

**The role of the School Governing Body in supporting teacher resilience in the
face of learner indiscipline in Western Cape high schools**

by

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DECLARATION

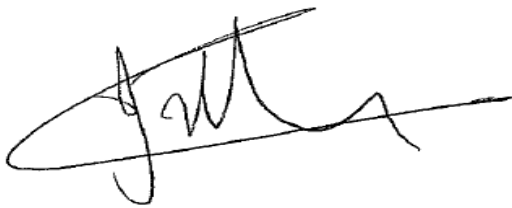
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ABSTRACT

This study critically investigated the underexplored nexus between school governance and teacher resilience, specifically examining the capacity of school governing bodies (SGBs) to mitigate the effects of persistent learner indiscipline in Western Cape high schools. Positioned within South Africa's decentralised democratic governance model, a salient contradiction was identified: despite their statutory authority, SGBs are largely constrained by administrative compliance, with their potential role in sustaining teachers amid behavioural crises remaining both conceptually and operationally underdeveloped. The research inquiry was theoretically anchored within an integrated framework that synthesised social capital theory (Bourdieu, Coleman, Putnam, Landman) and socioecological resilience theory (Bronfenbrenner, Ungar). This synthesis facilitated a systemic analysis that transcended individualised coping narratives, reconceptualising resilience as a relationally embedded phenomenon. An explanatory sequential mixed-methods research approach ensured methodological rigour. A quantitative survey of 355 SGB members established statistically significant consensus on the need for expanded SGB involvement in teacher support while revealing substantive deficits in training, role clarity, and structural guidance. Subsequent qualitative analysis of 30 semi structured interviews yielded four coherent thematic findings: the imperative to reconceptualise SGB roles beyond compliance; actionable governance strategies for resilience support; socio-community determinants of learner indiscipline; and contextual constraints in Western Cape schools. The study's principal theoretical contribution is the empirically grounded School Governing Body Resilience Support Framework (SRSF). This cyclical framework – comprising four interdependent pillars, namely, Empowerment, Engagement, Intervention, and Evaluation – repositions SGBs as a pivotal coordinating node within schools' socioecological system. The SRSF provides a theoretically coherent, contextually attuned model for leveraging social capital and aligning governance praxis with proactive teacher support. The study concludes by advancing evidence-based recommendations for SGBs, school management teams, and provincial education authorities, emphasising policy recalibration, structured capacitation, and institutional uptake of the proposed framework. By theorising teacher resilience as a governance-enabled collective endeavour, this research makes a substantive contribution to scholarship in educational leadership and offers a pragmatic instrument for policy reform, professional practice, and sustainable school advancement.

Keywords: school governing body; teacher resilience; learner indiscipline; Western Cape high schools; social capital; teaching; learning; empowerment; engagement; intervention; evaluation

DEDICATION

I dedicate this thesis to my dear mom, Phyllis Joyce Goldstone, whose generosity, nurturance, and abiding love have been my foundation and fountain of growth.

Very dear to my heart are two wise aphorisms that she has often shared with me over the years, namely:

- “Faithfulness is forged in obscurity; Integrity is tested when no one is applauding.”
- “True contentment flourishes only in the soil of humility and is best nurtured by gratitude.”

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CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

“Teachers face violent attacks—by pupils” blared the front-page headline in a South African newspaper (Sunday Times, 2018, p. 1). This article chronicled the heart-rending sentiments of a high school teacher in Pretoria who confessed that she was leaving the teaching profession for a new career after a Grade 10 girl had attacked and punched her (the teacher) around the head and face. Apparently, the teacher was assaulted by the “out of control” perpetrator in the presence of the girl’s mother and the acting principal of the high school. In the same issue of the newspaper (Sunday Times, 2018, p. 6), readers were startled to read the harrowing account entitled “Teachers at the frontline of a battle with hostile pupils”. In the latter article, a representative of the Teachers’ Union, NAPTOSA, mentioned that some of its members felt humiliated when learner perpetrators of misconduct were treated as heroes by their peers when they returned to class after their suspension. In 2018, Cape Argus also echoed this issue: “Poor discipline of violent learners forcing teachers to quit” [...] Violence against teachers at schools is causing many to leave their jobs before their careers are over” Nomusa Cembu, spokesperson for the South African Democratic Teachers’ Union (SADTU), lamented, “[P]upils’ right to be educated [overshadows] laws aimed at protecting teachers”. In the same interview, Cembu added:

A teacher can go to a police station to report a learner’s threat, but at the end of the day, the suspended learner comes back to the school and the teacher has to stomach that, so... teachers leave (their jobs).

Furthermore, according to Times Live (2019), a 17-year-old learner in North West province was arrested and convicted for the murder of a teacher. The learner was sentenced to 10 years in prison after pleading guilty to fatally stabbing a Mathematics teacher at a high school near Zeerust. Apparently, the learner went into a classroom where the teacher was invigilating an examination and fatally stabbed the teacher with a butcher’s knife.

In Atlanta, Georgia, USA, a 13-year-old eighth grader (learner) stabbed a teacher in the chest with a butcher knife during a class change at Trickum Middle School in Gwinnett County. “Boy, 13, stabs teacher with 8-inch butcher knife at Georgia middle school: Principal” (Shapiro, 2018, p. 1). A school resource officer responded and quickly took the boy into police custody. The boy faced several charges, including attempted manslaughter (Shapiro, 2018).

Around the world, news media reports like the ones cited above have documented a sharp acceleration in the incidence of outright physical attacks by learners on teachers at school. Thus, many teachers feel stressed out – others even to the point of burnout – owing to the challenging school environment characterised by learner indiscipline. As a result, the resilience of all teachers in the school system has been put to the test.

Many teachers feel disempowered, as they cannot handle this intense pressure any longer. Mukeredzi et al. (2015) observe that some teachers even quit after a few months or perhaps a year or so and move from the teaching profession to other secular careers. As indicated by Lytle (2013), the number of teachers leaving the profession remains an ongoing concern. At the same time, fewer teachers enter the profession each year while the number of teachers who leave the profession has sharply increased.

Based on South African common law, teachers hold the right to ensure authority over learners, as they stand *in loco parentis*. Prinsloo (2009) indicates that one of the primary responsibilities of a teacher remains that of maintaining discipline at school. Article 3.7 of the Code of Conduct Guidelines (RSA, 1998) mandates that teachers have equal rights as a parent to control and discipline a learner during any school-related activities. The *in loco parentis* position remains legal as long as such actions are not in violation of the South African Council for Educators Act 31 of 2000 (RSA, 2000b).

This study centred on the understanding that schools in South Africa emerge as the loci of attention when it comes to teacher resilience in the face of learner indiscipline. The school governing body (SGB) bears the nexus of accountability for presiding over what happens at school. The South African Schools Act 84 of 1996 (SASA) (RSA, 1996b) provides the juridical basis outlining the variegated SGB functions and responsibilities (Department of Education [DoE], 2011, p. 24–27). All the SGB functions, obligations, responsibilities, and roles pertain directly to the governance of a school in terms of the management and leadership of the particular school. In line with Section 21 of SASA, the primary functions of the SGB are administrative and organisational. The SGB is responsible for the overall governance of the school and, therefore, all SGB members should be skilled and knowledgeable in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

After the 1994 democratic elections, South Africa underwent drastic political transformation. One of the key aspects of this transformation to better suit the country's new-found freedom was the schooling system (Kishun, 2007). SASA (RSA, 1996b) allows for the participation

of a broad spectrum of stakeholders who have the school's interest at heart. SGB membership is made up of parent representatives, teachers, RCL learners, support staff, and the principal who serves as an ex-officio member. According to Section 23(6) of SASA, an SGB may even co-opt members of the community (as external stakeholders) to assist in discharging its governance duties. However, SGBs need to be viewed more than simply a cadre of philanthropists that governs the operations of a school.

This study explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The end-product of this thesis was to outline an SGB Resilience Support Framework (SRSF) that would assist, empower, and involve SGB members in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. In essence, by means of this study, the researcher attempted to solve the "intellectual puzzle" as to how SGBs could employ the SRSF for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

In many schools today, SGBs are mainly involved with governing their school in terms of finances, appointment of teachers, and managing the behavioural rights of teachers and learners. However, to ensure an effective school-based management system (Botha, 2012), the dire need arose to explore and implement an SRSF for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. This is the aspect of the theme of this study that the researcher regarded as new, innovative, and creative.

1.2 RATIONALE FOR THE STUDY

While the researcher was concluding the research findings for his master's degree in education (Goldstone, 2017) – which centred on managing the behavioural rights of teachers and learners – a recurrent theme that punctuated the data was that SGBs needed to be more visible, active, and proactive in supporting teacher resilience in the face of learner indiscipline. It took the researcher (Goldstone, 2017) by surprise to learn that, at the time of this study, there was no model to guide SGBs in supporting teacher resilience in the face of learner indiscipline. Consequently, this study established how much was known regarding the way SGBs directed and exercised their professional agency in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. These details were pivotal to this thesis, since the spotlight fell on the SGB being prepared, trained, and engaged when it comes to offering strategic support in this regard.

For the past 37 years, the researcher has been a teacher in schools located in Great Britain, Canada, France, Italy, Malawi, South Africa, and the United States of America. The rich

experiences and observations gleaned by the researcher of SGBs in these countries for over three decades served to strengthen the study. Furthermore, this study was informed by Mabovula (2010) and McManus' (1996) research on SGBs, which raised concern about the lack of unity or collaboration skills among SGB members.

As mentioned earlier, in 1996, SGBs were introduced in South African public schools via SASA (RSA, 1996b). The South African school arena may now be best described as consisting of historically advantaged schools and historically disadvantaged schools. The contrast between these two school types is significant: historically disadvantaged schools have fewer resources (Timaheus et al., 2013; van der Berg, 2007), more learners per class (Hindle, 2007), less exposure to extramural activities (Ndhlovu, 2012), and less learning support services (Mashau et al., 2008) than historically advantaged schools. Despite this vast contrast, these two types of schools are expected to follow the same legislation as promulgated by SASA. These differences between historically advantaged schools and historically disadvantaged schools, according to Xaba (2011), is directly proportional to the difference in the quality of the functioning of the SGBs. This study proposed a strategic framework that would promote collaborative skills among SGB members to support teacher resilience in the face of learner indiscipline in Western Cape high schools.

In 1994, South Africa made the shift towards a democratic dispensation characterised by equality and social justice (Carrim & Soudien, 1999; Meier, 2005; Vandeyar, 2008). From that point on, all institutions in the South African schooling system began (or should have begun) a process of restructuring and transformation to create an environment conducive to the learning, development, and positive discipline of all learners. Yet, 25 years after the abolition of Apartheid in South Africa school leaders are still under extreme pressure to control and implement workable strategies that counteract and successfully manage learner indiscipline (Vally & Dalamba, 1999; Jansen, 2004; Vandeyar, 2010).

When Apartheid was dismantled in the country in 1994, many teachers were unprepared or ill-equipped to control and manage the successful transformation of schools and classrooms in a post-corporal punishment environment. Among the biggest challenges facing teachers is that they have not necessarily acquired sufficient training to deal with learner indiscipline. Hence, teachers have often reacted to learner indiscipline in equally undisciplined ways. This action-reaction situation has placed extreme psychological stress and pressure on teachers, resulting in numerous challenges that have contributed to teacher stress and attrition.

The inability of teachers to cope successfully with learner indiscipline has emerged as the single most prominent factor that has had a detrimental effect on teacher resilience. As SGBs are responsible for interviewing and recommending teachers for appointment, should they not be trained to support teacher resilience in the face of learner indiscipline? The ineptitude of many teachers to cope with the challenges presented by learner indiscipline as well as the gradual decline in their (teachers') resilience squarely pointed this study in the direction of examining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. This laid the basis for the main research question and related subquestions.

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

Serame et al. (2013) note that many South African schools experience regular incidences of violence and physical attacks directed at teachers. Consequently, many teachers feel that it is extremely challenging to work under such conditions. Among other changes, increased responsibility and accountability have been devolved upon teachers in a post-corporal punishment school environment. Thus, in light of this, teachers should be supported in the face of learner indiscipline in Western Cape high schools.

1.3.1 Main research question

The main research question was as follows: What is the role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?

1.3.2 Subquestions

In addition to the main research question, the following subquestions were answered:

- i) What are the ways in which teacher resilience is being negotiated in the face of learner indiscipline in Western Cape high schools?
- ii) How do SGBs perceive their role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?
- iii) How do teachers perceive the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?
- iv) What are the ways in which teacher resilience in the face of learner indiscipline can be maintained in a school environment that appears dissonant and culturally unfamiliar to the teacher?
- v) How can SGBs action a School Governing Body Resilience Support Framework

(SRSF) for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?

The main research question and subquestions translated into the aims and objectives of the study.

1.4 AIMS AND OBJECTIVES OF THE STUDY

This aim of this study was to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The study culminated in the approach of an SRSF that SGBs can implement to support teacher resilience in the face of learner indiscipline in said high schools.

Hofstee (2006) contends that, to answer the research question, the astute researcher must formulate the study's overarching aim and achievable objectives that could navigate the researcher to success. In this study, the researcher examined the relation between teacher resilience and how learner indiscipline affects teacher resilience. Additionally, considering teachers' daily classroom experiences, the study argues for outlining a model to support teacher resilience the face of learner indiscipline. Of course, it should be noted that not all teachers are the same when it comes to showing resilience or the lack thereof – many teachers have the inborn desire to succeed come what may, based on their own upbringing and cultural resources that enable them to win.

The main aim of this study was to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape schools. The objectives of the study were to:

- i) understand how teacher resilience is negotiated in the face of learner indiscipline in Western Cape high schools
- ii) explain how SGBs perceive teacher resilience in the face of learner indiscipline in Western Cape high schools
- iii) understand the way in which teacher resilience is encountered and navigated in a school environment similar to the teacher's own social and cultural background
- iv) explain the way in which teacher resilience can be maintained in a school environment that appears dissonant and culturally unfamiliar to the teacher
- v) understand how SGBs can action a strategic framework for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

1.5 RESEARCH APPROACH AND METHODOLOGY

1.5.1 Research approach

According to Salkind (2018), a research approach is the method and structure of an investigation selected by the researcher to conduct data collection and analysis. Bryman and Bell (2015) underscore that the selected research approach reflects decisions about the priority given to various dimensions of the research process. Causality and generalisations in the research process are influenced by the kind of research question posed. The researcher agrees with Creswell's (2014) view that the research approach (in the case of this study, a mixed-methods approach) provides specific direction for procedures used in the study. Creswell (2009) suggests that the mixed-methods research (MMR) methodology involves the combination of quantitative and qualitative data. Gray (2014) highlights that, in a mixed-methods study, quantitative and qualitative data are collected sequentially and involve the integration of data at one or more stages in the research process. These approaches are complementary because the qualitative findings usually inform and support the richness of the quantitative results (Smit, 2011).

In this study, the explanatory sequential research approach was used. This research approach involved two distinguishable phases:

- **Phase 1:** The researcher collected quantitative data and analysed it (Creswell, 2014). This first phase assisted in determining the purposeful selection of participants for the second phase and expedited the selection of appropriate questions in Phase 2.
- **Phase 2:** The results of Phase 1 were built upon by employing a qualitative approach (Creswell, 2014).

As noted above, this research approach involved two independent phases. In Phase 1, the researcher collected information-rich data by means of a self-completed online questionnaire administered through Google Forms. Phase 2 entailed conducting interviews to explain and clarify the results of Phase 1 (Creswell, 2014). The participants in Phase 2 were asked open-ended questions to gain insight into their beliefs, ideas, opinions, and views. According to Maree (2012), interviews are the most significant tool for data collection in qualitative research. Moreover, using two approaches (Phase 1 and Phase 2 above) allowed the researcher to explore the topic in depth, thus contributing to a poly-dimensional outlay of the study.

Why was the explanatory, sequential research approach chosen for this study? In short, this approach ably assisted the researcher to use the qualitative data to elucidate matters in finer

detail in order to add meaning to the quantitative results (Creswell, 2014). This allowed for an in-depth understanding of the research subquestions. This detailed understanding led to the outlining of an SRSF for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

By using the MMR methodology in this study, the researcher agreed with the view advanced by Teddlie and Tashakkori (2009) that any one viewpoint or methodology (quantitative or qualitative) does not hold the authoritative key to truthfully answering the research questions. Furthermore, Mertens (2015) notes that a mixed-methods study has value when the researcher is trying to solve a problem that is present in a complex schooling or social context.

The explanatory sequential approach was deemed appropriate for this study, as it helped the researcher explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. It also guided the researcher to outline the proposed SRSF for supporting teacher resilience in this context. This research approach is elaborated on in Chapter 4.

1.5.2 The research paradigm

The researcher believed that the pluralistic paradigm for this social reality study (Ngulube, 2015) fell under pragmatism. The pragmatic paradigm assisted to shape this study, as it (the pragmatic paradigm) is not committed to one system of philosophy. The researcher drew data from both quantitative and qualitative assumptions (MMR) to derive a better solution to the research problem. Also, this paradigm enabled the researcher to select the best methods, procedures, and techniques to achieve the aims and objectives of this study.

The explanatory sequential approach adequately provided the answer the primary research question: What is the role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools? As the aim was to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools, this study was conducted within the domain of the pragmatic paradigm. This paradigm selects what works best for the problem – in this instance, the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools – thereby opening doors to multiple means of collecting data by means of a pluralistic approach.

According to Maree (2012), proponents of pragmatism argue that researchers should focus on the main research question and the subquestions instead of being sidetracked in a web

of methodological considerations. Consequently, in this study, the best approach was to follow the course that directly answered the main and subquestions. Maree (2012) further underlines that, to provide an optimal answer to the main research question and subquestions, the researcher should yoke together the strengths of both the quantitative and qualitative research methods. The overall strength of this study emerged owing to the faithful application of the MMR approach.

McMillan and Schumacher (2010) believe that, in the MMR approach, the combination of quantitative and qualitative methods creates a complete ideology of the relationship of the data as it relates to the topic being studied. Maree (2012, p. 59) underscores that the mixed-methods approach lends quintessential grandeur to a study, “allowing for the strengths of both types of data to add richness to the findings”. Gray (2014) indicates that the mixed-methods approach helps to achieve triangulation through employing a pluralistic approach in which one method compensates and complements for the weaknesses of the other by operating sequentially. In the initial phase of this study, questionnaires (quantitative) were used, followed by the second phase in which the data from one-on-one interviews (qualitative) explained the quantitative responses at a deeper level.

Creswell (2014) contends that a researcher’s philosophical orientation may be hidden in research but always influences and informs the actual research detail. The basic set of beliefs that guide a researcher’s action is what forms and is known as a paradigm (Creswell, 2014). The paradigm is often susceptible to the influence of a researcher’s mentors, social commentators, the environment, and the nature of problem being studied (Creswell, 2014). Mertens (2009, p. 7) contends that a paradigm can be defined as “a way of looking at the world. It is composed of certain philosophical assumptions that guide and direct thinking and actions.” Hence, pragmatism is concerned with effective applications or workable solutions to problems. Feilzer (2010, p. 8) indicates that pragmatism in practice is directed towards solving “real world” problems. The epistemological and ontological assumptions of this study are discussed in Chapter 4.

