty, set academic priorities, and take action to achieve those priorities. Unfortunately, participants observed that parents were unable to carry out this function effectively due to their lack of education, skills, and knowledge. Due to the SGBs' low reading levels and lack of skills and talents, the Principal and SMT members had to draft and enforce school policies on their behalf. The majority of replies showed that principals and SMTs worked together to develop school policies at both of the schools chosen. One NPS parent responded to a question about whether or not all board members had input into the development of the school's vision, purpose, and policies as follows:

Each school needs an SGB, a mission statement, a vision statement, and regularly reviewed policies. At our school, the professional staff handles this, with the SGB providing input during the approval and implementation phases. Only in that specific field can we work with the experts. According to A.B. XPS's principal, school boards are required to create a Learner's Code of Conduct, among other policies, as mandated by state statutes. The majority of responses, however, showed that due to the educational level of some parents of members of the school governing body, the professional staff accepted this role. The NPS teacher also affirmed that the SMT was in charge of developing the school's long-term goals, short-term objectives, and policy evaluations. Members of the school's governing council reviewed the written plans to ensure they were appropriate, and then all parents met quarterly to discuss the plans. According to an NPS educator:

"We just called the SMT together to create school policies. After that, we invite the SGB members and give them the draft policies. They discuss, ask questions, and ultimately approve them as school policy".

The SASA hopes to craft policies and monitor their implementation, but it lacks the know-how to do so effectively. This renders its objectives moot. Members of the SGB are now even less qualified to lead such educational institutions. According to Tsotetsi et al. (2008), SGB effectiveness is dependent on members' literacy levels, talents, expertise, and governance experience. The majority of those who contributed to the report by The Review Committee on School Governance (DOE, 2004) also came to the conclusion that SGBs' performance suffers due to a lack of abilities. This claim implies that SGBs lack the competence to effectively shape the development and trajectory of the school through policy formulation. As a result of this knowledge gap and the members' inability to apply SASA, the SGB must rely on expert staff to develop and interpret policies and oversee their implementation. Therefore, decisions are made by professional employees on behalf of the SGBs. All survey respondents agreed that certain skills are essential for SGB members to effectively carry out their duties.

Even in circumstances where SGB members are directly involved, they rely on the advice of the professional staff. According to Van Wyk's claims in Mncube (2009), some SGBs choose to delegate their obligations to specialists and become passive participants since illiterate parents cannot keep up with the developing problems with education. Khuzwayo and Chikoko's (2009) research supports this view by showing that SGFB chairpersons frequently consult the principal for advice on school governance and policy problems. Due to ambiguity, a lack of skills and expertise, and the inevitable subordination of certain SGBs to participants, participant statements show that the parent wing and support staff in the SGB rely completely on professional staff for policy formation. Instead of working together for the benefit of the school, the parent group and the support staff end up playing the roles of watchdogs and rubber stamps. The members of SGB's financial ineptitude was another contributor to the partnership's demise. After being quizzed on their awareness of their roles and responsibilities, both principals showed signs of having gained a more nuanced

comprehension of their work, which is to aid the SGB in carrying out its duties. However, considerable challenges to policymaking were offered by parents and support employees. According to NPS theory,

“This remains the primary challenge for the parents and support staff because the majority of parents only have a basic literacy level,” and “when it comes to developing and putting policies into effect, it becomes a complex area because they do not have a basic understanding of how it is done”.

Both principals agreed that the SMTs are responsible for formulating policies that must be approved by the SGB, which has limited powers. The parent division relies on the knowledgeable employees for strategy development, as recommended by regulations. The findings of Gamage and Sooksomchita (2004), who found that principals value the SGB's support in keeping the school running well, appear to be confirmed. This finding accords with the conclusions of the study by Maile (2002), who argues that each member of the SGB must be aware of his or her own role and avoid causing friction by interfering with others' responsibilities. A.B. XPS, who is not a teacher, claims:

“The SGB has appointed a committee to review policies and submit them for approval to the SGB component's full complement. The parent and support staff, on the other hand, are passive members of such a committee due to their lack of knowledge and literacy. The chief work in cooperation with the SMT and proficient staff who have found the information to create and survey approaches and guarantee that the strategies are adjusted to the departmental regulations”.

Mestry (2017) claims that certain school administrators lack the knowledge and expertise required to effectively administer educational systems. This makes it challenging for SGBs to comply with new regulations. Karlson (2002) explains that governors' disinterest stems from several factors: inadequate information, scarce resources, limited time, and differing opinions on what constitutes success. Parent NPS concurs with Parent A.B. XPS that they face difficulties as parents because of a lack of skills and inadequate training to carry out their responsibilities, and because the department's limited training focused only on other SGB roles, such as financial administration, rather than how to develop policies. Eventually, parents learn to rely on experts to help them craft policies. In addition, they utilized their knowledge to make

sense of policies and depended on professionals for assistance. This gives them the idea that they lack the power to perform their tasks effectively. One of the key roles of the SGB is to draft policies and monitor their implementation. According to the respondents, there is still a significant knowledge and competence gap between parents and support professionals. Respondents generally thought that most SGB parents lacked basic reading abilities and relied on professional personnel to develop and enforce policies. The SGB members all felt that the department's training mainly introduced their role rather than providing them with the foundational knowledge they needed to do their jobs well. As a result, most people on the SGB were just giving their token approval to policy. This was a concern because the SGB was responsible for guiding the school.

There was widespread agreement that everyone on the SGB should undergo comprehensive training before being given any responsibilities. NPS Ratings for the Classroom:

“Because the majority of parents lack the necessary skills, the parent wing of our school collaborates closely with the school's professional staff to develop policies, heavily relying on their direction before submitting them to the entire component for approval. When it comes to aligning the drafted policies with departmental legislation, the principal provides direction”.

As far as Teacher A.B. XPS is aware, the policies were drafted jointly by the principal and the professional staff and were only given to the SGB for final approval. The support staff at both schools agreed that they rarely wrote policies themselves and mostly only provided a formal stamp of approval for the ideas of the professional staff. They felt like their only contribution was to the School Development Plan (SDP) because they were involved in and gave advice on everything.

A.B. XPS and NPS support personnel came to an agreement on the construction of SGB's core functions, which included the development and implementation of policies like the students' Code of Conduct. Participants' understanding of their part in governance was measured. According to comments from administrators and teachers' SGB representatives, parents are required to set strategic goals for the school. When it comes to interpreting school policies, parents and principals should work together

because both groups have a vested interest in the school's success. According to NPS's leader:

"We are working as liaison officers between the department and communities, as well as to ensure that the SGB operates by regulations and prescribed procedures".

Respondents said that parents should give the SGB's policy and smart goal development authority over to principals and professional staff. The low literacy and competence levels are to blame for this issue. Since they rely on the school's professional personnel to carry out their responsibilities and merely "rubber stamp" items for which they did not take ownership, parents' and communities' participation in SGBs at schools becomes pointless. The directors' comments demonstrated that they valued maintaining positive relationships with both parents and SGB members. While SASA does offer training for principals to better equip the SGB, it is challenging for principals to really carry out such advancements on policy development due to the volume of work involved in being a professional school administrator.

• **Sub-theme 3: Financial administration.**

According to Section 37 of the SASA (RSA, 1996), the SGB is responsible for overseeing the school's budget. Because effective management systems require cooperation, school administrators cannot run their institutions efficiently on their own. To achieve their goals, school leaders use a style of leadership known as "distributive leadership," in which they give particular roles and responsibilities to members of the school community. Therefore, the SGB must assign various financial duties to committees established to manage school finances or individuals with the requisite competence or skills in school financial administration, as suggested by Naidoo, Joubert, Mosoge, and Ngcobo (2008). The SGB charges the finance board with managing school funds, but also requires regular updates from the panel detailing how those funds have been allocated. According to Mestry and Bischoff (2009), the primary goal of financial management in schools is to ensure the quality of education provided to students. Among the financial responsibilities is the collection of school fees, the organization of fundraisers and sponsorships, the payment of service providers, and the purchasing of textbooks, stationery, and teaching tools. Clark (2012) argues that

a school's finance committee needs to have the requisite knowledge, abilities, and understanding to ensure the proper management of the institution's funds.

Based on the responses, participants agreed that managing and controlling school finances was a top priority for school governing bodies. A parent at A.B. XPS explained that managing school funds and seeking out more funding fell under the purview of the governing body. Each individual was asked if their school's governing body had any say over the budgeting and spending decisions made by the school. Some respondents claimed that only the finance committee was involved in managing the organization's money and that there was a lack of reporting and transparency over how the money was spent. The A.B. XPS faculty spokesman commented,

"The SGB expects that the committee must seek approval for spending from the entire SGB component," while "the finance committee sometimes fails to account for utilization funds to the school governing".