Creswell (2014) highlights that the most important constituents of a study are the philosophical assumptions, approach, and the methods chosen. The research paradigm often appears hidden in a study, yet it greatly influences the direction of the research. Creswell (2014) stresses that a research study should spotlight the philosophical paradigm or worldview used in the study, an explanation of the ideas of the paradigm chosen, and the way the worldview helps in shaping the approach of the study. In essence, according to Creswell (2014), the paradigm should be viewed as a general philosophical orientation about

the world and the nature of research that the researcher adopts in a study. Maree (2010) underscores that a paradigm is a set of assumptions about basic aspects of reality that give rise to a worldview. The worldview or paradigm generally indicates the interaction between the knower and the known (epistemology). Chapter 4 elaborates on the research paradigm that underpinned this study.

1.5.3 Population and sampling

The overarching objective of the quantitative phase was to generate findings that could be credibly inferred to the broader population of SGB members in Western Cape high schools. McMillan and Schumacher (2010) define a research population as “a large group of individuals from which a researcher infers conclusions”. For this study, the target population was defined as all serving SGB members (including parent, teacher, and non-teacher staff representatives) across the 384 public high schools in the Western Cape province. Based on data provided by the Western Cape Education Department (WCED), this constituted a finite population (N) of approximately 2,688 individuals.

Given the impracticality of surveying the entire population, a probabilistic sampling strategy was essential to ensure statistical generalisability. The primary goal was to determine a minimum sample size that would achieve a precise and reliable estimate of population parameters. The most conservative parameters were selected to ensure robustness: a 95% confidence level (Z -score = 1.96), a 5% margin of error ($e = 0.05$), and a response distribution of 50% ($p = 0.5$). The 50% proportion is the accepted convention in social science research when the true distribution is unknown, as it maximises the required sample size and thus provides the most stringent safeguard against sampling error (Bartlett et al., 2001; Taherdoost, 2017).

Applying the standard formula for a finite population, the minimum recommended sample size (n) was calculated as follows:

Sample size for an infinite population:

$$n_{\text{infinite}} = (Z^2 * p * (1-p)) / e^2 = (1.96^2 * 0.5 * 0.5) / 0.05^2 = 384.16$$

Finite population correction:

$$n = n_{\text{infinite}} / (1 + ((n_{\text{infinite}} - 1) / N)) = 384.16 / (1 + (383.16 / 2688)) \approx 336$$

Therefore, the statistically required minimum sample size for this study was 336 respondents. The study successfully obtained 355 complete and usable responses, exceeding the calculated minimum by 19 cases. This sample was not merely adequate but

granted several substantive methodological advantages that underpinned the validity of the quantitative findings:

- **Statistical precision and power:** A response rate of 355 provided a robust foundation for the analytical techniques employed (descriptive statistics, reliability analysis, and Chi-square tests of association). With this sample, the de facto margin of error for population estimates is recalculated at approximately $\pm 4.84\%$, which is more precise than the original $\pm 5.0\%$ target (Vaske, 2008). This enhanced precision strengthened the confidence with which findings could be generalised to the broader population of SGB members in the Western Cape.
- **Analytical depth and subgroup viability:** A sample of this magnitude allowed for meaningful subgroup analyses, which was critical for the study's exploratory aims. It enabled the examination of perceptual variations across key demographic strata, such as SGB experience, school location (urban/suburban), and language background. Samples below 300 often render such subgroup comparisons unstable or underpowered, whereas $N = 355$ provided sufficient data points to identify meaningful patterns within the population's inherent diversity (Field, 2018).
- **Consistency with established research norms:** In educational leadership and policy research focusing on a provincial system, sample sizes in the 300–400 range are recognised as substantial and are routinely accepted in high-impact journals (Maree & Pietersen, 2016). This study's sample aligned with these established norms, situating it within the mainstream of credible quantitative education research.
- **Pragmatic attainability and response integrity:** Securing voluntary participation from 355 practising SGB members – a distributed and time-constrained population – was a significant fieldwork achievement. It reflects a viable and ethically sound balance between statistical ideals and the practical constraints of survey-based research, mitigating the risks of fatigue and low response rates that can plague studies with overly ambitious sampling frames (Fowler, 2013).

Hence, the quantitative sample of 355 SGB members is methodologically defensible and statistically robust. It meets and exceeds the minimum threshold required for generalisability at the stated confidence level, provides the necessary analytical power for the chosen statistical tests, and aligns with best-practice standards in social science research. Consequently, the inferences drawn from this sample (Chapter 5) can be presented with confidence as reflective of the perceptions and experiences of the wider SGB population in Western Cape high schools.

1.5.3.1 Sample and sampling procedures for Phase 1: The quantitative phase

In the first phase, 355 individuals out of a population of 2,688 SGB members affiliated with Western Cape high schools responded. Hence, the researcher selected stratified random sampling as the strongest option. Stratified random sampling involves first dividing the population into meaningful and mutually exclusive subgroups (strata) – for example, by district, school type, or role – and then randomly selecting participants from each stratum. This process preserves subgroup representation by ensuring that all relevant categories in the population are proportionately included, thereby reflecting the diversity of the whole population in the sample. This approach enhanced representativeness and reduced sampling error because it minimised within-stratum variability and guarded against the under-representation or over-representation of key subgroups compared to simple random approaches.

As stratified random sampling deliberately incorporates the structure of the population into the selection process, the researcher believed that it also improved the precision of estimates and supported stronger generalisable conclusions about the target population. Stratified random sampling is a core example of probability sampling. This sampling method ensures that each element of the population has a chance of selection. This aspect allowed the researcher to extend findings beyond the sample frame with confidence. As a result, enhanced external validity was championed in this study.

1.5.3.2 Sample and sampling procedures for Phase 2: The qualitative phase

In the second phase, 30 participants were interviewed. This participant group comprised SGB members and teachers that were affiliated with Western Cape high schools. Convenience non-probability sampling was conducted to select SGBs and teachers at former Model C and historically disadvantaged Western Cape high schools. Easy navigation and cost were important factors that were considered. According to Maree (2010), convenience sampling may be classified as such, elements are selected based on ease of accessibility, availability, and cost. The researcher then employed purposive sampling to select SGB and teacher participants at former Model C and historically disadvantaged Western Cape high schools.

Creswell (2014) maintains that, when a researcher chooses subjects that are most suitable for providing the best answers to their research questions, non-probability sampling would be the most effective method. For this phase of the study, the researcher had a working knowledge of the population and its elements. Purposive sampling, as emphasised by

Maree (2010), not only involves the selection of participants but also considers aspects such as the activities, events, incidents, and settings for data collection. The researcher selected participants according to the following criterion: all participants served or had served on SGBs and were teachers at former Model C and historically disadvantaged Western Cape high schools. The population, sample, and sampling procedure used in Phase 2 of this study are presented in detail in Chapter 4.

1.5.4 Instrumentation and data collection technique

The research approach dictated that data collection starts with rigorous quantitative research in the first phase, followed by a qualitative phase (Creswell, 2014). This section reports on the type of data collected, its advantages, limitations, and the data recording procedures that were followed.

1.5.4.1 Data collection in Phase 1: The quantitative phase

In the quantitative phase, data were collected from 355 SGB respondents, representing Western Cape high schools, through a self-administered electronic questionnaire distributed via Google Forms. The instrument comprised 10 biographical items (Appendix F), followed by a 30-item Likert-scale questionnaire, organised into six constructs that examined perceptions of the role of SGBs in supporting teacher resilience in the face of learner indiscipline. Respondents were required to select a single response per item that most accurately reflected their views, enabling the generation of quantifiable data on prevailing patterns and trends relevant to the study's focus.

Data collection in this phase was approached with deliberate methodological reflexivity to ensure that the analysis extended beyond descriptive reporting and was explicitly aligned with the main research question and the four subquestions. The selection of statistical techniques was systematically justified to ensure theoretical and procedural coherence with the explanatory sequential MMR approach. The quantitative analysis was intentionally structured to generate findings that would critically inform the subsequent qualitative phase, rather than merely functioning as an isolated component.

1.5.4.1 Data collection in Phase 2: The qualitative phase

To answer the primary research question and subquestions, a purposive sample of 30 SGB members was selected in this phase. These SGB participants, drawn from the group of respondents in the preceding quantitative phase, were recruited from Western Cape high schools that were identified as experiencing challenges related to teacher resilience in the face of learner indiscipline. The qualitative phase was approached to elaborate upon the

quantitative findings and to explicitly engage with the scholarly literature concerning SGB support strategies, teacher resilience, and learner indiscipline.

Semi-structured one-on-one interviews were conducted via Zoom to elicit detailed narrative data on SGB strategies for bolstering teacher resilience. The objective was to gain nuanced insight into participants' beliefs, opinions, and experiences regarding the SGB's role. Each session – recorded, provided that informed consent had been obtained from the interviewee prior to conducting the interview – facilitated accurate transcription and subsequent thematic analysis. This analysis was guided by the research subquestions, enabling a detailed exploration of emergent themes.

This phase provided the necessary depth to elucidate the quantitative results, culminating in the development of a proposed School Resilience Support Framework (SRSF). The SRSF constitutes the study's primary theoretical and practical contribution and is aimed at enhancing the role of the SGB in supporting teacher resilience in the face of learner indiscipline with Western Cape high schools.

Rigorous ethical protocols were observed. All SGB participants provided informed consent and were advised of their voluntary participation and right to withdraw from the study without any penalty. They were assured of confidentiality. Anonymity was maintained by using alphanumeric pseudonyms (e.g., SGB01, SGB24, etc.).

The sequential MMR approach (Phase 1: quantitative; Phase 2: qualitative) facilitated a polydimensional investigation of the SGB's role in supporting teacher resilience, thereby ensuring a comprehensive and robust inquiry.

1.5.5 Data analysis

Data remain meaningless unless it is analysed and interpreted. The data in each phase of this study were analysed accordingly.

1.5.5.1 Data analysis in Phase 1: The quantitative phase

As detailed in Chapter 4, the quantitative data were analysed using the Python (version 3.12) software (version 3.12). The selection of Python (version 3.12) was informed by suggestions from the statisticians who supported the quantitative analysis. The statisticians identified Python (version 3.12) as a highly effective analytical platform because of its ease of use, flexibility, and comprehensive range of analytical libraries (Perkel, 2015; VanderPlas, 2016). Python (version 3.12)'s advanced capabilities in data manipulation, statistical modelling, and data visualisation further reinforced its suitability for rigorous quantitative

inquiry (McKinney, 2017). In particular, the use of the Matplotlib and Seaborn libraries enabled the production of high-quality visual representations of the data, thereby supporting clear interpretation and scholarly reporting of the findings (Hunter, 2007; VanderPlas, 2016). In addition, Python (version 3.12) is supported by a large and active user community, which provides sustained access to methodological resources and facilitates ongoing problem-solving in research contexts (McKinney, 2017).

During the quantitative phase (Phase 1), data collected from 355 SGB respondents revealed their understandings of teacher resilience, social capital, and learner indiscipline, as well as their perceptions of the role of the SGB in supporting teachers and addressing these challenges. Analysis of the data gave insight into the effectiveness of SGB training, the nature and prevalence of governance-related challenges, and areas requiring further capacity development in SGBs.

1.5.5.2 Data analysis in Phase 2: The qualitative phase

The researcher conducted one-on-one semi-structured interviews with 30 participants. The participants were called upon to elaborate on the quantitative data, specifically views and thoughts regarding the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. All participants were given alphanumeric pseudonyms to ensure anonymity (e.g., SGB01, SGB05, SGB14). The researcher retained an accurate, confidential list of participants' names; however, for the purposes of this study, the pseudonyms were used to protect participants from identification and possible victimisation or persecution.

The individual interviews were recorded. This aided the researcher in transcribing and coding the data during analysis. The researcher coded the data manually and analysed the transcripts to determine emergent themes. The outputs (codes and verbatim quotes) and network diagram were employed to compile the research report.

1.5.6 Presentation of the data

In this study, data collection began with a rigorous quantitative research phase, followed by purposive sampling in the second phase, utilising the qualitative approach (Creswell, 2014).

1.5.6.1 Data presentation in Phase 1: The quantitative phase

The quantitative data were analysed using four statistical procedures, namely frequency analysis, custom tabulations, chi-square tests of independence, and independent-samples t-tests. Descriptive frequency analysis, expressed through frequency counts and percentage

distributions, was initially employed to summarise the demographic characteristics of the respondents. This analysis aimed to establish the personal and professional profiles of SGB members involved in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

1.5.6.2 Data presentation in Phase 2: The qualitative phase

The qualitative phase involved a purposive sample of 30 SGB members, drawn from the 355 respondents who completed the Phase 1 quantitative survey. Data were generated through individual semi-structured interviews conducted via Zoom. To ensure deep, iterative engagement with the data, the researcher undertook a manual transcription process, followed by a systematic, reflexive thematic analysis. This involved inductive coding to generate themes, thereby facilitating a robust interpretation of the participants' narratives.

The analytical process in this phase was rigorously framed by the literature presented in Chapter 2 and guided by the theoretical framework established in Chapter 3. The interview protocol was approached to address the study's primary research question and subquestions, ensuring conceptual coherence of the data collection. The resultant data provided granular insights into the specific mechanisms through which SGBs could contribute to fostering teacher resilience within the challenging context of learner indiscipline in Western Cape high schools, ultimately informing the proposed strategic framework.

Regarding procedure, the 30 participants were contacted two months prior to data collection. Voluntary informed consent was obtained from all individuals (Appendix C). Interviews, scheduled on weekends to accommodate availability, averaged 20 minutes in duration. Participants were notified in advance of video recording for transcription purposes. Anonymity was strictly maintained through the assignment of alphanumeric pseudonyms. Also, all personally identifiable information is excluded from subsequent reporting and publication.

1.5.6.3 Triangulation of the data from the two phases

Saunders et al. (2011) argue that triangulation is not just the use of different data collection techniques but also, as Easterby-Smith et al. (2012) concur, the assemblage of multiple perspectives and views from different individuals. Hence, according to Braun and Clarke (2013), triangulation may be viewed as the way of capturing a multiplicity of voices and truths to the topic, as opposed to just using the one "right" result. In this study, the views and perspectives from two different samples (in Phase 1 and Phase 2, respectively) were used for triangulation purposes by comparing the findings from the two samples.

Once themes were identified from the data, the themes identified from the distinct data sources were triangulated. In practice, this meant that the themes derived from the quantitative analysis in Phase 1 were triangulated with themes drawn from the semi structured interviews in Phase 2 (the qualitative phase) as well as themes from strategy review observations. The purpose here was to ensure consistency and distinction between the themes. The choice of the explanatory sequential research approach for this study brilliantly achieved triangulation by employing a pluralistic approach in which, as purported by Gray (2014), one method complements and compensates for the weaknesses of the other through sequential processing. Chapter 4 elaborates on the triangulation of the data from the two phases.

1.6 VALIDITY, RELIABILITY, AND TRUSTWORTHINESS OF THE STUDY

Grossoehme (2014, p. 111) posits that the validity and reliability of a research study refers to the “likelihood that it [the research study] will present the same results if someone else were to repeat” the study. Trustworthiness points to the assessment of the quality of the research conducted (Anney, 2014). In this case, participants’ lived, real-life experiences are revealed, and a similar investigation in another context would mirror the interpretation of the current study’s findings (Bertram & Christiansen, 2014). As the researcher is seen as the research tool for gathering information, it is imperative that the data collected are credible and trustworthy. In this study, trustworthiness was strengthened by acknowledging the concepts of credibility, confirmability, dependability, and transferability. Chapter 4 provides a detailed account of the validity, reliability, and trustworthiness of the study.

1.6.1 Validity and reliability of the quantitative data

Validity in quantitative research, according to Jackson (2015), refers to the intent of an instrument. This means that it is a true and accurate representation of information obtained about a phenomenon, often referred to as construct validity (Jackson, 2015). Validity is also described as the measure to which the instrument accurately reflects the concept it sets out to measure (Babbie, 2007).

Internal validity is the ability to draw conclusions about causal relationships from the data. In this study, the researcher endeavoured to maintain internal validity by ensuring that changes in the dependent variables were caused only by the independent variable and not by other conflicting variables. Susanne (2012) highlights that it is important for quantitative researchers to remain alert to possible threats to internal validity from instrumentation and

statistical regression. The researcher sought to ward off any threats to internal validity by careful cultural and national adaptation of the questionnaire.

According to Susanne (2012), external validity is the degree to which one's findings can be generalised from the research sample to other or larger populations and settings. To achieve this, the researcher carefully selected sampling techniques that were most suitable to establish a truly representative sample of the study population. Factors such as subjects (respondents), situation, time, intervention, and measures that could affect external validity and generalisability were carefully considered. The researcher managed these factors by contacting respondents through appropriate means before visiting them to ensure a comfortable time for distributing questionnaires and for conducting one-on-one interviews.

Conclusion validity is the ability to draw conclusions based on the analysed data (Susanne, 2012). The researcher employed the services of a recognised statistician to confirm that the data analysis process met the standards set out for conclusion validity. The researcher's study supervisor ensured that conclusions reached were only based on the reports of data analysis. The researcher also observed face, content, and convergent validity. Regarding face validity, the researcher checked if the content of the questionnaire could be considered to measure what it intends to measure. Concerning content validity, the researcher ensured that the questions covered in detail all areas relating to outlining the SGB continuous knowledge development model for supporting teacher resilience in the face of learner indiscipline as seen in the literature. Finally, to achieve convergent validity, the researcher ensured that the statements or variables in the questionnaire had the same or similar constructs.

1.6.2 Trustworthiness of the qualitative data

Trustworthiness in quantitative research, according to Susanne (2012), is achieved by internal validity, external validity, reliability, and objectivity of the research. As the researcher is considered the research tool for gleaning information, it logically followed that the data collected should be credible and trustworthy. In this study, trustworthiness was achieved by focusing on the following four criteria:

- credibility
- transferability
- dependability and
- conformability

These four criteria for trustworthiness are explained in Chapter 4. In the qualitative phase, trustworthiness was guided by Nieuwenhuis (2010). Rule and John (2011, p. 107) underscore that trustworthiness “promotes values such as scholarly rigour, transparency and professional ethics in the interest of qualitative research gaining levels of trust and fidelity in the research community”. Maree (2010) underscores that, without trustworthiness, a researcher has no decisive test for the findings and conclusion of the research study. No doubt about it, establishing trustworthiness is crucial in the science of instrumentation.

The validity, reliability, and interpretive depth of the qualitative findings were ensured through a systematic triangulation strategy, employing four concurrent and complementary approaches.

1.6.2.1 Methodological triangulation

A rigorous, multilayered analytical process was implemented, comprising manual transcription, reflexive thematic analysis, and systematic coding. This iterative, human-centred approach facilitated a nuanced engagement with the data, ensuring findings were both deeply grounded in participant narratives and rigorously structured.

1.6.2.2 Data source triangulation

Insights were corroborated across a diverse sample of 30 SGB members, varying in demographics, professional roles, and school contexts. The convergence of themes across this heterogeneous group enhanced the credibility and transferability of the findings.