Both principals and parent SGB members were questioned on the effectiveness of their collaboration in handling the school's budget. The interviewees seem to accept the existence of financial administration institutions and mechanisms like the finance committee, policy and control systems, even as other SGB members who are not on the finance committee continue to protest the finance committee's lack of transparency and accountability. The head of NPS gave an update:

"According to Section 37 of SASA, "administration of school finances is one of the core functions vested in the SGB," but "the principal must guide the SGB on decisions that have financial implications".

The principal gave a thorough explanation of how the school's budget is managed, from its inception to its actualization and subsequent evaluation. According to the principle, another problem was that the SGB members from the parent wing insisted on having their cronies nominated as service providers regardless of merit. According to those polled, members of the SGB's financial committee disregarded policies and procedures despite their presence. According to A.B. XPS, the main idea is:

"School has financial and procurement policies in place, but when they are going to be put into action, they push decisions that ignore the policies and want to force their

friends to be recommended for appointment as service providers, which is against procurement policies".

The principals claim that such actions result in disagreements between SGB members and departmental guidelines. Other SGB members who were not on the finance committee revealed that finance committee members who were elected from the SGB manipulated members by using money and their authority. According to the majority of SGB members, financial administration is a point of contention in the SGB. Parent of NPS reported:

"We have challenges when dealing with procurement because some community members who are involved with small and medium-sized businesses believe they are entitled to be school beneficiaries".

According to responses from an additional SGB member, communication between the finance committee and the SGB component was lacking. There was an absence of discussion and revealing from the money board of trustees. The SGB is obligated by SASA to submit progress reports and financial reports regarding the SDP's implementation. Respondents claim that members of the finance committee view withholding information as a form of control over the other members and are unwilling to share information about the school's finances. The finance committee continues to disregard the school's effective procurement policies and use its thinking to manage the school's finances. NPS educator announced:

"At our school, there is too much secrecy regarding the management of finances and the appointment of service providers. The majority of the procedures for hiring service providers and spending money are learned after the fact. When selecting service providers, the finance committee does not consult the SGB; we are only informed of the school's maintenance progress during meetings".

All responders concurred that monetary administration was the most difficult assignment in the SGB which required different abilities and information, just individuals with a monetary foundation had the option to execute this obligation actually and effectively. The respondents also agreed that the local community was characterized by poverty and high unemployment, making fundraising for the SGB challenging. The respondents also agreed that the training they received did not adequately equip them to carry out their duties. The parent's NPS reported:

“The fact that we lack sufficient expertise in finance administration makes budgeting and the procurement process our only obstacles. The money council is additionally bombing us on discussion and detailing, the possible time that they give reports is just when there are folks gatherings”.

The A.B. XPS teacher stated:

“The acting chief attempts his level best to counsel all partners about planning and acquisition. He insists on adhering to the policy, despite the opposition of some SGB members. The finance committee is required to present the sealed envelopes of service providers who are bidding for appointment to the full SGB component for decision-making, according to SASA. However, their reports indicate that they have appointed specific service providers for a particular service the committee has identified. This can't be correct because it overrules the contribution of the SGB in the dynamic cycle”.

Respondents claim that it is still unclear why members of the SGB executive fought for positions; the majority of SGB members are vying for the treasury position because it gives them control over the school's finances. Support staff at NPS reported:

“The majority of members of our SGB compete for the position of treasurer, at which point they switch colors. As a result, members of the finance committee have internal arguments. Absence of responsibility and announcing is what the SGB part is put through which prompts inner fights among different individuals”.

The SGB has been given permission to handle school finances per SASA section 37(1). The SGB is responsible for establishing policies and selecting the head of the finance committee. A member administrator was also questioned about the SGB's role in determining school fees and how they collaborated with parents and other board members to address this issue. According to the interview responses, low literacy and a bad perception of managing finances remained an issue despite the establishment of the financial committee, whose members were elected parents of SGB members.

The majority of SGB parents, as indicated by the responses collected through interviews, lacked financial knowledge and experience. The principle of A.B. XPS has said that, despite having financial and procurement procedures in place, the parents-imposed decisions favouring them and their allies during implementation. As a result,

tensions rose between the SGB's parental wing and the headmaster. Other SGB members who aren't on the finance committee have voiced concerns about reporting and openness. Respondents allege that SGB members appointed friends from service providers and local SMMEs because they felt these people deserved to benefit from the school.

School governing bodies have an important role in fostering reform, change, and innovation, thus there has been increasing emphasis in recent years on honing their leadership and managerial skills (Cruz et al., 2016). This is especially important now that South Africa has emerged from its political, economic, and social instability to become a dynamic and prosperous democracy. According to the Department of Education (1996), everything about daily life in South Africa is shifting. There is mounting evidence of moral decline, a lack of personal responsibility, and widespread corruption across many sectors of society. Sound management methods and process-oriented leadership are essential in any organization, but schools in particular, say Turriago-Hoyos et al. (2006). The Confucian morality states that it is always improper to abuse one's position of authority in any given relationship. Values like freedom and equality, as well as respect for the individual and the community, the masses and the elite, the unity and diversity of all people, must be taught in schools.

• **Sub-theme 4: Interaction with stakeholders.**

Given that the Act grants each stakeholder the autonomy necessary to carry out its tasks, this section presents the views of SGB members on the nature of their relationships and interactions with the various stakeholders. The SGB parent wing is democratically elected by the parents and is accountable to them. Teachers are both represented and fulfil their duties by non-teaching staff representatives and teachers' representatives. Mahlangu (2014) argues that personal ties between administrators have an effect on the quality of education provided. Management of schools in townships relies heavily on trust, good faith, the cultivation of relationships, and open lines of communication. Solving problems, making choices, and increasing collaboration are all necessary. Responsibility, cooperation, teamwork, parenting, and other topics are discussed as well. Motivating, bolstering, contributing, taking

responsibility, and working together. If communication breaks down or barriers are built between different groups within a school's community, it can have a negative impact on the SGB's mission, staff morale, and academic outcomes. Staff and governors need to trust the SGB and work together efficiently if they are to make a good contribution to the school's effectiveness, according to Khuzwayo and Chikoko (2009).

According to Heystek (2006), even though the law places an emphasis on the SGB having a trustworthy relationship with the school, trust in the SGB is also sought from parents, employees, students, and the department. Trust and cooperation among all stakeholders are crucial to the success of any country's educational system, as pointed out by Clase et al. (2007). There is no doubt that the SGB and the school must work together to ensure the growth and upkeep of the institution on a local level. All stakeholders benefit from the SGB and the school's cooperative environment.

Accountability is defined as the degree to which someone is responsible for anything (Oxford Living Dictionary, 2017). The SGB's regular communication and accountability to departments and parents can help enhance school-community ties. Participants were thus obligated to report their methods of communication and accountability to the relevant authorities as well as their parents. Most significant NPS said:

"According to SASA, "The SGB does give its account to all stakeholders when it is required, through parents' meetings once per quarter to give reports on the state of the school, finances, and academic performance".

Members of the SGB unanimously decided to organize regular meetings with both parents and teachers to update them on the school's progress, students' achievements, and financial standing. The leaders also promised the department timely submission of academic and financial reports. Some parent SGB members, the principals indicated, lacked the ability to distinguish between governance and professional difficulties. As a result, there is a tremendous deal of misunderstanding and tension between the SGB and the professional staff. The SGB stated that during the parents' meeting, some parents aided them. Some of the struggling parents tended

to listen just to what they wanted to hear, while others, especially those who came to meetings under the influence of alcohol, were openly hostile to the SGB members. Problems were exacerbated when SGB members shared confidential material with parents and complained about political interference in school administration.

• **Sub-theme 5: Communication.**

The term "communication" refers to both formal and informal interactions between the SGB, employees, and the department to pass on the information and carry out each party's responsibilities. According to the responses of the participants, there was a lack of open, two-way communication between the school and families. Teachers and principals demonstrated that they communicated with parents through written means like letters, newsletters, and meetings. Although using these methods is commendable, they only allow for one-way communication. As a result, school administrators should schedule times throughout the year for parent-teacher interactions, such as home visits by school visitors and parents. Cox-Peterson (2011) recommended that school administrators use multiple channels of communication.

Respondents claim that SGB communicates with parents, the community, and the department to give an account of the work done through verbal and written reports to all stakeholders. The members further reported that SGBs got help and backing from the two guardians and the local area through their contribution to the gatherings while different guardians went to the gatherings with their different plans for building the school however upsetting all projects accomplished by the SGB, yet the SGBs fought. Others, on the other hand, attended the meetings for reasons unrelated to the school, such as to settle personal differences over domestic and political issues. This goes against the very reason voters elected them to office in the first place—to serve the school and represent them in school affairs.

"Most SGB members join the SGB with different expectations and perceptions; it becomes difficult for the principal to run the school smoothly when they start crossing their boundaries".

The principal said that the SGB parent wing's struggle for power was one of the most difficult obstacles. Due to a lack of knowledge and comprehension, the principal noted that the majority of SGB members ignored their role in the school and confused their school governance responsibilities with the principal's professional management of the school. One of the most common problems is political interference; the majority of local politicians see the school as a political battlefield and use their position as SGB to advance their political agendas. A.B. XPS principal claims:

“Because they want to be perceived as in charge of the school, one of the common difficulties that some SGB parent members face is a lack of knowledge and understanding of their roles. You discover that they stifle authority by interfering with professional matters”.

The principal of NPS, on the other hand, noted that the SGB parent wing attempted to prevent disciplinary action from being taken against teachers who were found to be engaging in unethical behaviour to fulfil our responsibilities of monitoring education at the school. Because educators were fully informed about their rights and discipline procedures, all of this caused confusion and resistance in the school environment.

• **Sub-theme 6: Recommendations for staff appointments.**

Regarding Staff Appointments, SASA section 20 (i) states that SGB is responsible for handling the process of shortlisting candidates and conducting interviews. They also recommend to the Head of the Department the appointment of educators at the school. Subsection (j) recommends the appointment of non-educator staff to the Head of Department at the school. The A.B. XPS director reported:

“By and large when there are empty posts at school SGB individuals need to drive their relatives to be designated at the school, by ignoring the curricular necessities of the school and aptitude expected to address the requirements of the students and school”.

The principal also stated that some parents in the SGB believed they were in charge of appointing both general and professional staff members, and as a result, they advised their friends to be recommended for appointments. Because he was acting and refusing to accept the transition, the administrator also stated that teachers at the

school tended to undermine him. The principal claimed that some teachers worked together with the parents of the SGB members who were leaving to further destabilize the school. The principal said that it was hard to get some parents to cooperate at first because they did not want to support the new SGB members. The principal continued, *"The school dynamic interaction is invaded by political impedances and a large portion of the guardians who join the SGB are not serving the guardians by taking order from their political chiefs".*

According to the NPS principal, the SGB submitted written reports to the district and provided a comprehensive accounting of the financial, academic, and school conditions once per quarter through parent meetings. The principal went on to say that because the students at their school came from a variety of cultural and racial backgrounds, their personalities were unique, and cultural clashes were a major concern. Their cultural backgrounds also influenced their perspectives on education. Looking at parents' educational backgrounds, some educators were arrogant. Parents said that teachers treated them poorly and disrespectfully because they thought they were better educated than their parents. In addition, the principal of NPS stated that some community members and parents did not place a high value on their children's education because they attended meetings while under the influence of alcohol and disrupted them. During the meetings, some parents selectively listened and only took in the information that helped them achieve their goal of destabilizing the SGB. The majority of the family lived in poverty, and the Noordgesig community had a high unemployment rate. Their departure was made possible by social assistance. The headteacher reported:

"Some parents don't care if their kids go to school or not until they need the school to fill out social development forms to get a special grant".

A.B. XPS's parents concurred with the other participants regarding political interference, which included the incoming SGB members' rejection of the newly elected SGB. Because they were running for re-election, the outgoing SGB members made it their project to get parents and the community to reject the legitimacy of the new SGB's election. The parent also stated that the departing members of the SGB collaborated with some of the school's teachers to support their course. The parent said that the previous SGB didn't do the handover until the district got involved, after

which only some of the files were handed in. By opposing the newly elected members, members who were re-elected continued to advance the agenda of those who were not re-elected. Parents remained committed to our course and provided leadership through all of these activities until neutral parents realized they were under attack. The parent also said that some teachers at the school were using a dirty campaign to get teachers to not recognize the current SGB to keep the school unstable. A.B. XPS stated:

"During the parents meeting, the SGB meeting became chaotic, and other parents used physical force to break up most of the meeting".

This study found that SGB members communicated with staff, parents, and the community. The staff appreciated the SGB's assistance, and their connection was positive. While some members of the community opposed the school's goals, others supported the SGB members. Some members behaved themselves and believed that this issue should be resolved. Because of their level of education, support staff members believed that teachers' attitudes toward them were unfair. They held the belief that some educators were superior to them due to their education. Some parents were using the school forum to discuss personal disagreements they had with SGB members.

• **THEME 3: CONFLICTS.**

Handerson (2020) defines conflict as a state of human contact where there is discord or a perceived divergence of interest, need, or goals. Boulding (1962) defines conflict as a competitive behaviour between individuals or groups. Conflict occurs when two or more people struggle with perceived or actual goals that are incompatible with one another or infinite resources. According to Mohammed, Johdi, and Roman (2011), schools are components of organizations, so conflict cannot be avoided in education. The smooth operation of the learning environment would likely be harmed if conflicts that arise in a school are not resolved. There are two types of Organisation conflict in schools: structural variables, which are related to the nature of the organization and how labour is organized, and personnel variables, which are related to differences between members of the organization or the school.

Sub-theme 1: Conflicts and their causes.

According to Foucault (1982), "power always entails a set of actions performed upon the actions and reactions of another person" This suggests that the SGB or the principal's actions were taken to assert their power struggle in the school against one another to be in a position of authority. According to Bagarette (2011), numerous principals continue to undermine the SGBs' status, roles, and functions in their schools, a circumstance that can prompt a fight for control and at last struggle. According to McLellan (1996), principals no longer have sole authority over their schools. They must share power with the SGBs, which is challenging. Mestry (2006) agrees with McLellan that because SGBs have been given the authority to manage the school's finances, many principals feel threatened by their presence. According to Bagarette (2011), it stands to reason that some principals would resist sharing power because they are accustomed to clinging to power to manage the finances of the entire school. This demonstrates that they were the only ones who could direct the school and make decisions.

Principals and SGB members frequently disagree on a variety of topics, including financial ones. The two groups' power relationships are another source of confusion. When there is a sense that the principal is attempting to dominate the rest of the SGB or when the chairperson of the SGB is attempting to overpower the principal, power conflicts and disagreements frequently arise in SGBs.

Sub-theme 2: Conflict resolution

Participants claimed that disagreements among SGB members led to the resignation of other members before the end of their terms. Participants said that they used the SGB's Constitution and Code of Conduct to control how the SGB members behaved and to clear up misunderstandings between themselves. They also said that they used their skills to handle conflict. The principal of NPS acknowledges that conflict exists in all organizations, but one of the most common causes of conflict was cultural differences within the SGB, where different members had different ideas about how to approach a challenge. While the A.B. XPS principal indicates that:

"Conflict is unavoidable in every organization, and the primary concern is how the person in charge deals with it to accommodate all of the aggrieved parties".

The SGB Code of Conduct's significant role in managing Organisation conflict was confirmed by all participants from both schools. According to both schools, conflict is common in all organizations, but they used conflict management regulations like the SGB Code of Conduct and Constitution to resolve disagreements. The SGB caused most of the conflict. They seemed to want to take over the school's management because they didn't understand their roles. In this study, a conflict area in various provinces was observed as a situation or territory where tension and overstretch could result in an imbalance or even conflict. The situation may include elements such as a violent protest because of conflicts of interest, threats to each other, mistrust, the deterioration of good relationships, and even an intentional halt to SGB and government cooperation. The SGB is empowered by SASA to make recommendations for professional and support staff appointments. According to Volksblad (2005), recent education-related media coverage that focused on the SGBs and the DBE (Department of Basic Education) gave the impression that the current government places little value on democratic processes and citizens' rights to have a say in the education of their children. In one instance, enraged parents of Senakwe Primary School in Senakwe Village outside of Tzaneen in Limpopo Province prevented the new hires from starting their jobs when the school reopened. They demanded that the department restart the process of interviewing candidates for two deputy principal positions at the school and decided that an internally qualified member should be appointed over the outsiders (February, 2022). In another report, distressed guardians from Makhasa Grade School at Makhasa Town in Limpopo Territory including the secretary of the SGB powerfully eliminated a recently named head, referring to nepotism which brought about students losing educating and learning time (Resident, 2022).