1.6.2.3 Theoretical triangulation

Interpretation was framed by multiple theoretical lenses. Social capital theories (Bourdieu, Coleman, Putnam, Landman) illuminated relational dynamics, while resilience theories (i.e., Ungar, Bronfenbrenner, Masten & Obradović) provided a multilevel, socioecological framework. This prevented reductive analysis and fostered a sophisticated understanding of the interconnections between SGB roles, teacher resilience, and learner indiscipline.

1.6.2.4 Analytical triangulation

A synoptic presentation (Table 6.2) mapped themes directly to the research question. The subsequent discussion integrated verbatim participant data, extant literature, and the above theoretical frameworks in a constant dialogue. This integration served as a continuous validation check, ensuring interpretations remained data-driven, scholarly informed, and theoretically coherent. This embedded triangulation protocol mitigated the limitations of

single perspectives and established a robust, multifaceted evidentiary foundation for the conclusions.

1.7 ETHICAL CONSIDERATIONS

Research ethics, according to O’Leary (2010), refers to rules of behaviour that help to dictate what is acceptable within any profession. The need for the observation of ethical rules becomes vital especially when a researcher interacts with participants. Creswell (2014) explains that research involves collecting data from people, hence, ethical considerations must be managed in a research study. Ethical principles differ from profession to profession. Yet, there are general standard guidelines. It is important for a researcher to report on all anticipated ethical challenges that may crop up in a research study.

1.7.1 Anonymity and confidentiality

Confidentiality is often viewed as a continuation of privacy (de Vos et al., 2012), which may refer to agreements between individuals that information of someone participating in a study may not be divulged. All participants in this study remained anonymous. Permission was sought by means of a cover letter that explained the nature of the study. Further clarification was given regarding what was to be done with the information provided by the selected participants. The participants were assured that none of the information they provided would, in any way, disclose their identity. The researcher ensured that no names or any information related to the participants were made public.

The value and significance of obtaining informed consent are discussed next.

1.7.2 Informed consent

De Vos et al. (2012) highlight that obtaining informed consent directly points to credibility of the researcher. Informed consent entails understanding all possible or adequate information on the goal of the investigation; the expected duration of the participant’s involvement; the procedures to be followed during the investigation; the possible advantages, disadvantages and degree to which respondents may be exposed; and the credibility of the researcher (de Vos et al., 2012).

In this study, the participants were provided with a participant information letter in the form of a Likert-scale questionnaire cover page. This letter was furnished to all participants. The letter invited them to participate in the study and contained the following information: participants’ role in the study; the purpose of the study; the expected duration of

participation; a guarantee of anonymity, confidentiality and privacy; their right to withdraw without penalty; the institution that granted ethical clearance; and the researcher's personal contact details. Participation in the study was voluntary; thus, no participant was coerced to participate in the study. Each participant's permission was obtained to use the information gathered in the study. The privacy and rights of all participants were protected.

1.7.3 Permission to conduct research

First, ethical clearance was obtained from the University of South Africa (Unisa) to conduct research under guidance of the study supervisor who was appointed by the university. After obtaining ethical clearance to conduct the research, the researcher acquired written permission from the Western Cape Education Department (WCED) to enter the selected Western Cape high schools for data collection purposes (Appendix D). Formal letters of consent that outlined the purpose of the study were sent to all participants (Appendices B & C).

1.8 CONTRIBUTION OF THE STUDY

This study makes a substantive, integrated contribution to scholarly knowledge, policy development, and professional practice in the field of school governance and teacher resilience within the South African high school context. At a theoretical level, it advances the literature by synthesising social capital theory (SCT) and resilience theory into a coherent, contextually grounded analytical framework that reconceptualises the SGB as a dynamic reservoir of relational, cultural, and institutional capital rather than a purely regulatory structure. This reframes teacher resilience as a socially mediated and ecologically situated process shaped by collective governance capacities.

Empirically, the study strengthens a field largely dominated by qualitative inquiry by providing statistically robust quantitative evidence from a large sample of 355 Western Cape high schools – supported by high internal reliability across all subscales – and by showing significant associations between SGB training adequacy, governance competence, responsiveness to learner indiscipline, and the strategic support of teacher resilience through methodologically rigorous triangulation.

The qualitative findings further deepened theoretical understanding by situating SGB practices within complex socioecological realities characterised by poverty, community violence, and post-pandemic pressures, thereby extending resilience scholarship beyond individualised interpretations to encompass interactional and context-sensitive governance

processes and positioning SGBs as active resilience brokers within constrained school systems.

A further original scholarly contribution lies in the development of the SRSF, a cyclical four-pillar model that translates abstract theory into an operational governance mechanism, bridging the divide between conceptual analysis and applied educational leadership while offering a replicable model for resilience-oriented school improvement in comparable contexts. In terms of policy, the study provides evidence-based insights capable of informing the refinement of national and provincial governance frameworks by demonstrating the centrality of SGB capacitation, developmental governance, and resilience-building as explicit policy objectives rather than peripheral concerns. This supports a shift from reactive disciplinary approaches towards proactive, systemic strategies that enhance teacher sustainability and school effectiveness.

In practical terms, the study provides a structured, implementable framework that equips SGBs, school leaders, and training institutions with a coherent tool to embed resilience-building within everyday governance practices through empowerment, engagement, intervention, and evaluative reflection. This could reduce teacher burnout, strengthen school climate, and mitigate the effects of learner indiscipline across diverse and resource-constrained high school settings.

1.9 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Consistent with principles of academic integrity and methodological transparency, several limitations that delineate the interpretive boundaries of the findings are acknowledged. First, reliance on self-reported quantitative data from SGB members introduced the possibility of response bias, including social desirability and self-enhancement effects, despite procedural safeguards to minimise these risks and thus required cautious interpretation of perceptual findings.

The geographical restriction of the study to Western Cape high schools, while contextually rich, limited the external generalisability of the results, which should be understood as context-specific rather than nationally representative. Future multiprovincial studies offer scope for comparative validation. The qualitative phase, based on a purposive sample of 30 participants, prioritised depth over representativeness, constraining statistical generalisation but yielding nuanced insights that were strengthened through convergence with quantitative trends.

The cross-sectional research approach further limited causal inference and the ability to capture the dynamic, temporal nature of teacher resilience, highlighting the value of longitudinal approaches in future investigations. Lastly, the exclusive focus on SGB perspectives, although aligned with the study's aims, excluded complementary viewpoints of other key stakeholders, indicating the potential of multiperspectival research to generate a more comprehensive, systemic understanding of resilience within school governance contexts.

1.10 DEFINITION OF KEY CONCEPTS

1.10.1 School Governing Body

According to SASA (RSA, 1996b), the SGB oversees the governance of the school's functional operations. Since it ratifies the mission and vision statement of the school, the SGB is mandated to determine and powerfully influence corrective discipline at the school, as well as the appointment of teachers and administrative staff. By "propagating the image of the school in its adjacent communities" (RSA, 1996b), the SGB is charged with espousing the culture and ethos of the school.

1.10.2 Teacher resilience

Beltman et al. (2011, p. 188) define resilience as "the capacity to overcome personal vulnerabilities and environmental stressors". According to Yonezwa et al. (2011), teacher resilience relates to the manner in which teachers confront and manage learner indiscipline to promote successful learner outcomes. In this study, teacher resilience was best described as a teacher's ability to stay in control of challenging learner behavioural circumstances while maintaining their (the teacher's) dedication to teaching.

1.10.3 Learner indiscipline

Marais and Meier (2010) explain that learner indiscipline runs the gamut of behavioural irregularities, from refusing to follow clearly stated instructions, talking out of turn, teasing, humming, name calling, verbal expletive aggression, and extreme physical abuse. Teacher-targeted bullying, social media bullying, and outright public defiance are some of the other challenges that teachers must endure nowadays.

1.11 CHAPTER OUTLINE

The chapter outline of this thesis is as follows:

Chapter 1 oriented the reader by contextualising the role of SGBs in supporting teacher resilience amid learner indiscipline in Western Cape high schools. It discussed the rationale, problem statement, research questions, aims, objectives, hypotheses, theoretical framing, methodological overview, ethical considerations, limitations, anticipated contributions, and thesis structure.

Chapter 2 presented a critical review of national and international literature, tracing the historical evolution of SGBs within South Africa's legislative and policy framework, analysing governance functions and challenges, conceptualising teacher resilience and learner indiscipline, and identifying a clear research gap regarding SGBs' supportive role in this domain.

Chapter 3 presented an integrated theoretical framework grounded in SCT, complemented by the socioecological and bioecological resilience perspectives, providing a multilayered lens to analyse SGB–teacher–community interactions and contextual influences on learner indiscipline.

Chapter 4 detailed the pragmatist, explanatory sequential MMR approach, describing the quantitative and qualitative phases. It presented the sampling procedures, data collection instruments, analytical techniques, strategies for ensuring rigour and trustworthiness, ethical safeguards, and limitations. Methodological alignment with the study's aims were also affirmed.

Chapter 5 reported on the quantitative findings from 355 SGB members. It presented the demographic profile, descriptive and inferential analyses, and statistically significant associations relating to SGB training, cohesion, and proactive support for teacher resilience, thereby informing the subsequent qualitative phase.

Chapter 6 presented the qualitative findings from interviews with 30 SGB members. Thematically rich insights into expanded SGB roles, resilience-support practices, manifestations and causes of learner indiscipline, and contextual challenges in Western Cape high schools were generated, culminating in the need for a tailored strategic framework.

Chapter 7 synthesised the overall findings. Recommendations were made, and the researcher advanced the SRSF as an empirically grounded, theoretically informed model positioning SGBs as proactive agents in fostering teacher resilience, with implications for policy refinement, governance practice, and future research within the South African schooling context.

1.12 SUMMARY

This chapter provided an overview of this study, which set out to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. This chapter highlighted that the research problem is inextricably linked to the main research question and subquestions. These questions necessitated empirical investigation to provide satisfying answers and solutions to the phenomenon under investigation.

Chapter 2 presents an in-depth literature review, highlighting both the international and South African perspective, on role of the SGB in supporting teacher resilience in the face of learner indiscipline in high schools.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 1 provided the background to the study, the main research question, the aims and objectives of the study, the research approach and methodology, and a chapter overview. To present a critical evaluative account of the literature that is crucial to understanding the rationale for this research study, this chapter (Chapter 2) incorporates a discursive review of the literature available with specific reference to the main elements in the title of this study, namely, the SGB, teacher resilience, and learner indiscipline. This approach created new possibilities for this study, as it richly contributed towards producing a more equitable examination of the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Randolph (2009, p. 5) posits that a literature review is:

a means of demonstrating an author's knowledge about a particular field of study, including vocabulary, theories, key variables and phenomena, and its methods and history. Conducting a literature review also informs the researcher of the influential peer-reviewed scholars and research groups in the field.

Furthermore, according to Branley et al. (2018, as cited in Tight, 2019), a literature review should:

describe the findings and arguments of literature relevant to the research problem, critically evaluate and make connections between these texts, locate the researcher's work within a relevant body of theory and justify this, identify potential gaps in existing studies asking the same or similar questions and also demonstrate why the research questions chosen for the study are the ones that matter.

The overarching aim of the literature review presented in this chapter is to situate the study in its international and domestic research field context to shed light on the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The researcher aimed to obtain a finer understanding of the development, key figures, and field debates as they relate to the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The researcher was convinced that the end product of this interface would assist him in identifying where in the general field of the issue raised in the research problem new contributions could be conceived and brought into action.

First, it becomes imperative to examine the SGB as viewed in the South African context.

2.2 THE SCHOOL GOVERNING BODY IN THE SOUTH AFRICAN CONTEXT

2.2.1 Introduction

The SGB is charged with the governance of the school. As a group of people who are either elected or appointed to govern a school, the SGB represents the school and its community. Thus, the primary duty of the SGB is to promote the best interests of the school and to ensure that all learners in the school receive the best schooling possible. This implies that teachers need the support of the SGB as they discharge their teaching duties at the school. By means of this study, the researcher undertook to provide a more systematic and theoretical analysis regarding the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. To this end, it is essential to begin by discussing the historical-political overview of SGBs in the South African context.

2.2.2 The historic-political overview of SGBs in the South African context

School governance in South Africa has traversed a historic-political route, with many influences and obstacles along the way (Davids, 2020). Serero (2016) indicates that, from a historic-political viewpoint, school governance in South Africa has been tied to the cord of apartheid struggles, with aspirations pointing to democracy, decentralisation, devolution, and self-determination. The important point of departure for the literature review in this study was to examine the historic-political overview of SGBs in the South African context.

Historically, after Apartheid was dismantled in 1994, one of the major achievements of South Africa's democratic government was the transformation of the school governance system. In the pre-1994 period, when referring to schools and their populations, the terms "Black", "Coloured", "Indian", and "White" were apartheid racial classifications of different peoples in South Africa. The use of these terms, although problematic, has continued through the post-apartheid era in South Africa. In this study, rather than referring to "Black", "Coloured", "Indian", and "White" schools, the researcher opted to use only two expressions, namely, historically advantaged schools and historically disadvantaged schools. These approachations helped present the necessary context for this study, which examined the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Davids (2020) observes that current research on SGBs has centred mainly on a dichotomy of diverse narratives. On the one hand, this imbalance of governing power has resulted in parents' incapacity to fulfil their SGB mandate; on the other hand, it has given stature to the dominance of parental involvement, which has been shown to undermine the authority of

school managers and leaders. However, it must be noted that research in connection with the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools remains limited. In South Africa, the introduction of democratic school governance, which spawned most notably the SGB arrangement, introduced a decentralised system of school governance that was diametrically opposed to the centralised arrangement under apartheid. Next, the researcher offers insights from the literature relating to the pre-1994 historic backdrop of school governance in South Africa.

2.2.2.1 The pre-1994 historic-political backdrop of school governance in South Africa

In 1948, the National Party came into power and set up the Eiselen Commission. From 1949 to 1951, an enquiry into what was then called “Native Education” was conducted by the Eiselen Commission (Atmore, 2019). Based on the findings of the Eiselen Commission’s report, governance of Black people’s schooling was transferred from the missionaries and civil society to the National Party government (Garnett Russell & Carter, 2018). In Bantu Education, decentralised structures were established down to school level (Christie, 2010). School governance structures (which were called school boards or management councils) existed in all 19 education departments.

The participation of stakeholders in the school governance structure was limited, as it comprised the parent component, while teachers and learners were excluded. The keynote feature of the pre-1994 period was that the South African government possessed all decision-making power and not the school governance structure (Christie, 2006; Sayed & Soudien, 2005; Woolman & Fleisch, 2008).

The government decreed policies that were to be implemented by the decentralised structures. These structures were also utilised to commute a segment of the school’s financial burden from the apartheid government to schools located in the former historically disadvantaged communities. These communities were responsible for the school buildings and school fees. At government-funded schools, it was not compulsory for parents to make financial contributions (Chaka, 2008; Chuenyane, 2010). As school fundraising efforts by parents were purely voluntary, this operational strategy was used by the apartheid government to advance the scholastic development of the historically advantaged minority over the historically disadvantaged majority (Bayeni & Bhengu, 2018).

In the pre-1994 years, the differentiated approach prevalent in the South African schooling system favoured the historically advantaged learners who were groomed to be dominant

over the historically disadvantaged learners (Christie, 2010). The parents of historically disadvantaged learners fought for the setting up of institutions such as mass democratic movements, non-governmental organisations, and teacher organisations (Garnett Russell & Carter, 2018). In historically disadvantaged primary and secondary schools, both parent-teacher associations and parent-teacher-students associations were formed through the apartheid school governance (Bayeni & Bhengu, 2018). The formation of these two associations was coordinated by the National Education Crisis Committee, which was later renamed the National Education Coordination Committee (Christie, 2010).

In 1990, when the political party known as the African National Congress (ANC) was unbanned, South Africa underwent changes that pressurised the apartheid government. The Department of Education and Culture in the House of Assembly responsible for white education converted white state-aided schools to other models, namely, private schools and Model C schools, where SGBs were responsible for financing schools (Christie, 2010). The announcement made by the Department of National Education stated that, starting in 1992, all state-funded schools could be converted to Model C schools only if most of the votes were by parents (Garnett Russell & Carter, 2018). As most parents voted in favour of this arrangement, many state-funded schools were converted to Model C schools (Christie, 2010). In historically disadvantaged schools, the governing bodies of Model C schools together with parent-teacher associations and parent-teacher-students associations formed the nucleus of the post-apartheid school governance structures (Bayeni & Bhengu, 2018).

2.2.2.2 The post-1994 historic-political development of SGBs in South Africa

In the publication entitled “Towards a 25-year review: 1994-2019” (RSA, 2020, p. 10), Minister Jackson Mthembu, Minister in the Presidency of the South African Government, commented as follows:

The 27th of April 1994 marked a departure from South Africa’s tainted and divided history, following 300 years of colonial rule, 84 years of the racist Union of South Africa and 46 years of statutory apartheid, underpinned by patriarchy. The 27th April 1994 was preceded by multiparty negotiations and marked the end of an era of oppression.

The stage was thus set for watershed and landmark transformation across all legal sectors of South African societies, including the schooling system. On 10 May 1994, Mr Nelson Mandela became president of South Africa after the ANC won the first democratic election. Almost immediately, rather than assuming a winner-takes-it-all position of political power and in the interest of peaceful reconciliation (Atmore, 2019), President Mandela instituted a

government of national unity by bringing other political parties into his cabinet. Having gained power, the Mandela government introduced a range of schooling policies that sought to redress the inequalities of the political past.

As Atmore (2019) contends, the schooling system was thus transformed into a single non-racial, non-sexist, democratic and equitable system in which post-apartheid instructional policy reform focused mainly on transforming schools into racially integrating learning centres. During this time, definite attention was given to providing school opportunities for Black South African children, curriculum development, establishing a culture of learning and teaching, and the adequate resourcing of school infrastructure (Atmore, 2019).

Historically, the years from 1994 until 1999 – known in South Africa as “the schooling policy pronouncements period” (Jansen, 2003) – saw the unification of 19 ethnic and racial schooling systems into one national department with nine provincial divisions (Atmore, 2019). For the past 26 years (i.e., since 1994), in the new democracy, the predominant feature in the South African schooling system has undoubtedly been the decentralisation of authority.

Botha (2011) provided an exhaustive deliberation on the introduction, implementation, and effect of this decentralisation through a system termed “school-based management” (SBM). In turn, Heystek (2011) and Steyn (2011) elaborated on the application and implementation of SBM when viewed through the multifocal lens of the role of the SGB with reference to transformative school leadership and school development planning efficacy. The aim of this variegated research has been to curate models for functional schools through teamwork, leadership, and organisational (school) culture.

Akinnubi et al. (2012) contend that, if the SGB is to discharge its complete function so as to illuminate the school’s strategic pathway, all role players (i.e., the principal, teachers, learners, and the members of the surrounding community) should be actively involved in and remain apprised of their responsibilities towards the school. Previous studies (Heysek, 2010; Mcube, 2009; Ngidi, 2004; Prew, 2009) have explored parental governors’ ability and experience to perform the (SGB) duties, as well as the socioeconomic context of the parent community as determining factors in its (SGB) performance. This further opened the research debate regarding how democratic principles (Chaka, 2008; Chuenyane, 2010) and school funding pressurise SGBs to provide high-quality schooling for all learners.