The suggestion that brand-new legislation would further limit the authority of school governing bodies to appoint department heads. Daily misreporting of such issues demonstrates the existence of a distinct area of contention between the DBE and SGBs of public schools in South Africa. According to Verhoeven (1996), this

experience has shown that SGBs and departmental officials have never readily accepted the decentralization of power because they are concerned that parents can assume all problem-solving authority in schools. According to the literature, there are several reasons why the SGBs and DBE conflict right now:

According to Karlsson (1998), the transition from apartheid to democracy in South Africa required partnerships, even in the education sector. However, the issue is that there is a lack of standardized mechanisms and procedures to facilitate the formation of such partnerships, which will unavoidably result in disagreements. In this regard, Naidoo (2003) demonstrates that the majority of elected SGB members are largely unaware of the SGB's purpose. Additionally, they are unsure of their respective responsibilities and roles. Another issue that can result in the emergence of extensive conflict situations is grassroots confusion regarding public school governance. Naidoo (2005) says that the DBE and SGBs have been at odds for years over who has the final say over how public schools are run. The participants think that the perception among interested parties that the departmental officials undermine the powers and expertise of the SGBs is a significant factor in the existence of a conflict zone.

4.7. DISCUSSION

The results of the individual interviews with principals, teachers, parents' wing representatives, support staff members, and members of the school focus group are reported in this chapter. All participants were asked the same questions, as well as follow-up questions. According to the interviews, SGB members at both schools recognized their role in promoting high-quality instruction. As was to be expected, members of SGB gave their time to the chosen schools to help their children. The principals believed that the parent wing confused professional responsibility with governance. Additional members of the SGB believed that SGB officials were abusing their authority and that there was a lack of transparency. Concern was expressed by both professional staffs regarding the parents' lack of expertise and skill. By failing to regularly monitor and evaluate the performance of SGBs in township schools, all

participants believed that the agency was neglecting them. Participants said that the department did not help the SGBs.

According to the study, there is still a significant amount of work to be done to improve participatory leadership, despite the significant progress that has been made since SGBs were implemented in public schools. As mandated by the South African Schools Act 84 of 1996 (SASA), the primary objective of an SGB is to establish and uphold school policies, offer assistance to principals and other staff members, and oversee general governance issues that are in the best interest of the school and its students. SASA sought parameters for enhancing education accessibility and quality in South Africa after 1994, as well as space for parents, students, and community members to participate in school governance. As a result, education governance has been substantially decentralized to SGBs despite SASA (Bagarette, 2011; Wooman and Fleisch, 2008; Du Plessis, 2020). The primary objective of decentralizing education governance is to promote the best interests of students through greater community participation, thereby enhancing basic education quality and performance. However, the conditions of each school's community have a significant impact on SGBs' capacity to effectively provide basic education.

Even though the SASA clearly states that only parents or legal guardians are eligible to vote in SGB elections to serve the school's best interests, some parents see SGB as a way to get positions that give them access to state resources. Some parents organize parent members to vote for them in elections because they plan to use their power for the benefit of themselves and their families. The fact that some parents are losing interest in SGB activities at township schools cannot solely be attributed to political interference or a lack of knowledge or skills, as other research suggests. The majority of parents in township communities are low-income and unemployed, and see SGB as a way to control the schools' resources. The outcome of elections for an SGB, according to one respondent, was so hotly contested that it resulted in mudslinging and physical confrontation. Parents who can make a positive contribution are discouraged from declining nominations in favour of the wrong parents, who do not have the student's best interests at heart. The majority of parents decline nominations

because they believe their contribution is not valued by parents, the department, or the school community. Other reasons include low morale, negative energy, and a lack of appreciation. To benefit themselves and their families, some parents would like to join the SGB by any means necessary. According to Karibayeva and Borgar (2014) and Munje and Mncube (2018), factors like unemployment and poverty, as well as a lack of supportive familial structures that relate to time constraints due to resource mobilization, may contribute to limited parental involvement in SGBs, particularly in low socioeconomic communities. Some respondents said that it was frustrating that the executive members of the SGB didn't take into account the SGB's existence when making decisions without consulting them, especially when it came to hiring service providers and other staff members. In addition, there may be a few factors that encourage parental involvement in township schools. To put it another way, the research on education governance as it relates to school governance ought to concentrate more on the factors that prevent parents from participating in SGBs. Currently, those who are willing to participate are motivated by avarice and control over the limited resources allotted to schools.

The relationship between inequality and literacy levels and school governance in South Africa needs to be investigated in particular. These are the elements that have a direct effect on parental participation in the SGBs and an indirect effect on the interaction and engagement of the SGBs in carrying out their roles in primary school governance. The department's lack of training and the type of training that is desperately needed in low-income communities are partly to blame for the SGBs' lack of capacity in township schools. This adds a new dimension to the issues surrounding SGB capacity, particularly the question of whether SGBs comprehend their roles and responsibilities and the literacy levels of their parents. Additionally, the survey revealed that parents in school governing bodies had a role to play in assisting school management structures in their performance of governance and professional responsibilities. In the meantime, Mestry (2017) found that very few in-service training programs are available to help SGBs deal with governance. In such a manner school overseeing bodies can encounter the sensation of weakness, particularly while not understanding what to do in specific pivotal circumstances. It is sufficient to state that SGBs will have difficulty meeting their legal obligations if programs are not in place.

The performance of the SGB is further harmed by members who join it for ill-intentioned reasons and sometimes hijack the structure to pursue their own goals, such as enriching themselves, rather than supporting the school in its efforts to improve school performance. According to SASA, participation in the SGB is voluntary, and members are not compensated for their efforts. The SGB members are expected to volunteer, be willing, and work for free, so the department does not care about their economic status. One answer felt that the explanation makes sense of why individuals from the SGB are enticed to utilize their places of office to commit extortion through pay off and utilizing their office to help their relatives when posts are empty during suggestions to the HOD. According to the findings of the research, disagreements between the school management team and governing bodies arise when SGBs interfere with the professional management of the institution. Another aspect that is required to establish a working relationship is the encouragement of constructive disagreement over ideas. According to Van Der Westhuizen (2015), conflict—in the sense of a genuine disagreement when a decision must be made between alternative approaches—is inevitable and can be instructive. According to Van Der Westhuizen (2015), constructive conflict ensures that all options are carefully considered and that future planning is based on the advantages and disadvantages of the alternatives. The majority of parents, according to both participant principals, misunderstood professional management from governance. This could have been brought on by their lack of effective training, as it has been reported that this makes it difficult for parents to interpret laws. Policies, finances, and recommendations for staff members' appointments to the HOD are among the responsibilities of the SGB. According to SASA, the governing body is in charge of selecting candidates for interviews and making recommendations for staff appointments to the HOD. The duties outlined by SASA assume that all school boards in South Africa are well-informed, competent, and committed to meeting departmental requirements. The findings of this research revealed that governing bodies still lacked expertise in some schools, making them unable to contribute to transformation.

Principals' overreliance on SGB monitoring issues by the department of education may occasionally prove problematic. Principals and SGBs do not work together well in

some schools. As the school's manager, the principal needs to form a partnership with the SGB to help the school grow. Working together to build trust through collegial relationships is the first essential component of a partnership. Therefore, SGB members must take the time to build trust to adopt the school's vision, mission, and core beliefs so that students can meet high standards, according to Ament (2013). Whitehead et al. (2013) reiterated that students experience more significant academic accomplishments and a greater sense of well-being when teachers and principals cooperate and work to build trust. Besides, as per Bennis and Nanus (2007), when ground-breaking pioneers gain the trust of the association individuals, it gives them a healthy identity regarded as a sound character and accomplishes more prominent hierarchical objectives. Ehren et al. (2016), back this up through acknowledging that school governors ought to establish a solid structure for communication to inform and involve both internal stakeholders in the process of setting and achieving school goals. The mentoring and monitoring process may suffer in such schools. The monitoring and mentoring duties that have been delegated to them by the department of education may be compromised if principals are overly involved in the professional management of schools. A few individuals detailed that they got pulverized preparing for enlistment and school funds, yet others didn't get any preparation and just the SGB chief go to studios and doesn't give complete reports.

4.8 CONCLUSION.

The researcher discussed issues related to the challenges faced by school governing bodies in this chapter. Additionally, potential solutions to their problems were highlighted. The primary finding of this research was that parents' lack of interest in SGB activities and structures was primarily due to their lack of education, skills, knowledge, and awareness of their roles and responsibilities to other SGB members. In addition, the study's findings revealed that inadequate training rendered some SGB parent members incapable of performing their duties. Additionally, the department's implementation of support programs is influenced by a lack of monitoring. When it comes to encouraging the parents' commitment to SGB responsibilities, the absence of reward is detrimental.

Chapter 5. CONCLUSIONS AND RECOMMENDATIONS.

5.1. INTRODUCTION.

In this chapter, the author summarizes her findings and offers suggestions for assisting stakeholders in resolving some of the issues that arise when running an SGB. Additionally, suggestions for additional research are made. The study's goals are reflected in the conclusions and suggestions. The SGBs' experiences in completing their responsibilities in primary schools were the focus of the research question.

5.2. LITERATURE REVIEW.

This dissertation found that the majority of the published material shows that there are still barriers despite the state's good intentions to form SGBs to enhance parental involvement in school decision-making. Almost every facet of SGBs had its own set of problems. The elimination of disparity was a primary objective of South Africa. However, it appeared that the emergence of SGBs exacerbated inequality, as affluent areas are able to recruit the most qualified candidates for SGB positions, while less fortunate areas are left to cope with members of the SGB who lacked the necessary expertise.

Members of SGBs, especially those living in township areas, faced additional challenges in carrying out their assigned duties. Solution of the challenge, funding the organisation, and expert arrangement proposal were all agreed-upon components of the SGBs. All of these positions require a certain level of education and training, which were in short supply in low-income neighbourhoods.

So, it' is safe to say that, although SGBs were established in South Africa several years ago, they have yet to achieve their full potential. Because of their low literacy and lack of abilities, they are particularly vulnerable to exploitation at the hands of professional employees and other SGB members who are more knowledgeable.

Possible explanations for the problem included individuals and/or groups abusing their legal responsibilities by using SGBs to further their interests. Furthermore, they were ineffective because they lacked the requisite skills and were confused about their responsibilities.

According to the literature, if parents were more involved in their children's education, there would be more trust between families, schools, neighbourhoods, and the government. Recent studies, however, have shown what has been known for some time: parental participation is low, especially in certain township areas. Conclusions drawn about why parents in impoverished communities aren't more involved in their children's education, included low literacy and self-esteem, disagreements, and a lack of skills and information. Another barrier was that parents did not see the value in their children taking part in SGB activities. They would rather be working, cleaning, or doing something else that paid them. As a result of these challenges, it would be reasonable to assume that professional staff continues to shoulder the bulk of SGB functions in historically underserved neighbourhoods.

5.3. FINDINGS AND RECOMMENDATIONS.

Some very important findings came out of this inquiry. This is a synopsis of the study's findings, not a full analysis of everything that was discovered. The research findings show that SGBs in the South African educational system faced significant challenges, such as the need to ensure educational excellence through the skilful creation of policies, the efficient management of school finances, and the ability to make well-informed decisions about the hiring of new staff. Any efforts made by the SGBs in the study to offer their schools high-quality instruction were obviously hampered by serious challenges.

5.3.1. Creation of policies.

Considering the research findings, SGBs lacked the knowledge, skills, and expertise necessary to create policies that adhered to the SASA document. Fundamentally, SGBs must be empowered and equipped to ensure that policies are free of any discriminatory practices or provisions that violate age, gender, ethnic or social origins, race, disability, religion, language, or sexual orientation. As a result, the sincere advise is that training sessions and workshops be held regularly on a monthly basis. The goal of these workshops should be to strengthen and empower SGBs. Through such training, they ought to be able to plan, advance, and increase their awareness of their primary role functions and responsibilities. In rural and township areas, special provisions should be made to help SGB members who lack literacy, and training should be delivered in native or "mother tongue" languages. These SGB members will become confident in their role responsibilities and knowledgeable about what is actually required of them in terms of the law once they have received the appropriate training.

A special school governance team should be employed by the provincial department of education to support struggling schools and keep an eye on how the schools are run within their circuits. A special task team should be established to assist historically underprivileged schools where a significant issue with SGB member illiteracy exists. Particularly in previously underserved areas, the provincial department of education must give struggling and failing schools more infrastructure and support. Considering this, I advocate the creation of a general "School Governance Body" to oversee SGB operations and offer additional assistance when issues arise. It is also suggested that the provincial Department of Education take a bigger interest in assessing, monitoring, and evaluating the SGBs in schools, particularly in previously underprivileged schools. These otherwise failing SGBs could experience fewer problems if the provincial Department of Education provided stronger support systems.

In light of the above, the following suggestions are made regarding school governing bodies:

- All SGBs should collaborate when creating and formulating the rules for their institution.
- All decisions should be made collectively and collaboratively by school principals, teachers, parents, and students because improved collaboration and consultation will make it possible for SGBs to operate more effectively and efficiently.
- That the principles of fairness and equal access should be central when the formulation of policies.
- After the admission policy has been developed jointly by all pertinent members of the school organization, it should be sent to the provincial head of the Department for review and approval.
- The provincial Department of Education offers extensive training programmes for the formulation and implementation of policies that fully accords with current legislation.
- That the provincial Department of Education intervene in those township and rural schools that continue to struggle with illiteracy, a lack of commitment from SGB members, and a lack of involvement from parents.

5.3.2. Financial management of the school.

Although SGBs had put forth a number of action plans and initiatives to efficiently manage and administer school finances, many SGBs at various schools have experienced severe financial limitations. The SGBs at ex-Model C and private schools in particular have faced more difficulties than those at rural and township schools. The dominating role of the school principal, a lack of accountability, the absence of an effective fiscal policy and a finance committee, budgeting issues, a lack of adequate financial planning, and high levels of illiteracy, particularly among parent-governors, are just a few of the difficulties that have prevented disadvantaged rural and township school SGBs from effectively carrying out their responsibilities. In these circumstances, school administrators have taken it upon themselves to make crucial

decisions without consulting the parent governors. This has made it easier for problematic situations and alleged instances of financial mismanagement to arise.

Numerous SGBs, especially those in rural and township schools, were found to lack financial expertise, according to additional research studies. There were also a lot of cases of alleged financial mismanagement through misappropriation, along with theft and fraud, which were continuously reported (Marishane and Botha, 2004; Naidoo, 2010). Ngwenya (2010) contends that due to the narrow focus on historically underprivileged schools, the lack of financial management expertise and dedication on the part of many SGBs has gotten significantly worse over the past five years. Furthermore, Mestry (2004) and Mestry and Naidoo (2006)'s studies have shown that many SGBs still struggle to keep their schools in a financially viable state. As a result, instances of financial mismanagement and money theft were common. According to research by Marishane and Botha and Naidoo (2010), a number of SGBs lacked the financial knowledge and expertise necessary to establish financially viable schools. Because of this, the majority of SGBs were actually ill-equipped to handle this enormous responsibility.

Many SGBs are still unable to handle school finances in an appropriate manner. Indeed, it is blatantly unfair of the provincial Department of Education to expect under-resourced SGBs, particularly in rural and township schools, to manage their financial budgets efficiently. When compared to schools in urban areas, the financial situation has indeed gotten worse in the majority of rural and township schools (Khuzwayo, 2007, Ngcobo and Ngwenya, 2005). In this regard, it should be noted that even though financial management is regarded as one of the SGB's primary responsibilities, sound training in this area has not received top priority from provincial education departments. There can therefore be no overstatement of the importance of SGBs receiving thorough training and equipment in this area. It is strongly advised that the provincial Department of Education give effective financial training and empowerment of SGBs a high priority, especially in rural and township schools.

According to independent research, many SGBs lack the legal knowledge, expertise, and skills necessary to carry out their duties effectively and efficiently because they do not fully understand their roles and responsibilities in financial management (Marishane and Botha, 2004; Mestry, 2004, 2006; Mkhize, 2006; Mothata and Mda, 2006). As a result, the importance of skill development cannot be overstated. The following suggestions are given in this context:

SGBs ought to enact strict financial management policies and routine checks on school funding. All funds that have been used must be accurately accounted for, according to the Public Finance Management Fund (1999).

All SGB members must approve and sanction strict control over cash receipts and transactions.

According to section 30 of the SASA (1996), SGBs must set up financial subcommittees and appoint members with relevant experience to help manage the school's finances. SGBs must assign tasks to these subcommittees as well, and they must report their findings to the main body.