The literature available from previous research can only be considered a first step towards a more profound understanding of the supportive role played by SGBs. The SGB mandate

to govern a school includes always supporting teachers so that they (teachers) can effectively carry out their teaching duties. Therefore, to fill this literature gap, this study focused on explaining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. This literature review now considers the statutory context of SGBs in South Africa.

2.3 STATUTORY CONTEXT OF SCHOOL GOVERNING BODIES IN SOUTH AFRICA

2.3.1 Introduction

In the publication entitled “Guidelines for Capacity Building of School Governing Body Members 2018” (DBE, 2018), then Minister of Education, Angie Motshekga, MP, stressed that the South African government declared teaching and learning in public schools as a national responsibility. Minister Motshekga observed:

The South African Schools Act, No. 84 of 1996 as amended (SASA) allows for School Governing Bodies (SGBs) as statutory bodies to be elected in all public schools every three years and serve as a vanguard to ensure support for effective teaching and learning to take place in every school. (DBE, 2018, p. 20)

In Western Cape high schools (as is the case throughout South Africa), membership of the SGB comprises parents, teachers, support staff, and learners who serve on the Representative Council of Learners (RCL) (DBE, 2018). Figure 2.1 provides a synoptic view of SGB membership.

These stakeholders should collaborate to improve the schooling system. Motshekga (DBE, 2018) underscored that an involved SGB is one of the greatest indicators of a functional school. Minister Motshekga (DBE, 2018, p. 20) contended:

The role of parents in the running of a school and in their own children’s future progress cannot be understated for the impact that we have seen it has. We have observed the important roles and responsibilities that SGBs play ... in our pursuit for excellence. A well-functioning SGB has the responsibility of ensuring a school’s ultimate success. It is also expected to ensure that a school is made accountable to the parents of the learners registered at the school. I consider SGBs among the most important stakeholders in the schooling sector and together we have been able to take our schools to improved levels of school governance.

As an aid to assist SGB members comprehend and fulfil their mandates during their three-year tenures, it becomes crucial to review the legal framework that regulates the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Consequently, the researcher’s scrupulous examination of the following legislative instruments are now spotlighted for discussion:

- Constitution of the Republic of South Africa, Act 108 of 1996
- National Education Policy Act 27 of 1996 (NEPA)
- South African Schools Act 84 of 1996, as amended (SASA)
- Promotion of Administrative Justice Act 3 of 2000 (PAJA)
- Employment of Educators Act 76 of 1998 (E of EA)

2.3.2 The Statutory Architecture of SGB Support Functions

The SGB's mandate to support teachers is embedded within a coherent statutory architecture anchored by the Constitution (RSA, 1996a) and the South African Schools Act (SASA, No. 84 of 1996). Two constitutional provisions are particularly salient: Section 29(1) enshrines the right to basic education as the objective all governance must serve, while Section 41(1) mandates cooperative governance—requiring all state organs to "assist and support one another" in mutual trust and good faith. This constitutional ethic of support provides the overarching legal foundation for this study's inquiry.

The operational heart of the SGB's supportive mandate resides in SASA Section 20(1)(d), which requires the SGB to "support the principal, educators and other staff of the school in the performance of their professional functions" (emphasis added). This clause is the direct statutory anchor for this research, moving SGB responsibilities beyond administrative compliance into the professional and, by extension, psychological ecosystem of the school. Three additional statutes shape the context within which this support function operates: the National Education Policy Act (NEPA, No. 27 of 1996) empowers the Minister to set uniform policies (e.g., on admissions and attendance) that create stable operational conditions; the Promotion of Administrative Justice Act (PAJA, No. 3 of 2000) requires procedural fairness in SGB actions affecting teachers, thereby protecting professional dignity; and the Employment of Educators Act (EoEA, No. 76 of 1998) regulates conditions of service but is notably silent on proactive psychological support for teachers.

This statutory lacuna—the absence of explicit provision for teacher well-being support—is a critical finding of this review. While SASA mandates support, the enabling statutes do not specify mechanisms or resources for fulfilling this mandate in relation to teacher resilience. The present study directly addresses this gap by investigating how SGBs interpret and operationalize their supportive function amidst the specific challenge of learner indiscipline.

2.3.2 Constitution of the Republic of South Africa, Act 108 of 1996

Historically, South Africans went to the polls to vote in the first-ever, democratic, universal franchise election that was held from 27 to 29 April 1994. Prior to that landmark occasion, millions of historically disadvantaged South Africans had previously been denied the vote. However, starting in 1994, scores of South Africans had now voted for the first time, including Mr Nelson Mandela who was 75 years of age at the time. The ANC garnered 62.6% of the nation-wide vote.

According to Southall and Simkins (2017), this election victory entitled the ANC to 252 of the 400 seats in Parliament. On 10 May 1994, Mr Mandela was inaugurated as the president of the Republic of South Africa. Thereafter, President Mandela announced his Cabinet in which he appointed Prof. Sibusiso Bengu as the first Minister of Education. In the subsequent months, a new Constitution was drafted. On 10 December 1996, President Mandela signed the new ratified Constitution into law in Sharpeville, Gauteng. The Constitution took effect from 04 February 1997.

In South Africa, all laws are guided by the Constitution. Chapter 2 of the Constitution is known as the Bill of Rights (RSA, 1996a). Laws on school governance should be consistent with the Bill of Rights. Anything that contradicts the Bill of Rights can be declared by a court to be invalid. Specific rights in the Bill of Rights that are relevant to school governance are Section 29(1) concerning the right to education: “Everyone has the right to a basic education.” (RSA, 1996a)

In his inspection, the researcher noticed that Section 41(1)(h) of the Constitution is another noteworthy provision in terms of cooperative governance (RSA, 1996a). This section of the Constitution outlines how the different parties involved in governing schools should collaborate. With reference to the focus of this study – that is, the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools – the researcher’s attention was arrested by Section 41(1)(h) of the Constitution (RSA, 1996a), which directs that:

All spheres of government and all organs of state within each sphere must co-operate with one another in mutual trust and good faith, by –

- fostering friendly relations.
- assisting and supporting one another.
- informing one another of, and consulting one another on, matters of common interest.

- coordinating their actions and legislation with one another.
- adhering to agreed procedures; and
- avoiding legal proceedings against one another.

After a careful consideration of this statutory document, the researcher was convinced that the Constitution (RSA, 1996a) contained significant mandates that provided indubitable direction for this study, which explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.3.3 The National Education Policy Act 27 of 1996

Two statutes – namely, the South African Schools Act 84 of 1996 (SASA) (RSA, 1996b), as amended, and the National Education Policy Act 27 of 1996 (NEPA) (RSA, 1996c) – were introduced to radically transform what had previously been an apartheid schooling system in South Africa. As indicated by its name, NEPA was introduced to complement SASA by empowering the Minister of Basic Education to determine the national policy for schooling. This implied that schooling would be viewed as the definitive arena for concurrent provincial and national legislative competence. As a legal instrument, NEPA would have persuasive power over school governance, as national legislation would subjugate provincial legislation seeing that national legislation dealt with a matter that, to be dealt with effectively, required uniformity across the nation, and national legislation provided that uniformity by establishing norms and standards, frameworks, or national policies.

Several legal policies that provided uniformity in schooling were thus promulgated by the Minister of Basic Education. These policies included the:

- National Policy on Religion and Education – Owing to the diverse cultural and religious milieu in South Africa, this policy aims to protect learners from religious coercion or discrimination.
- Norms and Standards for Educators – This policy provides an exposition in connection with the applied competencies, employment qualifications, evaluation, and recognition of the teacher's role in the schooling process.
- Approval for the Conduct of a Pilot Study in Selected Schools in All Provinces with the Aim of Promoting and Developing Previously Marginalised African Languages in South Africa.
- Policy on Learner Attendance – Regular attendance at public schools and punctuality are promoted by this policy.

- Admission Policy on Ordinary Public Schools – This policy contains the framework for all provincial education departments and SGBs for developing schools' admission policy.

After a careful examination of these statutory policies, it was clear that NEPA (RSA, 1996c), with its attendant legal corollaries, had relevance for this study, which explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.3.4 South African Schools Act 84 of 1996, as amended

The South African Schools Act 84 of 1996 (SASA) (RSA, 1996b) was the primordial schooling legislation to be enacted after 1994. Thus, it contained the legal outlay for schooling and the governance, funding, and organisation of schools. SASA is established on its bedrock objective of ensuring that all learners have access to quality schooling without discrimination (DoE, 2011). It regulates the imperative that all children from seven to 15 years should attend school (DoE, 2011). Significantly, by the legal insertion of learners' ages from seven to 15 and having the ninth grade as the earliest grade after which a child could leave school, the implication surfaced that learners were entitled to only nine compulsory years of formal schooling *excluding* Grade R. This was diametrically opposed to the earlier policy in the Education White Paper on Education and Training (DoE, 1995), which underlined that learners were compelled to have 10 years of schooling, beginning with Grade R.

Regarding its divaricated feature, SASA (RSA, 1996b) makes provision for both independent and public schools. The researcher concurs with the DoE (2011) that the provision in SASA for democratic school governance through SGBs has been implemented countrywide in public schools. Section 21 of SASA stipulates the mandatory functional duties and responsibilities of SGBs (DoE, 2011). As the SGB is responsible for the overall governance of the school, it is crucial that the individual SGB members possess adequate organisational knowledge and administrative skills that would empower them to fulfil their role (DoE, 2011). Hence, while the SGB is responsible for *governing* the school, it (the SGB) needs to work in concert with the *leadership* and *management* of the school. However, the obligatory strictures outlined in Section 21 of SASA make little provision for the miscellany of socioeconomic contexts that forcibly impact on teacher resilience in the face of learner indiscipline in Western Cape high schools.

Governing the school in accordance with SASA (RSA, 1996b) means that the SGB has many different roles to fulfil with regard to serving the school and operating in a position of trust towards the school (DoE, 2011). According to Mncube and Naicker (2011), this means that, by governing the school, the SGB must create, supervise, and evaluate policies and rules that guide and govern the actions of the school and its members. School managers follow through by ensuring that what the SGB decides is implemented.

The researcher is in heart-harmony with Heystek (2011), who underlines that the role of the SGB is to create a democratic school by fulfilling the following functions and responsibilities in accordance with SASA (RSA, 1996b):

- Adopt a constitution.
- Promote what is in the best interest of the school and strive to ensure the development of the school through the provision of quality education for all learners in the school.
- Develop the mission statement of the school.
- ***Support the principal, the teachers, and other staff of the school in their professional capacities*** (Bold italics by the researcher).
- Adopt a code of conduct for all teachers at the school.
- Adopt a learner's code of conduct.
- Determine the length of time learners are at school, as well as the working hours of the teachers.
- Interview prospective teachers and support staff for employment at the school.
- Encourage teachers, support staff, and parents to volunteer at the school.
- Recommend prospective employees in the time frame prescribed.
- Administer and control the school premises and property.
- Make the budget of the school known to all teachers and parents of enrolled learners.
- Allow the use of the school property for communal activities.

SASA (RSA, 1996b) mandates that an SGB should comprise the following three categories of membership:

- elected members
- the principal (who serves as *ex-officio* member)
- and co-opted members (DoE, 2011).

The tenure of SGB members is three years. Furthermore, the DBE (2014) permits SGBs to nominate co-opted members who may be called upon to fulfil special tasks on the SGB on an *ad hoc* basis. These co-opted members may not necessarily be parents of learners in the school. However, parent or guardian members who are appointed to serve on the SGB must have children enrolled in the school. Once the SGB is elected, members are required to elect office bearers – that is, a chairperson, a secretary, and a treasurer. In terms of SASA (RSA, 1996b), the DoE (2011) states that parents are not only required to constitute the majority of the SGB, but the chairperson also needs to be one of the parent members.

Hence, the researcher agrees with Heystek (2011) that the SGB functions and responsibilities can only be fulfilled in collaboration with the school leaders and managers. In this regard, Steyn (2011) indicates that, for the SGB to fulfil its mandate, the principal and school management team (SMT) should be actively involved, but the governance of the school rests with the SGB. The researcher concurs that the SGB is responsible for school governance. Significantly, Mncube and Naicker (2011) assert that the elected SGB members should be capable of fulfilling their mandate. Consequently, the researcher is convinced that SASA (RSA, 1996b) provides the tapestry for explaining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

The researcher's investigation of this statutory document reveals that SASA (RSA, 1996b) is made up of 64 sections: 22 sections deal with SGBs, and the remaining 12 sections refer to SGBs. This clearly indicates that SGBs are deemed as an integral part of school governance in South Africa. While the Employment of Educators Act 76 of 1998 (RSA, 1998) relates to the functions, role, and status of SGBs, the primary reference source that deals with the functions, duties, and powers of SGBs is SASA. In the pre-1994 period in South Africa, teachers, learners, parents, and communities were largely excluded from governance. However, in 1996, with the promulgation of SASA, the accent fell on the guiding principles of access, redress, equity, and democratic governance.

As previously cited, SASA (RSA, 1996b) mandates the SGB “to support the principal, the teachers and other staff of the school in their professional capacities”. For this study, the researcher viewed this as a focal point that signalled the need to examine the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.3.5 Promotion of Administrative Justice Act 3 of 2000

The Promotion of Administrative Justice Act 3 of 2000 (PAJA) (RSA, 2000a) gives effect to the right to administrative justice under the Constitution. In the sphere of SGB operational activities, PAJA mandates that school-related administrative actions that may materially and adversely affect teachers' rights must adhere to fairness requirements such as:

- prior notice of the intended decision
- a prior hearing before the decision is taken
- clear grounds for the decision
- adequate notice of the right to request reasons for the decision.

After a personal scrutiny of PAJA (RSA, 2000a), the researcher posits that this act was enacted pursuant to the provisions of Section 33 (of the Constitution), which requires the enactment of national legislation to give effect to the right to administrative action. PAJA therefore governs the exercise of administrative action in general. All decision-makers who are entrusted with the authority to make administrative decisions by any statute are therefore required to do so in a manner that is consistent with PAJA. The effect of this is that statutes that authorise administrative action must now be read together with PAJA, unless, upon a proper construction, the provisions of the statutes in question are inconsistent with PAJA.

The focus of this study was to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. In discharging their responsibilities, SGBs need to ensure that their support of teachers at schools is consistent with the administrative action that materially and adversely affects a teacher's constitutional rights or that is inconsistent with PAJA.

2.3.6 Employment of Educators Act 76 of 1998

After 1994, the South African government's process and intention towards attaining a democratic, equitable, non-racial, non-sexist, and singular schooling system were outlined in the White Paper on Education and Training in 1995 (RSA, 1995). In order to achieve this, legislation was promulgated through NEPA (RSA, 1996c) and the Employment of Education Act 76 of 1998 (E of EA) (RSA, 1998).

The ethical, moral, and professional responsibilities of teachers and teachers' competency requirements are regulated by the E of EA (RSA, 1998). The researcher agrees with Liwane-Mazengwe (2012), who emphasises that the E of EA is the primary statute that regulates labour relations in schooling (Rutherford, 2009). The purpose of this act is "to provide for the employment of teachers by the state, for the regulation of the conditions of service,

discipline, retirement and discharge of teachers and for matters connected therewith” (RSA, 1998, p. 25).

The E of EA (RSA, 1998) is viewed as the most prominent statute in all employment matters in the school arena (Rossouw, 2009). The E of EA contains supplementary information that deals with the interpretation and application of the conditions of services and teacher appointments, establishments, promotions and transfers, termination of services, incapacity and misconduct. Chapter 6 of the E of EA, which dealt with the South African Council for Educators (SACE), was revoked when the South African Council for Educators Act 31 of 2000 was promulgated (Rossouw, 2009).

From a close personal examination of the E of EA (RSA, 1998), the researcher noticed that the physical safety of teachers is given attention in Section 17 of the E of EA. Significantly, in line with the theme of this study, the researcher observed that the E of EA is silent regarding the role of the employer in supporting teacher resilience in the workplace. While the researcher extols the normative framework of the E of EA for securing the teacher’s safety in the workplace, a critically open and unsolved issue that remains is the role of the SGB in supporting teacher resilience in the face of learner indiscipline in school. The researcher considers this to be a lacuna in the E of EA.

Hence, to address one of the toughest challenges for researchers in this domain, this study argued for a detailed examination of the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Of course, in South Africa, SGBs need not operate in isolation, free from professional backing. Next, seven SGB federations that are currently operative in South Africa are discussed.

2.4 SCHOOL GOVERNING BODY FEDERATIONS IN SOUTH AFRICA

The necessity of having SGB federations in South Africa arises owing to the challenges faced by individual SGBs (DBE, 2018). These obstacles include the professional attributes and robust skills that individual SGB members need to acquire to successfully govern their schools (DBE, 2018). It must be recognised that the creation and membership of any SGB federation is far from just being a structural-change exercise (DBE, 2018). It directly relates to a scenario in which SGB members and school leaders share the commitment of improving the outcomes and life chances for all teachers and learners across the federation’s national footprint (DBE, 2018), as opposed to just a single school through a school-led system of raising standards and driving improvement (DBE, 2018).

The common objective of the seven South African SGB federations discussed in this section is their devotion and purpose to ensure that all teachers and learners in their local area and network of schools have the best possible schooling experience, regardless of their background and circumstances (DBE, 2018). This outward-facing approach drives the effective collaboration and success of SGB federations in South Africa (DBE, 2018). The ensuing synopsis presents an overview of how these SGB federations form an impregnable support reticulum that enables them to champion school improvement and secure better outcomes for teachers and learners (DBE, 2018). Moreover, when viewed within the context of this study, the seven SGB federations make a valuable contribution towards the understanding of the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.4.1 Federation of Governing Bodies of South African Schools

As a leading exponent of school governance, the Federation of Governing Bodies of South African Schools (FEDSAS) was founded in 1993 and has since developed into one of the most respected organisational role players in the South African system. For over a quarter of a century, the vision of FEDSAS has been the conservation and promotion of quality schooling in South Africa (FEDSAS, 2019), while its mission is to represent its affiliated SGBs and all stakeholders in promoting and securing the highest possible standard of schooling for all learners (FEDSAS, 2019). In line with this objective, FEDSAS seeks to promote effective school governance by providing professional support to all its affiliates to achieve its goal of building and maintaining the highest standards in public schools (FEDSAS, 2019). According to FEDSAS (2019), it regulates the principle of maximising the autonomy, operative powers, and rights that devolve on SGBs. In this regard, FEDSAS (2019) supports and promotes:

- the rights and powers of SGBs as described in SASA, including language and admissions policies
- the principle that SGBs play an important role in creating opportunities for all teachers and learners to enable them to reach their full potential
- the preservation and promotion of a culture of excellence in teaching, learning, and service delivery
- the ongoing need to establish and build healthy relationships with all stakeholders in the school arena to serve the best interests of teachers and learners.

Over the past quarter-century, FEDSAS has established a record of successful litigation in pivotal cases concerning SGBs (FEDSAS, 2019). Its legal unit has been instrumental in defending the statutory rights of SGB members, particularly against unlawful interventions in school governance. Complementing this legal advocacy, FEDSAS provides affiliated SGBs with structured professional development in critical operational areas, including staff appointments, labour relations, strategic planning, and financial management. Furthermore, the organisation maintains a comprehensive digital repository of governance resources, such as policy documents, operational guidelines, and contractual templates, thereby facilitating informed practice.