It is crucial to put policies in place that ensure greater accountability in order to guarantee the SGBs operate as efficiently as possible. I therefore urge that all SGBs be held to a high standard of accountability, particularly with regard to financial budgets, financial management, and financial planning. In order to increase SGBs' level of accountability, I also urge the provincial Department of Education to hold training sessions and workshops for them. SGBs are urged to network in order to host workshops in financial planning, financial management, and strategic planning in order to overcome the financial obstacles and stop corruption and money misappropriation within cluster schools. In order to ensure school efficacy and efficiency, I suggest that the provincial department of education provide a series of ongoing workshops and training.

Additionally, the provincial Department of Education needs to regularly survey all SGBs across all schools in order to evaluate and assess their performance. Transparency and accountability at the school level would be improved and

strengthened by such an evaluation system. Problem areas could be found and resolved with the help of such an appraisal system. In fact, putting an appraisal system in place would not only enable school governance to achieve higher levels of excellence but would also make SGBs more efficient. Finally, I suggest that all SGB members receive letters of commendation from the provincial Department of Education at the conclusion of their term as members of the school governance board for their selfless service to the school and the community.

5.3.2.1. Staff appointment.

It was clear from the data analysis that SGBs had difficulties with staff appointments. The SGBs of rural and township schools did express their unease about hiring staff who were appropriately qualified with the appointment of staff. Additionally, the parent-governors in rural and township schools had a low level of literacy, which made it difficult for the SGBs to understand their roles and responsibilities in managing staff appointments. Because they lacked expertise in school governance, SGBs in rural schools in particular were dysfunctional. In essence, SGBS in rural schools have not had the expertise, knowledge, skills, or training necessary to fully comprehend their roles and responsibilities or the proper operation of school governance under the terms of the SASA (1996) legislation. .

Many SGBs have become careless and irresponsible in the management of staff appointments, according to literature studies (Department of Education, 2001; Khuzwayo, 2007; Mkhize, 2007). Because of this, Section 20(1) of the SASA (1996) states that SGBs were not acting responsibly in ensuring fair and equitable staff appointments. As a result, staff appointments were severely hampered by a lack of knowledge and a lack of commitment from the SGBs (Phuta, 2005).

Other studies have revealed that some parent-governors felt intimidated due to their lack of experience, training, and knowledge in handling these important issues. Due to the high parent-governor illiteracy rate and the predominance of school principals in rural schools, interviewing candidates frequently went wrong (Mkhize, 2007).

Schools are currently in a state of chaos and despair due to reported instances of SGB personal preferences, nepotism, bias, and corruption (Mkhize 2007; Department of Education, 2004).

The SGBs clearly did not follow the proper procedures when hiring staff and lacked the legal expertise to carry out their duties to the best of their abilities. In order to save rural education, it is advised that SGBs that have been identified as "failing" receive increased support. Additionally, it is advised that the provincial Department of Education give priority to a program to support SGBs in rural schools. Legally and constitutionally, the provincial Department of Education is in charge of developing the skill sets of SGBs.

Last but not least, it should be noted that school governance is a serious duty with legal repercussions that cannot be disregarded. With reference to other research studies and an analysis of the research data, it is easy to draw the conclusion that many SGBs are having difficulties, particularly at rural and township-based schools, and that the provincial Department of Education is not really making an effort to support and assist them in overcoming their numerous issues. As a result, there appeared to be a lack of abilities, legal expertise, transparency, and accountability, as well as a general lack of commitment and involvement on the part of both SGB members and parents. Additionally, the department's lack of empowerment for capacity-building and some governors' incompetence are the real reasons for the breakdown of efficient school governance in general. South African schools will suffer if SGB does not take on its obligations and perform its role more effectively. The quality of education is on the line.

There is a critical need for SGBs to be strengthened in their role functions and responsibilities after considering their experiences and difficulties handling staff appointments. The following suggestions are made in order to solve these issues:

- The provincial Department of Education holds in-depth training sessions for SGBs on how to make the right staffing decisions.

- SGBs must receive training on all pertinent South African laws and regulations with regard to hiring personnel.
- That the Department of Education precisely define the SGB's function in the selection and interviewing of candidates.
- Given the numerous troubling circumstances that have surfaced, such as instances of bribery, corruption, and nepotism, the provincial Department of Education revisit and redefine the role of the school principal in appointing staff members.
- That the provincial Department of Education step in when a school is in trouble or performing poorly, avoiding any potential for principal manipulation.

Additionally, it is advised that all SGB governors gain knowledge of their roles, responsibilities, and other pertinent information. It is essential that all SGB members participate in school decision-making. According to research, SGB members frequently experience dissatisfaction and frustration; as a result, they require more power to participate in school governance (George et al. 2008). Because the school principal is frequently given discretion in making important decisions, some SGB members are currently being disregarded. All pertinent parties must therefore actively participate in every decision that the SGB makes on behalf of the school in order to ensure effective governance (Botha, 2007; Berkhout, 2007).

In some instances, parent governors were observed to be overbearing and steadfast in their efforts to impugn the qualifications and credentials of the educator governors and learner-governors. This was especially evident in wealthy areas, where highly qualified parent-governors displayed a more proactive stance in SGB matters than their educator-governor counterparts (van Wyk, 2004). As a result, power dynamics between parents and educators grew to be problematic, and conflicts of interest did occur. Therefore, it is advised that each SGB governor be given the tools necessary to understand their equality within the SGB.

Last but not least, the best way for all school governors to function is through effective communication. The number of conflicts, misunderstandings, and feelings of mistrust among many school governors have significantly increased as a result of the dysfunctional state of many SGBs brought on by inadequate communication. Furthermore, the ineffective communication among school governors has unquestionably increased their hostility, anger, and aggression. The adoption of effective communication skills through workshops and training sessions organized under the direction of the provincial Department of Education is, therefore, something I strongly advise.

5.3.3. Poor relationships.

The data revealed that establishing and maintaining positive relationships among all stakeholders was crucial to the SGB's successful operation. All members should strive to maintain excellent working relationships, and it is suggested that trust and honesty be the foundation of good relationships. To improve staff-SGB relations, it is necessary to intensify team-building programs. The conflict would be outlawed and interpersonal relationships would improve if everyone had a good relationship with each other. The current research found that the finance committee and other SGB members, especially those who were not on the committee, did not trust each other. Principals need to be open and balanced when making decisions to support the other SGB governors and encourage them to actively participate in the decision-making process. If there is a deeply grounded degree of trust between the head and guardians, these schools can be overseen and represented effectively along these lines, regardless of who is drafting the strategies (Heystek, 2006). However, the principal and the other members of the governing body must collaborate closely, as Maile (2002) points out.

5.3.4. Lack of monitoring and support.

SGBs were not effectively supported and monitored by the DBE, according to the findings of the research. As a result, it is suggested that SGB members receive ongoing support and monitoring to make sure they stay on course and are held accountable for their actions. The researcher discovered that the school governors

were not mentored or monitored, and their performance after the training was not evaluated. These responsibilities were delegated to the principals, who were already under a lot of pressure from the school's professional management. The majority of the training programs were outsourced to the Mathew Goniwe School of Leadership, which did not evaluate or monitor the SGBs' performance. Due to their other responsibilities, the Institutional Development Support Officials (IDSO) were also very busy performing this task. The DBE did not adequately monitor the SGBs or support them. Therefore, the SGBs must be able to effectively carry out their responsibilities and mandate. The DBE ought to continuously monitor and support SGBs in terms of policy interpretation and implementation. At least once per school year, DBE officials must visit schools to discuss their progress reports on SGB implementation, challenges, and successes. The department would be able to identify issues that SGBs face as a result of this, and if necessary, address them as soon as possible.

5.3.5. Reward and Compensation.

The findings of this study revealed that parents needed to be encouraged to take an active role in the structure through rewards methods, even though reward and compensation SASA clearly state that participation of parents in the SGB is voluntary. A system for expressing gratitude to the SGB must be implemented by the department. To attract and motivate SGB participation, these could include providing incentives for SGB training workshops that include training certification or service certificates indicating skills acquired while serving the school on various committees. Members of the SGB have not yet received compensation for their work in schools. The majority of parents in the township areas are poor and unemployed. Their commitment to the activities of voluntary organizations like SGB is harmed as a result. By repaying them, they would be urged and propelled to continuously take functioning cooperation in school administration exercises, they would additionally commit additional time towards the advancement of the school.

5.3.6. Establishment of cluster committees.

The DBE must establish cluster governance committees for an SGB to follow the most effective community practices in carrying out their responsibilities. The SGB members

should be encouraged to establish cluster governance committees to remain relevant. These committees ought to meet regularly so that they can learn from each other, share their experiences, and brainstorm solutions. The SGBs of various schools would share the responsibility for effectively interpreting and enforcing policies if such committees were established. In addition, national governing bodies must support their affiliated members by providing seminars, workshops, and capacity-building programs.