Aligned with its identity as a democratic and apolitical membership association, FEDSAS disseminates timely intelligence on educational trends, legislative changes, and systemic restructuring to its affiliates (FEDSAS, 2019). Central to its mission is a commitment to advancing robust corporate governance principles within schools. Notably, in recent years, this commitment has crystallised around the active promotion and implementation of the King IV Report on Corporate Governance for South Africa (2016) among its member SGBs (FEDSAS, 2019). This strategic focus on institutionalising King IV principles is approached to cultivate optimal governance structures, thereby enabling SGBs to execute their mandates more effectively.

In the context of this study, FEDSAS's integrated support framework – encompassing legal defence, capacity building, and principled governance – constitutes a significant institutional mechanism. It is posited that this mechanism fortifies SGBs in their understanding and execution of a critical function – supporting teacher resilience in response to learner indiscipline within Western Cape high schools. By underpinning SGBs with legal certainty, procedural knowledge, and governance ethics, FEDSAS functions as a key stabilising structure, potentially enhancing the school-level capacity to address this challenge.

2.4.2 Governors Alliance

In 2005, the Gauteng provincial structure of FEDSAS – which represented a significant concentration of former Model C schools – seceded and reconstituted itself as an independent federation termed the Governors Alliance Council (GA, 2020). The executive leadership of the GA claims a cumulative expertise exceeding 100 years in school governance matters. The organisation has attracted a substantial membership base and operates a dedicated governance support service, or “help line”, which guarantees daily responses during business hours (GA, 2020).

The GA maintains a comprehensive resource base and specialised expertise on contemporary developments in educational governance, enabling it to assist affiliated SGBs with timely legislative updates (GA, 2020). This intelligence is systematically disseminated to member schools through regular newsletters that address current issues impacting the efficient and effective governance of public schools (GA, 2020).

Configured to mobilise its membership into a collective forum for school governance, the GA's operational model is inherently dialogical and collaborative. Consequently, this federation is positioned as a pertinent site for investigating the role of SGBs. Specifically, its structure and collective deliberation on governance challenges could yield significant insights into how SGBs are equipped, or might better be equipped, to support teacher resilience in contexts of learner indiscipline within the high school sector.

2.4.3 National Association of School Governing Bodies

Founded in 2001, the National Association of School Governing Bodies (NASGB) is ideologically aligned with the broader democratic movement, reflecting its foundational commitment to the transformative potential of SGBs within South Africa's schooling system (NASGB, 2020). Its operational mandate, captured in the motto "Quality public education for all", directs its activities towards addressing the specific ambitions and needs of schools in historically disadvantaged communities (NASGB, 2020). The association regards the statutory establishment of SGBs as a landmark democratic achievement, particularly against the historical backdrop of apartheid-era marginalisation, where parental voices in these communities were systematically excluded (NASGB, 2020). It contends, however, that the post-1994 policy framework has not automatically translated into effective governance capacity. Many SGBs in these contexts continue to grapple with technical, financial, and policy-literacy deficits (NASGB, 2020). In direct response to these identified gaps, the NASGB is committed to providing targeted professional support and training to its affiliates.

To operationalise this mandate, the NASGB engages in strategic collaborations. It maintains formal recognition and a working relationship with the Gauteng DoE and has established a partnership with the Matthew Goniwe School of Leadership and Governance to deliver structured development programmes (NASGB, 2020). Furthermore, it facilitates discourse on pertinent educational issues through hosted conferences, often in collaboration with strategic partners within regions such as Greater Soweto (NASGB, 2020).

Given this orientation towards capacitating SGBs in historically complex environments, the NASGB constitutes a relevant site of inquiry for this study. Its focused training and support

mechanisms are likely to yield critical insights into how SGBs can be empowered to fulfil their role in supporting teacher resilience, specifically within the context of addressing learner indiscipline in high schools.

2.4.4 United Front for School Governing Bodies

As was the case with the formation of the GA, in the year 2005, senior members of the Gauteng branch of NASGB severed ties and formed the United Front for School Governing Bodies (UF4SGBs). The wealth of experience in its executive council has propelled the UF4SGB to the upper echelon of governing body federation set (UF4SGB, 2020).

When an SGB signs up for membership with the UF4SGB, the tenure is per term of SGB office, which requires an annually paid subscription (UF4SGB, 2020). The benefits of joining the UF4SGB include basic training of affiliated SGB members regarding their functions and roles in terms of the law as it pertains to school governance. SGB affiliates also receive direction regarding how to professionally support and legally represent their schools (UF4SGB, 2020). Additionally, the UF4SGB members participate in policymaking workshops and seminars, defending the rights of SGB members by providing the necessary support functions and information regarding comprehending schooling laws, policies, and procedures (UF4SGB, 2020).

In harmony with the theme of this study, the UF4SGB makes a praiseworthy contribution as regards delineating the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.4.5 National Congress of School Governing Bodies

The National Congress of School Governing Bodies (NCSGB) functions as a strategic support and advocacy body for SGBs, particularly within historically disadvantaged school contexts (NCSGB, 2020). Its mandate encompasses a dual role: acting as an intermediary between SGBs and state authorities and building the capacity of its affiliates. This involves mobilising a collective SGB response to counteract perceived victimisation or the unwarranted curtailment of SGB powers by provincial education departments. Conversely, the NCSGB may also engage collaboratively with departments to monitor and ensure procedural fairness in contentious processes such as school closures or mergers.

Furthermore, the organisation works in concert with teacher unions to develop contingency and recovery plans for schools affected by industrial action, thereby mitigating operational

disruption. A core service is the provision of mediation and expert support to affiliated SGBs when confronting conflicts or complex challenges beyond their individual capacity to resolve.

Aligned with its transformative agenda, the NCSGB actively promotes participatory democracy in school governance, anchored in the principles of SASA (RSA, 1996b). It pursues this through a comprehensive campaign for quality education, participation in community initiatives offering professional guidance, and sustained engagement in policy dialogue. A central pillar of its work is to challenge misconceptions about parental governance capability by providing targeted training to ensure SGBs can fulfil their statutory roles effectively.

Given its integrated model of advocacy, mediation, and capacity building, the NCSGB constitutes a significant institutional actor in the governance landscape. Its efforts to professionalise and empower SGBs were pertinent to this study, as they underpinned the potential for SGBs to develop the institutional stability and strategic competence necessary to support teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.4.6 Governing Body Foundation

Founded in 1997, the Governing Body Foundation (GBF) is dedicated to advancing the principles of cooperative governance in South Africa's public schooling system (GBF, 2020). As of 2020, the organisation has maintained a national membership comprising over 650 public schools across all nine provinces. Its operational structure is anchored by a head office in Johannesburg, supplemented by regional offices in Cape Town, Durban, and Gqeberha.

Positioning itself as a leading provider of advisory services, the GBF leverages specialised legal expertise and practical experience to offer comprehensive guidance on all facets of school governance. This support is operationalised through structured capacity-building seminars for SGBs and the provision of ongoing, daily strategic guidance in response to member inquiries. The foundation is formally recognised by the DBE and provincial education departments as a key stakeholder, regularly participating in policy and operational dialogues at district, provincial, and national levels (GBF, 2020).

According to the GBF (2020), its primary objectives are:

- to represent the SGBs of all public schools in South Africa in the manner envisaged in Section 20 (3) of SASA (RSA, 1996b)
- to promote and maintain quality, non-racial teaching, and learning in public schools
- to promote the rights and interests of parents in public school governance

- to uphold the rights of SGBs in the public-school arena
- to help SGBs at public schools exercise their rights as they perform their obligations
- to serve as a resource fund for SGBs of public schools in providing guidance and information on all aspects of education, management, and governance of public schools
- to foster an equitable learner-centred approach in terms of curriculum delivery
- to redress the imbalances of the previous public school system by upholding the values espoused in the Constitution
- to represent and support its affiliated members in consultation and negotiation processes relating to teaching and learning matters
- to support fundraising endeavours pursuant to the above-mentioned objectives.

The GBF was a formidable stronghold that made a valuable contribution towards the understanding of the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.4.7 South African National Association for Specialised Education

The South African National Association for Specialised Education (SANASE) functions as a representative body advocating for learners across all special education institutions, including mainstream, full-service, and resource schools, through its affiliated SGBs (SANASE, 2021). The organisation originated from the strategic amalgamation of two key entities: the Principal's Forum, representing special school principals, and the original SANASE, which supported SGBs. Following extended deliberations, this merger was formally ratified at a joint annual general meeting held in Kuilsriver, Western Cape, in August 1998 (SANASE, 2020).

Registered as a non-profit organisation with the Department of Social Development, SANASE operates as a juristic person. Its membership consists of SGBs from various specialised schools, structured through provincial chapters. Governance is effected through a National Executive Committee elected triennially at a national AGM, with terms aligned to SGB tenures. Each province appoints a provincial committee, and together with the national executive and provincial chairs, forms a National Council, which serves as the ultimate decision-making authority (SANASE, 2020).

SANASE's core mission is to promote and coordinate all aspects of education for learners with special needs. It supports its affiliates by acting as a collective negotiator with education departments, striving to secure and maintain statutory recognition for its role. Professionally,

the association is dedicated to advancing the interests of learners with disabilities, aiming to foster their optimal independence and social responsibility through appropriate specialised schooling (SANASE, 2020).

In line with the focus of this study, SANASE represents a towering structure that supports SGBs in the field of special schooling. To be sure, all seven South African SGB federations discussed above make a laudable contribution towards the understanding of the role of the SGB in supporting teacher resilience in the face of learner indiscipline, in this case, in Western Cape high schools. Next, an exposition that spotlights the SGB and corporate governance in South Africa is provided.

2.5 THE SCHOOL GOVERNING BODY AND CORPORATE GOVERNANCE IN SOUTH AFRICA

2.5.1 Introduction

In this section, the researcher sets out to refine and refocus the topic in relation to the role of the SGB viewed as a corporate governance entity. In the past 10 years, research studies (Mncube, 2009; Taylor et al., 2013) have concentrated on how SGBs have been under pressure to enhance democratisation (Heystek, 2011), parental SGB partnerships (Mbokodi & Singh, 2011; Mncube et al., 2011; van Wyk, 2010) and the management of school finances functions. Other studies (Xaba, 2011; Zondo, 2016) revolved around the formulation and implementation of a learner's code of conduct in schools.

In this study, the researcher highlighted a gap in previous research by refining the current research problem to gain a better understanding of the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. While prior studies merely limited the SGB to its governing function, this study added to the understanding and knowledge in the research field that the SGB has an important support role to play. As this SGB support role is fully grounded in corporate governance principles (FEDSAS, 2019), it is imperative to consider the SGB viewed as a corporate governance entity (FEDSAS, 2019).

De Beer (2012) indicated that SGB governance is the system by which schools are directed and managed. This influences how the objectives of schools are set and achieved, how risk is monitored and assessed, and how performance is optimised (FEDSAS, 2019). Effective SGB governance structures encourage schools to create value and provide accountability and control systems (FEDSAS, 2019). Effective SGB governance involves goal-directed

leadership (Braendle & Rahdari, 2016), which drives the process of ushering in efficacious behavioural control systems (Kang & Nanda, 2017) to retain the long-term continuity and sustainability of the school (FEDSAS, 2019). This means that SGB decisions need to be made in the best interests of the teachers, learners, and the school as an organisation (FEDSAS, 2019).

In light of the theme of this study, it became critical to examine the school governance underlay in order to evaluate the merit of adopting corporate governance principles that would enhance the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.5.2 Defining the concepts of governance and corporate governance

While Section 16 (1) of SASA (RSA, 1996b) mandates that the governance of a public school is vested in the SGB, SASA does not explicitly indicate the parameters of understanding in terms of what is included and what is not included in the term “governance”. Therefore, it was imperative to consult the literature from the corporate environment for guidance.

Yirdaw (2014, p. 11) contends that the term “governance” is derived from the Latin word *gubernare*, which means “to steer; to prop up; to support”. The significance of this definition was apposite for this study, which explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Graaf (2016) contends:

... in the 1990s, South African policy makers and advisors perceived parent participation in school governance to be desirable since it would allow for a deepening of democratic participation in a country starved of meaningful democratic process under the Apartheid and earlier regimes.

Dauids (2020) states:

... school governance involves the approach, implementation and supervision of all school-based policies and guidelines. Unlike School Management Teams (SMTs), which are focused on teaching and learning, the concern of governance is that of the overall functioning and (financial) wellbeing of the school.

In the following depictions (Table 2.1 and Figure 2.1, respectively), the structural support pillars of the ethics involved in school governance are explained and illustrated.

Table 2.1: The structural support ethics of school governance (FEDSAS, 2019)

Integrity	To act in good faith, in the best interests of the school. Avoiding conflict of interest, and setting the tone for the school.
Competence	To acquire a working knowledge of the school, act with care and diligence, becoming properly informed before making decisions.
Responsibility	To take correct actions with regard to the assets of the school and to keep the school on a strategic path that is ethical and sustainable.
Accountability	To be able to justify decisions and actions to “stakeholders”.
Fairness	To give fair consideration to the legitimate interests and expectations of all stakeholders.
Transparency	To disclose information in a manner that enables stakeholders to make an informed analysis of the school’s performance and sustainability.

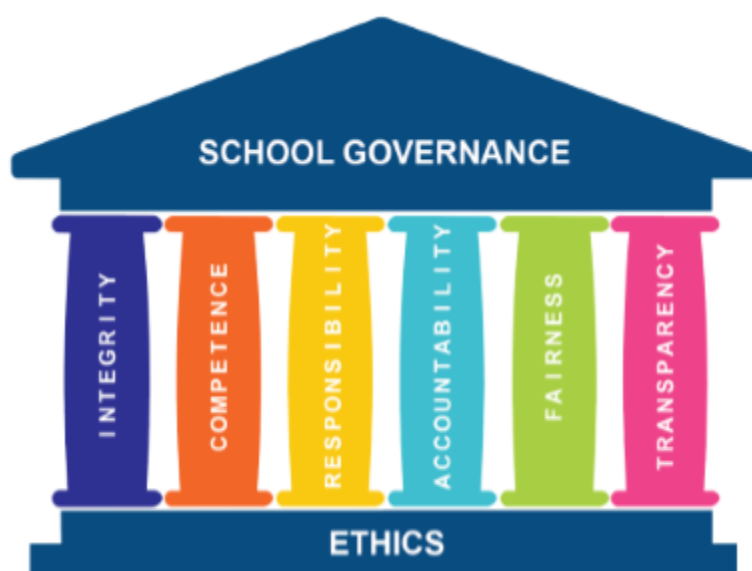


Figure 2.1: The structural support ethics involved in school governance (FEDSAS, 2019)

While agreeing with Davids (2020), the researcher believes that the need now arises to define succinctly the term “corporate governance” with reference to its significance in this study, which explored the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Claxton-Freeman (2015, p. 25, 37) postulates:

corporate governance is defined as the exercise of ethical and effective leadership by a governing body towards the achievement of the following governance outcomes: ethical culture, good performance, effective control, legitimacy.

FEDSAS (2019) indicates that, if the SGB subscribes to corporate governance principles (IOD, 2016), the benefits accrued would be:

improved leadership, decision-making and strategic vision; improved mechanisms to monitor and manage risks; and confidence of internal and external stakeholders – such as learners, teachers, non-teaching individuals, parents, the national and provincial school departments and local communities in the school environment. (Zhang, 2013, p. 46)

According to Chhotray and Stoker (2009), as noted in FEDSAS (2019), if the SGB is guided by corporate governance principles, the end product would lead to securing the commitment of vital partners and providing assurance to stakeholders (teachers, learners, and parents) that the organisation (the school) is being run in an appropriate and responsible manner, with due regard for their interests. In terms of their relevance to this study, these target principles of corporate governance (IOD, 2016) augured well for examining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.5.3 The King I, King II, King III, and King IV reports on corporate governance

The King I Report (which was published in March 1994 by the King Committee on Corporate Governance) aimed to promote the finest standards of corporate governance in South Africa (IOD, 1994). This report focused on cultivating a climate of good governance by stressing that organisations should no longer act independently from the society in which they operate (IOD, 1994). Good governance would also include serving the best interest of all stakeholders (Wanyama et al., 2013). After a few years, the King Committee reviewed the King I Report and proposed an update. Thus, the King II Code was developed and subsequently published as the King II Report on Corporate Governance in May 2002.

In fiscal terms, the 2002 King II Report illustrated a migration from the single bottom line (known solely as shareholders profit) to a triple bottom line (that encompasses the economic and social aspects of an organisation) (IOD, 2002). Furthermore, the King II Report espoused the values of accountability, fairness, responsibility, and transparency with the bifocal interest in shareholders and stakeholders (Wiese, 2014). In South Africa, public and private organisations are governed by the legislation contained in the Companies Act 71 of 2008 (RSA, 2008). This mandate requires organisations to have directors and provides an exposition of the directors' functional role (Urdari et al., 2017). As a result, the Companies Act, supplemented by the King III code of Corporate Governance principles, spawned in September 2009 the compilation, development, and release of the King III Report, which

became effective in March 2010. The King III Report applies to all the entities whether they are public, private or non-profit organisations (IOD, 2009).

The draft King IV Report was issued by publication on 01 November 2016 and only took effect on 01 April 2017 (IOD, 2016). The King IV Report became necessary owing to the developments in corporate governance since the King III code came into effect in 2009 (Maroun, Coldwell & Segal, 2014). The King IV Report consists of principles, practices and outcomes which serve as the benchmark for corporate governance in South Africa (IOD, 2016). The King IV Report has been developed to compete with an increasingly demanding and dynamic external environment for different kinds of organisations. Hendrikse and Hendrikse (2012) aver that good corporate governance is crucial if these organisations are to succeed, given their variations in size, resources, and complexity of their strategic objectives and operations (IOD, 2016). The King IV Report highlights that an organisation which adopts good corporate governance principles contributes to sustainable value creation in South Africa (Maseko & Marx, 2016).

The King IV Report progressed from an “apply or explain” to an “apply and explain” approach (Moneyweb, 2016). The 75 principles in the King III Report were reduced to 17 basic principles in the King IV Report (IOD, 2016). As only one has application to institutional investors, the balance of 16 principles can be applied by any organisation (PWC, 2017). Each organisation is thus required to substantiate a claim that good governance is being practised. The requisite explanation allows stakeholders to make an informed decision as to whether the organisation is attaining the four good governance objectives targeted by the King IV Report (IOD, 2016).

The synthesis of corporate governance principles with teacher resilience constructs reveals a theoretically significant convergence. King IV's Principle 1 (ethical leadership) and Principle 16 (stakeholder inclusivity) compel the SGB to recognise teachers as material stakeholders whose professional well-being is not peripheral to governance but central to organisational sustainability. When a teacher's emotional resilience (Mansfield et al., 2012) is depleted by persistent learner indiscipline, this constitutes a material risk to the school's core purpose of delivering quality education. Under King IV's Principle 11 (risk governance), the SGB has a fiduciary duty to identify and mitigate such risks.

This conceptual linkage—between governance risk management and teacher psychological resilience—has been underexplored in the literature. Traditional governance scholarship focuses on financial probity, regulatory compliance, and infrastructural oversight (Xaba,

2011; Mestry, 2018). Resilience scholarship, by contrast, has emphasised individual coping strategies, collegial support, and school leadership (Gu & Day, 2013; Mansfield et al., 2012), with scant attention to governance structures. The present study bridges this disciplinary divide by theorising teacher resilience as a governance-dependent outcome: an SGB that governs ethically, transparently, and with stakeholder inclusivity creates the institutional conditions—fair policies, predictable decision-making, responsive support mechanisms—that enable the four resilience constructs to flourish. Conversely, governance that is opaque, unaccountable, or exclusively compliance-oriented may inadvertently corrode teacher resilience by generating procedural unfairness (contravening PAJA) or neglecting psychosocial risks.

This synthesis reframes the SGB not as a distant administrative body but as a proximal determinant of the school's resilience ecology. The empirical chapters (5 and 6) will examine the extent to which SGBs in Western Cape high schools understand and enact this governance-resilience connection.

2.5.4 The SGB and the King IV corporate governance principles

The researcher agrees with Atmore (2019), who reported that the first white paper (known as the White Paper on Education and Training in 1995) (RSA, 1995) outlined the government's process and intention towards achieving a single, non-racial, non-sexist, democratic, and equitable education system. Therefore, NEPA (RSA, 1996c) and E of EA (RSA, 1998) were enacted. The Education White Paper 1 (DoE, 1995) also emphasised:

... parents or guardians have the primary responsibility for the instruction of their children, and have the right to be consulted by the state authorities with respect to the form that schooling should take and to take part in its governance (DoE, 1995, as cited in FEDSAS, 2019).

The term “corporate governance” is used extensively in the King IV Report, most notably to set it apart from national or political governance (FEDSAS, 2019). The descriptive adjective “corporate” points to organisations that are incorporated to form legal entities separate from their founders (FEDSAS, 2019). This certainly would include public schools, as all of them are statutory juristic persons (FEDSAS, 2019), in line with Section 15 of SASA (RSA, 1996b). Therefore, schools as separate entities or juristic persons are included within the ambit of the King IV code of corporate governance (FEDSAS, 2019). An explanation of the King IV principles of corporate governance is presented in Table 2.2.

Table 2.2: The King IV principles of corporate governance (FEDSAS, 2019)

KING IV PRINCIPLES OF CORPORATE GOVERNANCE	
Principle 1	The governing body should set the tone and lead ethically and effectively.
Principle 2	The governing body should govern the ethics of the organisation in such a way that supports the establishment of an ethical culture.
Principle 3	The governing body should ensure that the organisation is and is seen to be a responsible corporate citizen.
Principle 4	The governing body should appreciate that the organisation's core purpose, its risks and opportunities, strategy, business model, performance, and sustainable development are all inseparable elements of the value-creation process.
Principle 5	The governing body should ensure that reports issued by the organisation enable stakeholders to make informed assessments of the organisation's performance and its short-, medium- and long-term prospects.
Principle 6	The governing body should serve as the focal point and custodian of corporate governance in the organisation.
Principle 7	The governing body should comprise the appropriate balance of knowledge, skills, experience, diversity, and independence for it to discharge its governance role and responsibilities objectively and effectively.
Principle 8	The governing body should ensure that its arrangements for delegation within its own structures promote independent judgement and assist with balance of power and the effective discharge of its duties.
Principle 9	The governing body should ensure that the evaluation of its own performance and that of its committees, its chair, and its individual members support continued improvement in its performance and effectiveness.
Principle 10	The governing body should ensure the appointment of and delegation to management contribute to role clarity and the effective exercise of authority and responsibilities.
Principle 11	The governing body should govern risk in a way that supports the organisation in setting and achieving its strategic objectives.

KING IV PRINCIPLES OF CORPORATE GOVERNANCE	
Principle 12	The governing body should govern technology and information in a way that supports the organisation setting and achieving its strategic objectives.
Principle 13	The governing body should govern compliance with applicable laws and adopted non-binding rules, codes, and standards in a way that supports the organisation being ethical and a good corporate citizen.
Principle 14	The governing body should ensure that the organisation remunerates fairly, responsibly and transparently to promote the achievement of strategic objectives and positive outcomes in the short-, medium- and long term.
Principle 15	The governing body should ensure that assurance services and functions enable an effective control environment and that these support the integrity of information for internal decision-making and of the organisation's external reports.
Principle 16	In the execution of its governance role and responsibilities, the governing body should adopt a stakeholder-inclusive approach that balances the needs, interests, and expectations of material stakeholders in the best interests of the organisation over time.

The researcher remained cognisant of the fact that concepts specifically applicable to the commercial world or business sector, such as “company”, “board of directors” or “directors”, “manager” and “shareholders” (IOD, 2016), could easily be replaced with school-related terms, such as “school”, “school governing body” or “governing body governors” (SGB members), “school principal”, and “parents, donors and state”, respectively. In South Africa, the governance principles contained in the King IV Report apply to all schools, irrespective of their nature and size (IOD, 2016). This means that the SGB could conclude that, to follow a specific practice recommendation would not, in a certain instance, be in the best interests of the school (FEDSAS, 2019). Consequently, the SGB may decide to apply the practice recommendation differently or perhaps apply another practice while still achieving the intended governance outcome (IOD, 2016).

Compliance with corporate governance guidelines means that the SGB should strive to implement the intentions behind the specific practice recommendations contained in the King IV Report (FEDSAS, 2019). In good governance practices, it is generally accepted that

the governing structure determines policies and strategies for an organisation, whereas the implementation of these policies and strategies is the function of the executives of the organisation (FEDSAS, 2019). In the school context, the SGB is charged with determining policies, whereas the principal, SMT, and other staff members need to implement them (FEDSAS, 2019).

In the commercial world, a company is made up of shareholders, a board of directors, and management (IOD, 2016). Similarly, the school arrangement has “shareholders”, which include fee-paying parents and guardians, donors, and the government (in the case of public schools) (FEDSAS, 2019). The SGB may be compared to the board of directors, with each SGB member serving as a director (FEDSAS, 2019). The school principal (who serves as an ex-officio member on the SGB) can be likened to the CEO of the company (FEDSAS, 2019). Thus, it is vital to delineate the various governance roles during decision-making phases in school governance (FEDSAS, 2019). In order for it to execute its task with the requisite efficacy and to retain high ethical standards in all its dealings (FEDSAS, 2019), the SGB should consider and apply the King IV governance principles that generally play off in a corporate environment (FEDSAS, 2019).

The SGB has the vested authority to direct, govern, and oversee school operations by delegating an appropriate level of executive power (FEDSAS, 2019) to the principal and the SMT. However, ultimately, the SGB remains responsible for the strategic direction of the school (FEDSAS, 2019). Thus, it behooves the SGB to maintain the right balance between the interests of the different parties involved in schooling and to ensure that the school provides quality instruction (FEDSAS, 2019). As the financial stability of the school also remains a concern of the SGB, the diligent application of the King IV governance principles would result in achieving good governance (FEDSAS, 2019). Above all, in line with the focus of this thesis, the researcher argued that the faithful application of King IV principles would strengthen the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.5.5 Role of the SGB in supporting the application of King IV corporate governance principles

For the past 30 years, noteworthy research studies (Heystek, 2010; Mncube, 2009; Naidoo, 2004; Sayed & Soudien, 2005) have been conducted on the South African school governance system. According to the Department of Basic Education's 2024 Annual Performance Plan, while school governance structures are now universally established,

challenges related to SGB capacity and training remain significant, particularly in historically disadvantaged communities (DBE, 2024). However, the researcher noticed a gap in the literature with reference to the role of the SGB in supporting teacher resilience in the face of learner indiscipline in South African schools. In many instances, this gap possibly exists because of the SGB's unclear understanding of the significant impact that King IV corporate governance principles exert on the school system.

Duma (2013) underscores that school governance is a feature of corporate governance in schools worldwide. While there may be considerable differences in the manner in which school governance is effected, it could be argued that, within the South African milieu, school governance relates not only to the processes and systems by which a school operates (Mavuso & Duku, 2014) but also to the use of authority structures linked to parent-learner collaboration in order to allocate, control, and coordinate activities (Dibete, 2015). Boaduo, Milondzo and Adjei (2009) stress that the role of the SGB includes supporting the fostering of a school environment in which learner discipline is valued (Chinweizu, 2016) (as expressed in the disciplinary code developed by the SGB) and where sound teaching is a daily occurrence (Wiles, 2016). This can only exist where teachers rise above resilience-sapping factors like learner indiscipline. The researcher agrees with the view expressed by Crossman (2017) that the SGB bears the responsibility for governing the school's physical and human resources.

The school's human resources certainly includes both learners and teachers (Salami, 2016). Hence, in order to fully understand the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools, there was definite merit in reviewing international literature that provided an overview of the various school governance structures and their teacher-support operations in the countries of the United Kingdom of Great Britain and Northern Ireland, Canada, Uganda, and Lesotho.

2.6 ROLE OF THE SCHOOL GOVERNING BODY AND SCHOOL GOVERNANCE IN VARIOUS COUNTRIES AROUND THE WORLD

2.6.1 Introduction

Over the years, several countries around the world have pioneered practical and fructifying school governance arrangements with respect to the legal climate in those lands. In this section, the role of the SGB and school governance in different regions of the world is examined. The school governance arrangements in the United Kingdom, Canada, Uganda, and Lesotho will be inspected. The researcher remained curious to find out whether these

countries also subscribed to the principles of corporate governance in their respective school governance arrangements. To begin, the researcher first surveys the role of the SGB and school governance in the four territories that comprise what is known as the United Kingdom.

2.6.2 Role of the SGB and school governance in the United Kingdom

Chapman et al. (2012) mention that, since the year 1922, the United Kingdom of Great Britain and Northern Ireland have been made up of the following four countries: England, Scotland, and Wales (collectively referred to as Great Britain), and Northern Ireland. In this study, the United Kingdom of Great Britain and Northern Ireland is simply approached as the United Kingdom. Although the United Kingdom is regarded as a unitary sovereign country, Northern Ireland, Scotland, and Wales have gained a degree of autonomy through the process of devolution (Organisation for Economic Co-operation and Development [OECD], 2016). This autonomy has influenced and moderated legislation particularly in the realm of the school governance arrangement (Chapman et al., 2012).

School governance in England, Northern Ireland, and Wales operate similar systems for public schools (Simkins, 2014). However, Scotland has parent councils instead of the formal school governors (Arnott & Ozga, 2016). In England, Wales, and Northern Ireland, governors have similar responsibilities and roles, yet there are differences in governance structures and representation on school boards (Baird & Gray, 2016). Each of these geographic components of the United Kingdom, with reference to the role of the SGB (or board of governors) and school governance, are discussed next.

2.6.2.1 England

In England, SGBs, comprising approximately 300,000 individuals, fulfil a strategic triad of core functions: setting the school's vision and ethos; holding executive leadership to account for educational performance; and overseeing financial stewardship (Baird & Gray, 2016; Brighouse, 2017; Simkins, 2014). Their composition in maintained schools includes parent, staff, local authority, and foundation governors, while academy trusts operate under a structure of trustees and members, with provisions for local governing bodies (Chapman et al., 2012; OECD, 2016).

Crucially, these governance functions establish the systemic conditions that can directly and indirectly support teacher resilience in high schools. By ensuring clarity of vision and strategic direction, governors foster a stable, purposeful institutional environment – a foundational element for professional wellbeing. Their accountability role, which involves scrutinising teaching and learning outcomes, necessitates oversight of the support systems

and professional development available to staff, thereby promoting an accountable culture attuned to educator needs. Furthermore, their fiduciary responsibility for effective resource allocation directly influences the provision of material and human resources that buffer against occupational stressors.

The evolution towards multi-academy trusts, wherein central boards may delegate varying levels of responsibility to local bodies, highlights a dynamic tension between centralised efficiency and localised community engagement (Baird & Gray, 2016; Simkins, 2014). Regardless of the structural model, the underlying principle remains that robust corporate governance, akin to the South African context, creates the authoritative and resource-backed framework within which school-level strategies for sustaining teacher resilience – particularly in challenging contexts such as addressing learner indiscipline – are legitimised, resourced, and monitored (OECD, 2016). Thus, the English governance model illustrates how strategic oversight, accountability, and financial governance are institutional mechanisms through which governing bodies can enact their role in fortifying teacher resilience.

2.6.2.2 Northern Ireland

In Northern Ireland, the evolution of school governance, marked by increased institutional autonomy following the Belfast/Good Friday Agreement, has vested significant strategic authority in school boards of Governors (Burns et al., 2015; Gallagher, 2016). Operating under the oversight of the education authority, these boards hold direct responsibility for staff appointments, professional support, and financial stewardship, thereby establishing the foundational institutional conditions within which teacher resilience is either supported or undermined (Perry, 2016).

The mandated processes of school self-evaluation and target setting, scrutinised by the Education and Training Inspectorate, further devolve accountability for educational standards to the governing body (Gallagher, 2016; Gardner, 2016). This framework positions the Board of Governors as the critical intermediary between systemic policy and the school-level environment. Their strategic decisions directly influence key resilience factors: through the appointment and support of teaching staff, they shape professional stability and morale; through budgetary control, they determine the allocation of resources for support structures, professional development, and interventions addressing challenges such as learner behaviour.

Notably, within a system historically divided along religious lines, the practice of good

corporate governance principles is identified as a mechanism to support teachers in their workload and professional assignments across all school types (Gallagher, 2016; Gardner, 2016; Perry, 2016). Consequently, the Northern Irish model illustrates that the SGB's role in fostering teacher resilience is exercised through its core strategic functions – ensuring a stable, well-resourced, and professionally supportive institutional climate, thereby buffering educators from systemic turbulence and operational stressors.

2.6.2.3 Scotland

Within the devolved governance of Scotland's distinct school system, the formal strategic role performed by SGBs in other UK nations is absent. Instead, the Scottish Schools (Parental Involvement) Act 2006 establishes Parent Councils as the primary structure for parental engagement (UK [SG], 2017). While lacking the statutory governance authority of SGBs, these councils fulfil a critical advisory and partnership function by representing parental views, fostering home-school-community links, and supporting school development (UK [SG], 2016, 2017).

This collaborative model indirectly underpins teacher resilience in high schools through the cultivation of a supportive and engaged school environment. By channelling community support and strengthening home-school partnerships, Parent Councils help to mitigate professional isolation for teachers. Their role in aiding the school to understand and effectively involve parents contributes to a more predictable and cooperative social context, which can reduce one source of occupational stress. Furthermore, by supporting school improvement and capturing community resources, they can help secure the positive institutional conditions necessary for teacher efficacy and wellbeing.

Thus, although operating through a consultative rather than a governance framework, the Scottish Parent Council system exemplifies how structured parental collaboration, underpinned by principles of good practice (UK [SG], 2016), functions as a key mechanism for building the relational and contextual foundations that support teacher resilience.

2.6.2.4 Wales

In Wales, SGBs, comprising approximately 22,200 voluntary members, serve as the strategic authority for publicly funded schools, operating within a framework of high autonomy and robust accountability (OECD, 2017; UK [WG], 2017). Their core strategic function – setting direction and ensuring accountability for educational standards – directly establishes the institutional preconditions for teacher resilience in high schools (Power, 2016).

By governing as a “critical friend” who both supports and challenges school leadership, the SGB plays a pivotal role in fostering a stable, resource-secure, and professionally supportive environment (OECD, 2017). This governance model supports teacher resilience through several key mechanisms: strategic oversight ensures the school’s vision and resource allocation prioritise teaching and learning conditions; the accountability function, informed by external inspection bodies like Estyn, drives continuous improvement in the professional environment; and the representative composition of the board facilitates community engagement, thereby strengthening the socio-contextual buffers against occupational stress. Consequently, the Welsh SGB acts as a crucial intermediary, translating systemic accountability into the localised, practical support structures that sustain educator efficacy and wellbeing.

The effectiveness of SGBs in Wales is predicated on systematic governor training, which extends beyond initial induction to encompass ongoing professional development facilitated by local authorities (OECD, 2017; UK [WG], 2017). This commitment to capacity building ensures governors possess the requisite knowledge and strategic skills to fulfil their corporate legal duties and powers (Power, 2016). A primary function of the governing body is to collaborate with the headteacher in establishing the school’s strategic vision, enacting related policies, and setting priorities, followed by the monitoring and evaluation of these objectives to drive high standards (OECD, 2017; UK [WG], 2017).

Critically, this strategic and evaluative role is integral to supporting teacher resilience in high schools. By collectively setting a clear, achievable mission, and implementing supportive policies, the SGB fosters a stable and purposeful institutional environment. This strategic clarity reduces ambiguity and role conflict, which are known stressors for teachers. Furthermore, the statutory duty to support teaching staff (OECD, 2017) translates this strategic oversight into practical action. Through informed monitoring of the school’s objectives, the SGB is positioned to identify and address systemic factors that impede teacher effectiveness, thereby advocating for and resourcing professional conditions – such as manageable workloads, access to professional development, and a positive school climate – that are fundamental to sustaining resilience. Thus, the SGB’s trained, corporate governance functions as a critical mechanism for creating the resilient, high-support professional ecosystems necessary to mitigate challenges like learner indiscipline.

In summary, the school governance arrangement in the United Kingdom (as discussed above) has persuasive power in connection with the theme of this study, which explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in

Western Cape high schools.

2.6.3 Role of the SGB and school governance in Canada

Within Canada's constitutionally decentralised school system, where authority resides with 13 provincial and territorial jurisdictions, the local governance of public schools is conducted by elected school boards (or district education councils). These boards, supported by volunteer school trustees and advisory school councils, function as the strategic equivalent of SGBs (Brien & Stelmach, 2009; Canadian Education Statistics Council, 2020).

Their mandated responsibilities – which typically include setting local policy, administering budgets, hiring teachers, and overseeing curriculum implementation – establish the critical institutional framework within which teacher resilience is either cultivated or undermined. By wielding autonomy over financial and administrative management, these boards directly control the resource allocation and professional conditions that buffer against occupational stressors. This includes determining staffing levels, funding for professional development, and support services that address classroom challenges.

Furthermore, the integration of school councils, comprising parent volunteers and community members, facilitates a vital bridge between the school and its community, fostering a supportive ecosystem that can mitigate professional isolation for teachers. The board's role in setting policies and overseeing their implementation positions it to create a stable, predictable, and well-resourced environment. This governance structure, therefore, is instrumental in building the systemic capacity to support teacher resilience, particularly in high schools, by ensuring that strategic decisions at the local level prioritise the professional and operational conditions necessary to sustain educator efficacy in the face of challenges such as learner indiscipline and workload pressures.

From the foregoing, poring over the literature regarding the school governance arrangement in Canada, the researcher was convinced that this system duly influenced the theme of this study, namely, the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The next section focuses on the role of school governance in Uganda.

2.6.4 Role of the SGB and school governance in Uganda

Within Uganda's decentralised education system, established following political stabilisation in 1986, the school management committee (SMC) functions as the statutory governing body for primary schools (Mulcahy & Perillo, 2010). Its formation, influenced by international

models, is a cornerstone of community-led school governance, approached to oversee activities, mobilise resources, and manage key operational functions (Khanal, 2013; Vermeulen, 2013).