5.4. GENERAL RECOMMENDATIONS FOR THE NATION.

It is strongly advised to implement the proposed Special Directorate School Council in order to improve the effectiveness and efficiency of SGBs and to foster a culture of professionalism and high ethical standards in school governance practices. This layer of a Special Directorate School Council is strongly advised because previous large-scale government training programs have failed to institutionalize effective school governance practices in South African schools. Such a proposed body would oversee the evaluation and assessment of every SGB currently in existence and would increase its capacity through skill-building initiatives.

The National Government would need to allocate a sizable financial budget in order for this new layer of school governance to be fully developed within South African education. In order to share the financial burden that such an undertaking would impose, implementing such a plan would also necessitate the cooperation of all educational bodies and structures.

In conclusion, the suggested Special Directorate School Council would offer a thorough policy framework for organized and efficient school governance. This creates a foundation for decentralization and extensive educational reform. A healthy reciprocal relationship between SGBs and a Special Directorate School Council would

also represent a significant turning point in the otherwise disjointed South African educational system.

5.5. FURTHER RESEARCH.

It is essential to emphasize that this study has indeed brought to light several issues regarding the SGB's experiences in carrying out their responsibilities to promote high-quality curriculum delivery in primary schools. During the information assortment process, the examination further distinguished the holes in information that require further exploration of the effect of SGB in educational program conveyance and bunch administration in the quest for great administration in municipality schools. It is consequently prescribed that further examination be directed to investigate the execution of the regulation that accommodates SGB backing to schools to upgrade learning. To ensure that SASA is fully operational in all public schools, regardless of where they are located, future research ought to concentrate on the necessary steps.

5.6. CONCLUSION.

A relatively new phenomenon, school governance is confronted with insurmountable difficulties. School management is governed by laws, rules, and policies. As a result, in recent years, there has been much discussion about the function and legitimacy of SGBs. SGBs were established in an effort to remove historical racial barriers. The lack of empowerment and training among many of its member governors, however, has significantly reduced their success rate. A crisis in education has arisen as a result, particularly in previously underprivileged schools. The area of school governance is new, and there are undoubtedly difficulties there. SGBs are in poor condition, and many are just about to give up. Despite the fact that the research I've presented here doesn't address every aspect of school governance, it is hoped that it will spark additional studies on the importance of a strong SGB and how it can help ensure high-quality education. A greater understanding of the SGB's role and purpose ought to

spark enough interest in additional study and broaden our understanding of management and education.

SGBs must be ready to take on the new obligations and difficulties that the twenty-first century has brought to education. They must be courageous and resolute in their approach to the problems of the day. It is crucial that they can identify the gaps and support the best possible education in this. Naturally, SGBs must fully comprehend their roles and responsibilities in order to regulate good governance. The necessary mechanisms must be present in this design to give SGBs more power. These newly empowered SGBs can be judged on how well they embody the pedagogy of empowerment through their practice of equality, equity, social justice, and accountability.

Even though it is difficult to implement good governance across the board in South African schools, these changes must be made if the advancement and continued success of South African education are to be ensured. SGBs, in collaboration with the National and Provincial Departments of Education, have a significant obligation to restore schools and free them from the shackles of the disparities engendered by the previous apartheid regime. Without a doubt, SGBs are meant to be tools for healing and change. South Africa faces a looming educational crisis if we do not invest in SGBs. According to policy viewpoints, if the SGBs are not given more authority, they will eventually turn into undemocratic organizations.

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UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2020/10/14

Ref: 2020/10/14/36642290/04/AH

Name: M S Mlambo

Student No.: 36642290

Dear Mr S Mlambo

Decision: Ethics Approval from
2020/10/14 to 2023/10/14

Researcher(s): Name: Mr S Mlambo
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Title of research:

**Exploring experiences of School Governing Bodies in fulfilling their roles in
Primary Schools.**

Qualification: MEd Educational Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2020/10/14 to 2023/10/14.

The **medium risk** application was reviewed by the Ethics Review Committee on 2020/10/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.



2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2020/10/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2020/10/14/36642290/04/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motshabane
CHAIRPERSON: CEDU RERC
 mot/hot@unisa.ac.za

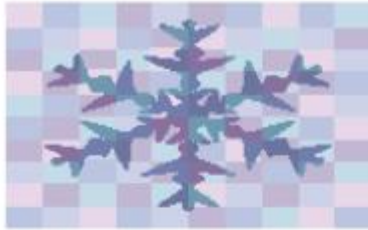


Prof PH Sebata
EXECUTIVE DEAN
 Sebatapm@unisa.ac.za

Approved - decision template – updated 16 Feb 2017

University of South Africa
 Peter Dinko, Muckleneuk Ridge, City of Johannesburg
 PO Box 390, UNISA 2001, South Africa
 Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
 www.unisa.ac.za

DECLARATION BY LANGUAGE EDITOR



Sanctum

Independent Research Consultancy

beverley.malan1@gmail.com

Cell: +27 84 440 2828

30 April 2023

7 Edward Street, Anzac, BRAXFORD, Republic of South Africa

To whom it may concern

Proofreading / Language Editing Certificate

This is to certify that Simeon Mlambo 's dissertation chapters on: 'Exploring experiences of school governing bodies in fulfilling their roles in primary schools', has been edited in terms of language usage, style, expression, and consistency. I focused on issues raised by the author: the spacing, content and layout of the text, and effected the changes. I corrected punctuation, spelling, sentence construction, number and concord and minor language errors. I also suggested ways in which he could structure the dissertation to ensure congruence between the chapters.

I specifically pointed out overlaps between these, indicating adjustment and the sequence and/or construction of sentences and paragraphs which might negatively affect the flow of the argument and/or undermine the cohesion and coherence of the study. In addition to this, and to the extent possible, I either removed or rephrased unnecessary repetitions of ideas phrased in the same words. The combination of the proofreading and the suggestions I made were quite comprehensive, and I corrected the language errors in the text, for the writer's consideration. I trust that you will find this procedure acceptable and that you will find the dissertation submitted by Simeon Mlambo, suitable.

I wish the author success with the submission of a very interesting study.

Beverley M. Malan (Dr)

APPENDIX C: PERMISSION LETTER FROM GDE



GAUTENG PROVINCE
 Department of Education
 REPUBLIC OF SOUTH AFRICA

B44/12

GDE RESEARCH APPROVAL LETTER

Date:	27 August 2020
Validity of Research Approval:	04 February 2020 – 30 September 2020 2019/587
Name of Researcher:	Wimbo S
Address of Researcher:	17 Murray Avenue Lonsdale Ext 10
Telephone Number:	0738402358
Email address:	wimbo@aimson@yahoo.com
Research Topic:	Exploring challenges faced by SGB members in primary schools
Type of qualification:	Master's in Education
Number and type of schools:	2 Primary Schools
Districts/DO:	Johannesburg North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the schools and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. Letter that would indicate that the said researcher has been granted permission from the Gauteng Department of Education to conduct the research study.

Making education a societal priority

Office of the Director Education Research and Knowledge Management

19 Floor, 11 Brimacombe Street, Johannesburg, 2013
 Tel: (011) 360 0400
 Email: Research@education.gov.za
 Website: www.education.gov.za

- 2. The instructional staff shall monitor their own performance and provide for
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The ... of ... will be ...

[Signature]
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Office of the Director, Curriculum Research and Knowledge Management
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APPENDIX D: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH TO THE SCHOOL

Attention: The Principal and SGB Secretary

Dear Sir/Madam

I, Simeon Mlambo, am doing a research under the supervision of Dr MT Lekalaka and Professor ST Mampane, in the Department of Educational leadership and management. I am doing a Master's degree at the University of South Africa. I would like to request the SGB and the school principal to grant me permission to conduct research in your primary schools in the Johannesburg North District. My study is entitled: Exploring experiences of School Governing Bodies in fulfilling their roles in Primary Schools. The study investigates the challenges faced by school governing bodies (SGBs) in fulfilling their responsibilities of managing conflict in schools. I will utilise a case study of two primary schools in the Johannesburg North District, under section 21.