The SMC's mandated responsibilities – including the hiring and evaluation of the head teacher, the appointment and contract renewal of teachers, resource mobilisation, and the establishment of school bylaws – position it as a critical institutional actor in shaping the professional environment (Argon, 2015; Khanal, 2013). These functions have a direct bearing on teacher resilience in schools. By assuming authority over teacher contracts and resource allocation, the SMC directly influences job security and the availability of essential teaching materials, which are fundamental to professional stability and efficacy. Furthermore, its role in policy implementation and monitoring creates the structured, accountable environment necessary to mitigate operational chaos, a significant stressor for teachers.

The Ugandan government's investment in training SMCs and distributing governance handbooks underscores an intentional strategy to build this institutional capacity (MoES, 2010). Consequently, the SMC serves as a pivotal mechanism for translating decentralised governance into practical, school-level support. By securing resources, ensuring stable staffing, and providing structured oversight, it establishes the foundational institutional conditions that buffer teachers against systemic challenges, thereby actively contributing to the cultivation of teacher resilience.

The roles of the SMC and the PTA in Uganda provide an interesting vista in connection with supporting teachers as they discharge their instructional role at school. This point emphasises the theme of this study – that is, to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The role of the SGB and school governance in Lesotho are finally considered.

2.6.5 Role of the SGB and school governance in Lesotho

In Lesotho, school governance is mandated through democratically constituted school boards under the Lesotho Education Act of 2010, a framework emphasising decentralisation and community participation (Bagarette, 2011; Matsepe, 2014). However, the structure excludes learner representation because of cultural norms prioritising deference to elders, potentially limiting holistic stakeholder engagement (Matsepe, 2014). While approached to decentralise authority and foster stronger school-community relationships, the effectiveness

of these boards in supporting teacher resilience is critically undermined by a widespread lack of formal training and professional expertise among members (Bagarette, 2011).

This capacity deficit refers to the board's ability to execute its expansive responsibilities – which include financial oversight, policy development, and consultation on school improvement – thereby failing to establish the stable, resourced, and strategically sound environment necessary for teacher resilience. Without proficient governance, the institutional support systems that buffer teachers against chronic stressors, such as learner indiscipline, remain underdeveloped. Consequently, despite a legislative intent to empower local governance, the lack of investment in governor capability means the Lesotho school board model, in practice, does not constitute an effective mechanism for cultivating the professional conditions that sustain teacher resilience in high schools.

A critical analysis reveals a substantive gap within Lesotho's legal and governance framework concerning the support of teacher resilience. While cultural norms emphasise obedience and respect for authority, the extant legal provisions, as outlined in the Lesotho Education Act of 2010, lack explicit mandates and structured mechanisms for school boards to proactively cultivate and defend teacher resilience, particularly in the case of learner indiscipline. This legislative shortfall fundamentally undermines the efficacy of school boards, constraining their capacity to fulfil a core governance function – the creation of a stable, authoritative, and professionally supportive institutional environment.

Consequently, this juridical lacuna not only hampers governors' efforts to support educators but also introduces systemic ambiguity. It potentially weakens accountability structures, enabling the evasion of responsibility for managing disruptive learner behaviour. Therefore, the legal framework itself acts as a limiting factor, preventing school boards from evolving beyond administrative bodies into robust institutional bulwarks that can buffer teachers against occupational stressors and decisively address challenges to classroom order and professional wellbeing.

Concerning the focal point of this study, even this negative example could be helpful in explaining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Next, the literature in connection with the next aspect in the title of this study, namely, teacher resilience, is presented.

2.7 TEACHER RESILIENCE

2.7.1 Introduction

The effective support of teacher resilience by SGBs is fundamentally predicated on the establishment of a robust, interdependent partnership with the teaching staff, as conceptually defined by a state of mutual connection and shared purpose (Oxford University Press, 2019). This partnership is not merely aspirational but is legislatively mandated. SASA provides the foundational framework, with Sections 16 and 20 explicitly promoting cooperative governance and a strong partnership among all school stakeholders, characterised by mutual trust, shared decision-making, and open communication (RSA, 1996b).

Within this legal and relational framework, the SGB's role in supporting teacher resilience, particularly in mitigating challenges such as learner indiscipline, becomes operational. By actively involving parents and fostering a supportive school community, the SGB helps cultivate a disciplined learning environment, which is a critical contextual factor for teacher wellbeing (van Zyl, 2013). The SGB's statutory duty to "promote the best interests of the school" and ensure its development through quality education (SASA, Section 20(1)(a)) translates into a concrete responsibility to create the stable, respectful, and resourceful institutional conditions that buffer teachers against stressors. Therefore, the mandated SGB-teacher partnership functions as a primary governance mechanism through which systemic support for teacher resilience is enacted and sustained. This lays the basis for considering the next aspect of the title of this study as it relates to the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.7.2 Defining the term resilience

Researchers acknowledge resilience as a complex but learnable ability to sustain one's core purpose despite difficulties, yet its precise meaning in teaching remains unclear (Hammond, 2015; Zolli & Healy, 2012). It extends beyond individual traits like "grit" to encompass a dynamic interplay of adaptability, confidence, purposefulness, and social support (Cooper, 2012; Lucas et al., 2013). Critically, scholarship positions resilience as improvable and rooted in systems that can cultivate supportive "habits of mind" (Zolli & Healy, 2012).

However, a significant gap exists in translating this conceptual understanding of general resilience into a clear, institutional framework for fostering teacher resilience, specifically within the challenging context of learner indiscipline in high schools. While the need for "routine resilience" in teaching is acknowledged (Neenan, 2009), prior research has

inadequately addressed how school-level governance structures can deliberately engineer the conditions for its development. This study posits that the SGB is a pivotal, yet undertheorised, institutional actor in this process. The SGB's strategic role in shaping policy, allocating resources, and fostering the school's ethos directly determines the systemic "shock absorbers" available to teachers, thereby influencing their capacity to adapt and sustain purpose in the face of classroom disruptions.

2.7.3 Defining the concept of teacher resilience

Teacher resilience is conceptually defined as the capacity to maintain professional commitment, agency, and effectiveness amid the intrinsic and extrinsic complexities of school life, including challenges such as learner indiscipline (Gu & Day, 2013). It extends beyond mere recovery from trauma to encompass sustained performance under conditions of "certain uncertainty", necessitating both individual adaptability and systemic support (Bolton, 2014; Gu & Day, 2013). Critical buffers against stress include social support, self-efficacy, and organisational structures, highlighting the importance of the school environment in fostering resilience (Parker, 2009).

Viewed through the lens of positive psychology, resilience can be cultivated through learned optimism and a growth mindset, underscoring its dynamic, developable nature (Dweck, 2006; Seligman, 1991). However, while prior research has acknowledged the role of organisational support, a significant gap exists: no study has specifically investigated the role of the SGB as a strategic institutional actor in supporting teacher resilience, particularly in the context of learner indiscipline in high schools. This study posited that the SGB, by shaping policy, resources, and the overall school climate, is integral to creating the systemic "buffers" and stable environment necessary for cultivating teacher resilience.

2.7.4 The quadruple constructs of teacher resilience

Gu and Day (2013, p. 26) postulate:

... teacher resilience is not primarily associated with the capacity to bounce back or recover from highly traumatic experiences and events but, rather, the capacity to maintain equilibrium and a sense of commitment and agency in the everyday worlds in which teachers teach.

This implies that, if teachers are to perform quality work and teach at their best over time, teacher resilience needs to play more than its cameo role in everyday school life (Gu & Day, 2013). For teachers, this may be challenging, especially in the face of learner indiscipline at school. Mansfield et al. (2012) emphasise that the complex phenomenon of teacher

resilience needs to be viewed through the lens of its quadruple constructs. These four bedrock constructs or elements are:

- the emotional construct of teacher resilience
- the profession-related construct of teacher resilience
- the motivational construct of teacher resilience
- the socially related construct of teacher resilience

A pithy discussion of each of these four constructs from the available literature, applying them to the South African school system, is presented next. The objective of this approach is to highlight the focus of this study, namely, the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

2.7.4.1 The emotional construct of teacher resilience

The emotional and personal dimensions of teacher resilience are critical, as difficulty in managing professional emotional demands heightens susceptibility to stress and reduces resilience (Chang, 2009, as cited in Mansfield et al., 2012). Key strengthening factors include emotional intelligence, perseverance, optimism, intrinsic motivation, and effective work-life balance practices (Chong & Louw, 2009; Johnson et al., 2010; Le Cornu, 2009). Viewed from a social-ecological perspective, resilience is an interactional process between the individual and their environment (Ungar, 2012a).

Consequently, the SGB plays a fundamental role in supporting teacher resilience by strategically shaping this professional environment. The SGB's mandate directly influences the institutional conditions that either cultivate or undermine the resilience factors. This includes formulating policies that promote manageable workloads, thereby facilitating work-life balance; fostering a school ethos of respect and support that bolsters emotional wellbeing; and allocating resources for professional development aimed at enhancing emotional intelligence and adaptive teaching practices. By executing its governance functions with intentionality, the SGB acts as the primary architect of the supportive ecological system necessary to sustain teacher resilience in the face of challenges such as learner indiscipline in high schools.

2.7.4.2 The profession-related construct of teacher resilience

Mansfield et al. (2012) state that the profession-related aspect of teacher resilience involves aspects of teaching practice that certainly would encompass indications as to whether the teacher is organised, well-prepared, and can manage lesson time effectively. Resilient

teachers are committed to their learners (Mansfield et al., 2012), adaptable, possess reflective qualities, and show an array of teaching skills. Yet, teachers may still find this difficult when confronted with “high workloads, lack of support, challenging [learner] behaviour, meeting the [diverse] needs of [learners] and low professional status” (Mansfield et al., 2012, p. 362). Most notably, learner indiscipline remains the biggest challenge for teachers, with many good teachers considering leaving the teaching profession owing to disruptive learner behaviour (Gu & Day, 2013).

In assessing the impact of teacher attrition in South Africa, Oswald (2010, as cited in Theron & Engelbrecht, 2012) noted that some teachers work in schools in poverty-stricken areas characterised by a dire lack of SGB support, unemployed parents, minimal support, increased teacher-learner numbers, as well as other community challenges, such as drug abuse and gangsterism. Theron and Engelbrecht (2012) mention that South African teachers also face poor service conditions, including lack of support from departmental officials and the constant implementation of new policy documents, which increase their workload responsibilities. These factors have negatively impacted on the teaching profession.

Teacher resilience is an essential ingredient in a successful schooling system. Therefore, it is necessary to examine factors that positively influence teacher resilience. Next, the motivational construct of teacher resilience is highlighted.

2.7.4.3 The motivational construct of teacher resilience

The motivational construct of teacher resilience is centrally defined by self-efficacy: a teacher’s belief in their capability to positively influence learner outcomes, coupled with tenacity, a growth mindset, and the setting of realistic goals (Mansfield et al., 2012; Sosa & Gomez, 2012). This self-efficacy is bolstered by external validation, including positive feedback, recognition, and a supportive professional climate that encourages risk-taking and alternative pedagogical strategies, especially in challenging contexts.

The SGB is instrumental in systemically cultivating these motivational conditions. Through its strategic and policymaking functions, the SGB directly shapes the school environment that either fosters or undermines teacher self-efficacy. By establishing a culture of recognition, ensuring equitable resource allocation for professional development and endorsing policies that promote teacher autonomy and collaborative problem solving, the SGB institutionalises the support necessary for teachers to build and sustain motivational resilience. This governance role is particularly critical in diverse settings like South African

high schools, where the SGB's commitment to an inclusive, affirming school climate can directly counter negative perceptions and reinforce teachers' belief in their own, and their learners', capabilities, thereby strengthening their resilience in the face of challenges such as learner indiscipline.

In line with the theme of this study, the motivational construct of teacher resilience could be effectively employed in assessing the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Next, the socially related construct of teacher resilience is discussed.

2.7.4.4 The socially related construct of teacher resilience

From a social-ecological lens, teacher resilience is understood as the product of dynamic interactions between individuals and their institutional environment, cultivated through well-developed social skills, supportive relationships, and effective communal systems (Mansfield et al., 2012; Supkoff et al., 2012). This perspective positions the SGB as the critical institutional agent responsible for architecting this supportive milieu. The SGB fulfils this role by executing strategic governance functions that directly influence the school's social infrastructure: establishing policies that foster collaborative professional cultures, allocating resources for mentorship and collective problem solving, and shaping an authoritative school climate that validates teacher efforts. By actively developing these "resilience-promoting interactions" (Masten & Wright, 2010, as cited in Theron, 2012), the SGB strategically builds the communal support structures and positive feedback mechanisms essential for sustaining teacher resilience, particularly in managing challenges such as learner indiscipline in high schools.

From the foregoing literature, it is clear that teacher resilience needs to be viewed through the prism of its four constructs, namely, the emotional construct, the profession-related construct, the motivational construct, and its social construct. This literature review is concluded by focusing on the final aspect in the title of this study, namely, learner indiscipline.

2.8 LEARNER INDISCIPLINE

2.8.1 Introduction

In South African schools, learner indiscipline has become a serious problem ever since the DBE banned corporal punishment (Portella, 2015). The purpose of discipline in schools,

according to Mestry and Khumalo (2012), is to maintain orderliness by helping learners realise the importance of obeying rules (Ntuli, 2012) and take responsibility for their actions.

Several factors, such as learners' home environment, the school and community, may negatively influence how such learners accept discipline at school (Clarke, 2011; Mphale et al., 2015). In the literature, most previous studies and current work focus on methods of positive disciplining learners at school (Mouton et al., 2013). To fill this gap in the literature, this study focused on the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Hence, it was imperative to distinguish between the term "discipline" and what is implied by the concept of "learner indiscipline".

2.8.2 Defining the term discipline

The establishment and maintenance of school discipline – defined as a system that subordinates immediate impulses for effective action and creates conditions conducive to learning – is foundational to the teaching and learning process (Garrison, 2010; Jones & Jones, 2010). This system, aimed at fostering learner self-control, safety, and development, places a significant responsibility on teachers to facilitate a positive behavioural climate (Shaiknag, 2014; Uzzochina, 2015).

The SGB is the critical governance structure that enables teachers to fulfil this responsibility effectively, thereby directly supporting their resilience. By formulating and upholding a clear, consistent code of conduct, the SGB provides the authoritative framework that legitimises teachers' disciplinary actions and reduces role ambiguity. Furthermore, through its strategic oversight, the SGB ensures the school is resourced to implement proactive, corrective, and developmental disciplinary approaches. This governance function relieves teachers of the burden of navigating behavioural challenges in a policy vacuum, creating the stable, predictable, and orderly environment essential for reducing professional stress and sustaining teacher commitment and efficacy in high schools.

2.8.3 Conceptualising learner indiscipline

Learner indiscipline represents a critical and pervasive challenge to teacher resilience, encompassing a broad spectrum of behaviours, from minor classroom disruptions to severe misconduct, including verbal aggression, violence, and substance abuse (Kapueja, 2014; Prinsloo, 2005). This phenomenon, identified as a primary cause of teacher stress and attrition internationally, directly undermines educator efficacy and wellbeing by creating a hostile and unpredictable professional environment (Steward, 2014; Straus, 2010a).

Within this context, the SGB assumes a pivotal role in mediating the impact of indiscipline on teacher resilience. As the statutory authority responsible for school policy and climate, the SGB's strategic function is to transform discipline from an isolated classroom management issue into a systemic governance priority. By developing and enforcing a robust, context-sensitive code of conduct, allocating resources for preventative support systems (e.g., counselling, security), and upholding institutional authority, the SGB establishes the stable, orderly, and safe environment that is a fundamental prerequisite for teacher resilience. Consequently, the SGB acts as a crucial institutional buffer, mitigating the professional erosion caused by learner indiscipline and enabling teachers to sustain their commitment and effectiveness in high schools. This total disrespect for teachers further accentuated the necessity for the current study.

2.8.4 Causes of learner indiscipline

The multifaceted aetiology of learner indiscipline – encompassing weak peer influence, substance abuse, dysfunctional homes, and broader societal decay – underscores that behavioural challenges are rooted in learners' complex ecologies, namely, their home life, peer relationships, and socio-political context (Gutuza & Mapolis, 2015). This ecological perspective positions the SGB as a critical intermediary structure with the mandate to mitigate these external pressures and thereby support teacher resilience. The SGB fulfils this role by enacting strategic governance that transforms systemic challenges into managed, institutional responses. Through the development of coherent, context-sensitive discipline policies, the facilitation of partnerships with social services, and the stewardship of a supportive school climate, the SGB constructs a buffered professional environment. This governance function directly alleviates the burden on teachers by providing a stable, authoritative framework and allocating resources to address the root causes of indiscipline, thereby fortifying teachers' capacity to maintain efficacy and commitment in high school classrooms. The main causes of learner indiscipline in schools are now elaborated on.

2.8.4.1 Home environment

The home environment is established as a primary determinant of learner behaviour, where domestic conflict, inadequate discipline, trauma, or adverse parenting practices can predispose learners to exhibit indiscipline at school (Straus, 2010b; Van Wyk, 2014). This external, socio-familial origin of much classroom disruption directly impacts teacher resilience by introducing volatile and often deep-seated behavioural challenges into the professional environment.

Within this context, the SGB plays a critical mediating role. While it cannot directly alter home circumstances, its strategic governance function is to establish the school-based structures that buffer teachers against these external pressures and mitigate their impact. The SGB supports teacher resilience by formulating and enforcing clear, consistent behavioural policies that provide a predictable and secure framework for managing indiscipline. Furthermore, it can allocate resources for vital support systems – such as counselling services, school-social worker partnerships, and parent liaison programmes – that address the root causes of behavioural issues. By assuming this proactive, systemic approach to learner welfare and discipline, the SGB helps to create a more stable and supportive institutional environment, thereby reducing the professional burden on teachers and strengthening their capacity to maintain resilience in the face of challenges emanating from the home.

2.8.4.2 School

The school environment itself constitutes a critical determinant of learner indiscipline, with factors such as inconsistent teaching, teacher unpreparedness, bullying, substance abuse, overcrowding, and the use of corporal punishment exacerbating behavioural challenges (Eggleton, 2010; Hagenauer et al., 2015). These internal conditions directly erode teacher resilience by fostering a chaotic and adversarial classroom climate, thereby increasing professional stress and diminishing efficacy.

Within this context, the SGB holds a primary strategic responsibility for mitigating these school-based factors. The SGB supports teacher resilience by acting as the architect of a stable, predictable, and supportive institutional environment. Its governance functions are instrumental in this regard: establishing and resourcing clear, consistently applied behavioural policies; ensuring manageable class sizes through staffing and infrastructure decisions; and mandating professional development that enhances pedagogical and classroom management skills. Crucially, the SGB enforces a zero-tolerance stance on practices like corporal punishment, thereby safeguarding a school climate founded on mutual respect. By proactively addressing these systemic conditions, the SGB directly alleviates the professional burdens on teachers, fortifying their capacity to maintain resilience and authority in the face of learner indiscipline.