If granted permission I would like to interview the following members of the SGB: the principal, the educator, the non-educator and the parent members. The participants will be interviewed through semi-structured interviews, and some documents used by SGBs such as the SASSA, school policies and minutes of meetings will be requested for data collection. Participants will be interviewed for approximately 30-45 minutes at a time convenient to them, and these will entail phone call interviews, to observe the Covid 19 regulations of social distancing and non-infection of participants. A digital voice recording will be kept of the interviews, to ensure responses are captured correctly. Interviews will be conducted during non-teaching time to ensure learning time is not compromised. Participation in the study is strictly voluntary and participants may withdraw at any time without any consequences. The names of all selected primary schools will not be disclosed, and anonymity of each participant will be ensured in the research. Responses will be treated with confidentiality and pseudonyms will be used such that no school or participant can be identified. The research tools are available for your perusal.

There are no potential risks associated with the study. Furthermore, should there be any injury or harm, the institution will be informed. Participation is voluntary and therefore, there are no reimbursement or any incentives for participating in this research. After completing the interviews and having processed data, I will send an email to the individuals to allow the participants to verify the accuracy of the details. Each participant will be allowed to give their views on the interpretations of their interview and be given an opportunity to vindicate the trustworthiness and credibility of their expressions.

Thank you for your support, I kindly await your response in connection with my request.

Yours Sincerely

Master's student: Simeon Mlambo (w) 011 935 7735/0739452358. Email: 36642290@mylife.unisa.ac.za
 Supervisor: Dr Lekalaka M.T. (w) 012-791 1575. E-mail: lekatmt@unisa.ac.za
 Co-supervisor: Prof ST Mampane (w) 0124286542. Email: mampast@unisa.ac.za

APPENDIX E: LETTER TO PARTICIPANTS

Dear Participant

I, Simeon Mlambo, am doing a research under the supervision of Dr MT Lekalakala and Professor ST Mampone, in the Department of Educational leadership and management. I am doing a Master's degree at the University of South Africa. I would like to request your permission to participate in my study on: Exploring experiences of School Governing Bodies in fulfilling their roles in Primary Schools. This study investigates the challenges faced by school governing bodies (SGBs) in fulfilling their responsibilities of managing conflict in schools. I would like to focus specifically on the role of SGBs within primary schools. I will utilise a case study of two primary schools in the Johannesburg North District, under section 23.

If granted permission I would like to interview you through semi-structured interviews, and would also like to peruse some documents used by SGBs such as the SASSA, school policies and minutes of meetings, for data collection. As a participant, you will be interviewed for approximately 30-45 minutes at a time convenient to you via telephone or cell phone, in observance of the Covid 19 regulations of social distancing and non-infection of fellow participants. Interviews will be conducted during non-teaching time to ensure learning time is not compromised. A digital voice recording will be kept of the interviews, to ensure responses are captured correctly. Participation in the study is strictly voluntary and you may withdraw at any time without any consequences. The name of your primary school will not be disclosed, and your participation will be kept anonymous throughout the research. Your responses will be treated with confidentiality and pseudonyms will be used such that your school or your participation cannot be identified. The research tools are available for your perusal.

There are no potential risks associated with the study. Furthermore, should there be any injury or harm, the institution will be informed. Participation is voluntary and therefore, no reimbursement or any incentive is provided for participating in this research. After completing the interviews and having processed data, I will send an email a copy of the individual transcript for you to verify the accuracy of the details. Each of the participant will be allowed to give their views on the interpretations of their interview and an opportunity to vindicate the trustworthiness and credibility of the expressions.

Thank you for your support, I kindly await your response in connection with my request.

Yours Sincerely

Master's student: Simeon Mlambo (w) 011 935 77350 0739452358.

Email: 36642290@mylife.unisa.ac.za

Supervisor: Dr Lekalakala M.T. (w) 012-791 1575.

Co-supervisor: Prof ST Mampone (w) 0124296542.

E-mail: ekalakam@unisa.ac.za

Email: mampost@unisa.ac.za

APPENDIX F: CONSENT FORM

Declaration

I, Sibusiso Mlaysele (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: Exploring challenges experienced by School Governing Body in executing their responsibility.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant:  Date: 23.10.20

Signature of Witness:  Date: 22.10.20

Thanking you in advance

Yours sincerely
Mr S. Mlambo
(w) 011 935 7735 © 0739452358
Email: mlabosimeon@yahoo.com



APPENDIX F: CONSENT FORM

Declaration

I, Mrs. TICOTSI (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Exploring challenges experienced by School Governing Body in executing their responsibility.*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant:  Date: 16/06/2010

Signature of Witness: _____ Date: 16/06/2010

Thanking you in advance

Yours sincerely
Mr S. Mlambo
(w) 011 935 7735 © 07 59452158
Email: mlamboosimeon@yahoo.com


APPENDIX F: CONSENT FORM

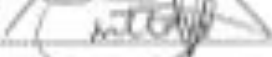
Declaration

I, S.B. Zulu (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: Exploring challenges experienced by School Governing Body in executing their responsibility.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant:  Date: 9/10/2020

Signature of Witness:  Date: 21/10/20

Thanking you in advance

Yours sincerely

Mr S. Mlambo

(w) 011 935 7735 © 0739452358

Email: mlambo@meon@yahoo.com

APPENDIX F: CONSENT FORM

Declaration

I, Sipho Tshabalala (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Exploring challenges experienced by School Governing Body in executing their responsibility*.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: _____

Date: 10/11/2020

Signature of Witness: _____

Date: 10/11/2020

Thanking you in advance

Yours sincerely

Mr S. Mlambo

(w) 011 935 7735 © 0739452358

Email: mlambosmeon@yahoo.com



APPENDIX F: CONSENT FORM

Declaration

I, M. Mlambo, M. Mlambo (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: Exploring challenges experienced by School Governing Body in executing their responsibility.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: [Signature] Date: 16/11/2018

Signature of Witness: [Signature] Date: 16/11/18

Thanking you in advance.

Yours sincerely

Mr S. Mlambo

(w) 011 935 7735 @ 0739452358

Email: mlamboosimon@yahoo.com

APPENDIX F: CONSENT FORM

Declaration

I, Mtshwi E.M. Lokoto (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: Exploring challenges experienced by School Governing Body in executing their responsibility.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant:  Date: 22/1/2020

Signature of Witness:  Date: 24/1/2020

Thanking you in advance

Yours sincerely

Mr S. Mlambo

(w) 011 935 7735 © 0739452358

Email: mlambo@me.com

APPENDIX F: CONSENT FORM

Declaration

I, Uchire Steve (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: Exploring challenges experienced by School Governing Body in executing their responsibility.

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant:  Date: 19/11/2020

Signature of Witness:  Date: 19/11/20

Thanking you in advance

Yours sincerely
Mr S. Mlambo
(w) 011 935 7735 @ 0739452358
Email: mlambosimeon@yahoo.com



APPENDIX F: CONSENT FORM

Declaration

I, Selene Ngwenya (full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *Exploring challenges experienced by School Governing Body in executing their responsibility.*

I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research project any time should I so desire.

Signature of Participant: Selene Ngwenya Date: 28/1/20

Signature of Witness: [Signature] Date: 23/1/2020

Thanking you in advance

Yours sincerely

Mr S. Mlambo

(w) 011 935 773540 0739452358

Email: mlambosimeon@yahoo.com

APPENDIX G: INTERVIEW QUESTIONS FOR PRIMARY SCHOOL SGBs

Exploring experiences of School Governing Bodies in fulfilling their roles in Primary Schools.

1. Are you democratically elected or co-opted member of the SGB in the primary school? If No, how did you become member of SGB.
2. What is your position in the SGB? Does your position require you to possess any skill or qualifications to fulfil your roles and responsibilities?
3. For how long have you been serving in the SGB in primary school?
4. Were you trained before resuming your responsibilities? If not what was your experience in the new task?
5. What challenges do you face as governor or principal in terms of
 - 5.1. Relationship with the SGB members?
 - 5.2. Relationship with the teachers?
 - 5.3. Relationship with the department?
 - 5.4. Communication with the parents and community?
 - 5.5. Accountability to stakeholders?
 - 5.6. Implementing policies?
 - 5.7. Budgeting and procurement process?
6. What other challenges are you confronted with that hinders your ability to fulfil roles?
7. What is your understanding of conflict management?
8. How do you manage conflict and challenges in the SGB?
9. Are you getting support from the directorate of governance in the department?
10. What strategies would you suggest to enhance your performance in the SGB?

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EXPLORE EXPERIENCES OF SCHOOL GOVERNING BODIES IN FULFILLING THEIR ROLES IN PRIMARY SCHOOLS

by

MLAMBO SIMEON

Submitted by the requirements for the degree of

MASTER OF EDUCATION