The researcher agrees that the home environment and the school milieu play a formative role in connection with learner indiscipline in school. Next, the researcher will consider the effect of peers and the community in connection with learner indiscipline at school.

2.8.4.3 Peers and the community

Arcus (2009, p. 149) suggests that rebellious attitudes and actions that are shown by adolescents usually have their roots in peer influence, as a peer group demands “blind conformity to norms as part of the in-group or the learner is shoved towards the out-group”. At school, learner indiscipline may develop, as the learner is under peer pressure to rebel against school authorities. Nxumalo (2013) acknowledges that peer group acceptance is at an all-time high in a young person’s life and therefore a rejected learner may display improper behaviour.

According to Mouton et al. (2013), school bullies and intimidation can also negatively impact learner behaviour. Added to this are the poor examples set by some unscrupulous community heroes and gang leaders (Mouton et al., 2013). Gregan-Kaylor (2010) comments that learners usually choose these “heroes” who provide poor role models and abuse codes of practice. In addition, in historically disadvantaged communities, prominent members of the community, such as politicians, business people, and church leaders engaging in unethical conduct, may negatively influence learners’ behaviour at school.

2.8.4.4 The Born-Free Generation and its contested indiscipline outlook

The phenomenon of learner indiscipline in contemporary South African high schools is significantly contextualised by the emergence of the post-apartheid Born-Free Generation, whose “liberated subjectivities” and distinct socio-political orientations can create a generational disconnect regarding the purpose and legitimacy of traditional school disciplinary mechanisms (Magaba, 2018; Mattes, 2011). This intergenerational discord, wherein learners may reject practices perceived as irrelevant or authoritarian, fundamentally challenges teacher authority and compounds daily professional stress.

In this complex environment, the SGB assumes a critical role in supporting teacher resilience by functioning as a strategic mediator and institutional reformer. Rather than merely enforcing outdated disciplinary codes, the SGB’s responsibility is to reinterpret governance and policy to bridge this generational divide. This involves facilitating inclusive dialogue to co-create a relevant, rights-based school ethos and developing disciplinary frameworks that both staff and learners perceive as legitimate. By proactively addressing these profound sociological shifts, the SGB helps to construct a more coherent and stable school environment. This systemic, adaptive governance reduces the chronic professional dissonance experienced by teachers, thereby strengthening their resilience by providing a

more authoritative, understood and collectively owned foundation for maintaining order and purpose in the classroom.

2.9 SUMMARY

This chapter presented international literature in connection with the theme of this study, which was to explore the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The chapter began with a discursive exposition of the legislative and statutory contexts of SGBs in South Africa. The critical synthesis of these literatures reveals a tripartite gap that this study is uniquely positioned to address.

First, a **substantive** gap: While SASA Section 20(1)(d) mandates SGB support for educators, and while learner indiscipline is well-documented as a primary source of teacher stress (Marais & Meier, 2010; Odebode, 2019), no empirical study has systematically investigated the mechanisms through which SGBs translate this statutory mandate into resilience-supporting practices. The literature tells us that SGBs should support teachers, and that teachers need resilience, but not how governance structures operationalise this support in the specific context of indiscipline.

Second, a **theoretical** gap: Governance scholarship in South Africa has predominantly focused on SGB challenges related to financial management, policy implementation, and parental participation (Xaba, 2011; Heystek, 2010; Mncube, 2009). Resilience scholarship has focused on individual, relational, and school-level factors (Gu & Day, 2013; Mansfield et al., 2012). The present study advances governance theory by integrating these domains, conceptualising teacher resilience as a legitimate and measurable governance outcome. This reframing extends the SGB's mandate from procedural compliance to strategic well-being stewardship.

Third, a **methodological** gap: Existing SGB research has been predominantly qualitative, employing case study designs with limited samples (Mncube, 2009; Bayeni & Bhengu, 2018). While valuable for depth, this approach cannot establish the prevalence of perceptions or associations across the sector. The present study's explanatory sequential mixed-methods design—surveying 355 SGB members followed by 30 in-depth interviews—provides both breadth (generalisable patterns) and depth (contextual explanation), setting a new empirical standard for governance research in the South African schooling context. By addressing these three gaps, this study contributes a theoretically grounded, empirically

robust, and practically actionable framework—the SGB Resilience Support Framework (SRSF)—that repositions the SGB as an active agent in cultivating teacher resilience. This advances governance scholarship beyond the prevailing compliance and deficit discourses toward a proactive, asset-based model of school governance.

Chapter 3 outlines the theoretical framework of the study.

CHAPTER 3: THEORETICAL FRAMEWORK OF THE STUDY

3.1 INTRODUCTION

In the preceding chapter, the researcher engaged with both international and South African scholarly literature to contextualise and elucidate the role of SGBs in fostering teacher resilience amid learner indiscipline in Western Cape high schools. Building upon that foundation, this chapter introduces the theoretical underpinnings that informed and substantiated the current investigation (Akintoye, 2015), with particular emphasis on social capital theory (SCT). Further, to conceptualise teacher resilience and learner indiscipline, the discussion is complemented by Michael Ungar's socioecological model of resilience and Bronfenbrenner's (1977) bioecological systems theory.

According to Adom et al. (2018), scholarly rigour is enhanced when there is a demonstrable coherence among the research questions, literature review, and the chosen theoretical framework. Crowe et al. (2011), supported by Robson (2011), argue that research questions should not only guide the selection of a theoretical framework but should also inform the researcher's methodological and research approach decisions. In some cases, as Crowe et al. (2011) contend, drawing upon multiple theoretical perspectives may be necessary to comprehensively address the research inquiry.

Imenda (2014) defines a theoretical framework as the lens through which researchers interpret and make sense of phenomena or behaviours under investigation. In alignment with this, du Plessis and van der Westhuizen (2018) stress that the theoretical framework must provide an integrative link between the research problem, the guiding questions, and the methodological strategies employed for data collection and analysis. These linkages are typically articulated in the accompanying narrative and visual mapping of the study's conceptual architecture. Such narratives provide clarity on the key constructs, concepts, and propositions that shape the inquiry while also delineating the study's analytical direction (Du Plessis & van der Westhuizen, 2018).

Considering these points, SCT provided an apt and comprehensive theoretical scaffold for this study that explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

3.2 SOCIAL CAPITAL THEORY

3.2.1 Introduction

It should be noted that the literature on the subject contains various definitions of social capital that generally reflect the approach of the theorist by whom it is defined (Murray et al., 2020). In other instances, these definitions could be viewed as a perspective related to the theorist's particular field of expertise (Murray et al., 2020). As there is no conclusive definition of the term, in the current study, social capital was defined in terms of one or more of the following components: a network of relationships; social and economic class; trust; values; norms; reciprocity; mutual benefit; coordination and cooperation (Murray et al., 2020). These elements constituted a social capital powerhouse that provided the requisite energy to explain the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. As a curtain-raiser, and especially in view of their substantial impress in line with the focus of this study, five conceptualisations of SCT are discussed.

3.2.2 Conceptualisations of social capital theory

In the year 1916, the author Lyda J. Hanifan, who served as a school superintendent in the state of West Virginia, USA, coined the term "social capital", which he described as encompassing "good will, fellowship, mutual sympathy, and social intercourse among a group of individuals and families who make up a social unit" (Aldrich & Meyer, 2015, p. 256). In their respective research publications, Becker (1964), Ben-Porath (1980), Granovetter (1973), and Loury (1977) expanded the dialogue in relation to benefits accrued from social networks to the individual and the community. Yet, the term "social capital" really came into vogue through the narrative of the French sociologist Pierre Bourdieu. Bourdieu is widely recognised as "the father of social capital theory" (Aldrich & Meyer, 2015, p. 256).

Lin (1999, p. 35, as cited in Murray et al., 2020) defines social capital as a set of "resources embedded in a social structure which are accessed and/or mobilized in purposive actions". From this definition, three significant points are highlighted. Firstly, social capital is found primarily in social relationships and is therefore separate from culture, trust, or other features of the social structures in which it is embedded (Murray et al., 2020). Secondly, social capital that is generated in relationships could be harnessed collectively or to an individual's advantage (Murray et al., 2020). Thirdly, relationships are converted into social capital when they are used instrumentally. This implies that, while friendly conversation could be seen as the germ material from which social capital is constructed, it is not social capital until one or more conversationalist puts their relationship to use in pursuit of a goal (Murray et al., 2020).

During the last quarter of the 20th century, social capital gained more currency in the contemporary era owing to Putnam's (1995) articulation of the concept *Bowling Alone: America's Declining Social Capital* in his article. This keynote article expanded in scope and volume such that it emerged as Putnam's book of a similar title in the year 2000. However, apart from and even before Putnam's discourse on social capital, other theorists such as Burt (1992), Coleman (1988, 1990), Flap (1988, 1991), and Portes (1998) advanced their conceptualisations of social capital in its various guises. The researcher discovered that social capital had spawned a multiplicity of definitions in the academic realm. While the germinal concept of social capital has wide-ranging usage across the social sciences spectrum, the net-effect has arguably been buried under a morass of theoretical expositions (Murray et al., 2020).

As previously mentioned, the academic literature teems with a plethora of definitions, explanations, and information that deal with social capital. As SCT formed the theoretical framework of this study – which explained the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools – the researcher's intention was to clarify and elaborate on the following significant SCT viewpoints:

- Bourdieu's definition of SCT
- Coleman's explication of SCT
- Putnam's summation of SCT
- Landman's explanation of SCT

Next, each of these conceptualisations of SCT are discussed with reference to how they pivoted this study. First, Bourdieu's definition of social capital is examined.

3.2.2.1 Bourdieu's definition of social capital theory

Pierre Bourdieu's seminal work entitled *The Forms of Capital* (1986) served metaphorically as the hothouse for the cultivation and germination of SCT. Bourdieu (1986, p. 248) describes social capital as the total value of resources that stem from belonging to a stable network of formal or informal relationships based on mutual recognition. In line with the fundamental point of this study, the phrase "the possession of a durable network" in this definition was of great interest to the researcher. Social capital is linked to the possession of a durable network of social resources that serves to buttress the role of the SGB in supporting teacher resilience in the face of learner indiscipline, in the case of this study, in Western Cape high schools.

Bourdieu's definition of social capital has been employed in research contexts as both a theoretical framework and an explanatory concept that accounts for (as highlighted by Bourdieu, 1986) social hierarchy and inequality in class-based societies. Nzembe (2018, p. 2) documents:

Bourdieu (1973) specifies four generic types of capital: cultural capital, social capital, economic capital and symbolic capital. Bourdieu (1973) coined the term cultural capital to describe the different tastes and habits of specific social classes, demonstrating how those characteristics reinforce power relationships between those who possess desirable cultural attributes and the institutions that reinforce them (Bourdieu, 1973, 1977, 1983).

Concerning social norms, Bourdieu advanced the Marxian ideological viewpoint that social systems are hierarchically class-based (Bourdieu, 1992). Bourdieu outlines that social norms are primarily pre-reflective predispositions that shape individual and collective practices (Bourdieu, 1992). These social norms, according to Bourdieu's Marxian perspective, are based on durable dispositions and ingrained orientations that enable and limit individual and collective practices within a particular context (Bourdieu, 1992).

Bourdieu's socialist learning supports the notion that the people comprising the system use their social capital to become members of a dominant class even though they belong to different social classes. In his exhaustive oeuvre of publications on this subject, Bourdieu (1992) contends that social capital bears relation to employing the available abilities, contacts, and skills of the people (i.e., the group or individuals) involved. Having access to social capital has definite merit, whereas not having access to it or not being able to utilise it is a disadvantage (Bourdieu, 1993).

Bourdieu's definition of social capital underlines that our relational ties as individuals connect us to other valuable resources or potentially valuable resources (Bourdieu, 1993). Even though we may not use these resources, they are present. In fact, these resources are part of our network (Bourdieu, 1993). Furthermore, in his definition of social capital, Bourdieu looked at the attributes of power, exclusivity, and access (to a group) (Bourdieu, 1993). Bourdieu was interested in examining how power is maintained through the exclusivity of relationships (Bourdieu, 1993). He noticed that there was strict management of access to a group (Bourdieu, 1993), because once a person was admitted to and part of the group, they had access to many resources the group had to offer. Bourdieu saw this direct management of access to the group by the exercise of power and exclusivity to keep society stratified (Bourdieu, 1993).

Based on the socialist angle reflected in Bourdieu's definition (Bourdieu & Wacquant, 1992, as cited in Siisiainen, 2000), people are arranged in a pattern reminiscent of a hierarchical class order, with the majority seeking to inherit a higher or the most dominant class order. As a corollary of his viewpoint that the universe affects and influences people, Bourdieu indicated that a person or groups' place in a hierarchical class order is determined by one's cultural knowledge or capital. However, as noted by Siisiainen (2000), Bourdieu does not factor in that people, in turn, can intervene and influence the universe.

When applying this approach to this study, the researcher applauded the Bourdieusian perspective that the SGB needs to deploy the available abilities, contacts, and people skills as they work to support teacher resilience in the face of learner indiscipline in Western Cape high schools. The researcher muses on the noteworthy detail that, if the SGB is to succeed in its laudable mission of supporting teacher resilience in the face of learner indiscipline in Western Cape high schools, social cohesion, social networking and cultural capital of the individual teachers, learners, school community (including the SGB members) must be accurately interpreted and understood. In a real sense, there should be a superimposing of cultural capital and social capital.

In line with the theme of this study, the researcher agrees with Bourdieu's stance that social capital involves an individual's (and a group's) cultural, economic and social assets by virtue of their having access to "resources" (Bourdieu, 1986). The individual thus comes in line for opportunities and benefits from a wide range of "institutional relationships" (Bourdieu, 1986). In line with the title of this study, the researcher draws parallels to the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. These parallels are embedded in social networks and connections based on past and present imbalances as to whether a particular school was historically advantaged or historically disadvantaged (Davids, 2020). Therefore, the "social inequality" (Bourdieu, 1986) variable often serves as the litmus test for the sustainability of SGB-teacher resilience support efforts which are dependent on maintenance and utilisation (Davids, 2020).

While Bourdieu's work on social capital proved to be expansive and widely accepted, there exist a multitude of critiques that have been raised against his exposition. For example, Aldrich and Meyer (2015) posit that Bourdieu does not address how social capital should be operationalised or measured (Pinxten & Lievens, 2014). Lin (2001, as cited in Dunedin, 2014), criticises Bourdieu for his nebulous surmise that "closure" and "denseness" are social network pre-requisites for the germination of social capital. Lin (2001, as cited in Dunedin, 2014) maintains that Bourdieu's stance negates the view of social network theory that

bridges formed as a result of relations between dissimilar social groups are equally important networks that can give leeway to benefits that are unavailable in one's primary social network.

Bourdieu's definition of social capital has come under fire, as it is rooted in the seemingly sterile idea of social hierarchy, which assumes that the dominant class will continue to reproduce itself perpetually by the maintenance of closed and dense networks (Dunedin, 2014). While there may arguably be elements of truth in this criticism, Bourdieu (1986) acknowledges that, while the initial connections may decline, the importance lies in the impact that the institutions (e.g., SGBs) have on inequality and social reproduction (Dunedin 2014) rather than the continuation of the inequality by specific groups (e.g., teachers).

As far as the researcher was concerned, this discordant feature of Bourdieu's definition of social capital served as an investigative strength for this study. Coleman's explication of social capital is now considered.

While Chapter 3 accurately presents Bourdieu's (1986) definition of social capital as rooted in durable networks and membership in groups, the discussion would benefit from a sharper critical articulation of how power asymmetries and social reproduction explicitly constrain SGB efficacy in supporting teacher resilience. Bourdieu's central concern—that social capital functions as a mechanism for maintaining rather than ameliorating inequality—is currently underutilised as an analytical tool.

Specifically, Bourdieu argues that access to social capital is unevenly distributed along class lines, with dominant groups employing closed, dense networks to perpetuate their advantages through what Murray et al. (2020) term "opportunity hoarding." When applied to this study, this lens reveals a critical insight: SGBs in historically advantaged Western Cape high schools may possess disproportionately greater bonding and bridging capital (e.g., parental professional networks, fundraising capacities, legal expertise) than their counterparts in historically disadvantaged schools. This disparity directly impacts their ability to support teacher resilience. An SGB with robust social capital can mobilise counselling services, advocate for additional disciplinary resources, or broker community partnerships to buffer teachers against learner indiscipline. Conversely, SGBs in resource-constrained communities—where social capital is often eroded by unemployment, gang violence, and institutional distrust—may lack precisely the relational assets needed to intervene effectively.

Thus, Bourdieu's framework compels the study to ask not merely whether SGBs support teacher resilience, but which SGBs, under what material and symbolic conditions, and with what consequences for educational equity. A strengthened articulation would explicitly state: The SGB's capacity to enact the SRSF is itself stratified by pre-existing distributions of social capital, meaning that without targeted redistributive interventions, resilience-supporting governance may inadvertently reproduce the very inequalities it seeks to address. This critical edge transforms social capital theory from a neutral descriptive framework into a diagnostic tool for structural critique.

3.2.2.2 Coleman's explication of social capital theory

In 1988, James S. Coleman (1988, p. 98) argued that social capital represents:

... a variety of entities having two characteristics in common: they all consist of some aspect of a social structure, and they facilitate certain actions of individuals who are within the structure. Unlike other forms of capital, social capital inheres in the structure of the relations between persons and among persons. It is lodged neither in individuals nor in physical implements of production.

While his view was diametrically opposed to the one posited by Bourdieu, Coleman stressed the essential ingredient of human relations for the induction of social capital (Coleman, 1988). Additionally, whereas Bourdieu viewed the group as a pivotal construct for social capital, Coleman allowed space for individuals to forge social capital by relating to others (Coleman, 1988).

Coleman's explication of social capital revolves around "the relationship between educational achievement and social inequality" (Coleman, 1988, p. 5). From his vantage point, social capital should be viewed as a resource in the family and community that can be utilised to advance and enhance teaching and learning outcomes (Coleman, 1988). Hence, social capital would emerge as a tool for advancing the expansion of human capital. In his argument on SCT, Coleman focused his explication of non-elite groups. Here, he spotlighted the noteworthy role of family and neighbourhood structures (Coleman, 1988).

Coleman's rational choice perspective advances the idea that social norms are outcome-oriented conditional constraints that enable the efficient coordination and realisation of individual preferences and self-interests within a social structure (Coleman, 1988). His ideology involves universalising assumptions by ignoring non-outcomes-based action (Coleman, 1988). Coleman postulated that social capital refers to the intangible, invisible resources and assets that emerge from our social interactions and relationships (Coleman, 1988).

For Coleman, success is not a solitary activity, but rather because of our connections and relationships (Coleman, 1988). This means that investing in the success of other people is essential for our own success (Coleman, 1988). The researcher noted Coleman's emphasis that connecting and supporting others lead to success. This is an important point, as the focus of this study involved explaining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Coleman (1988) connected sociological assertion of norms and obligations with the individual's interest in maximising their full potential. Coleman (1998) surmised that, if an individual is supported and trusted, they would be intrinsically motivated to fulfil their primary obligations, which would result in greater collaboration and productivity in the interest of the community (Coleman, 1988). In this study, the "individual" represented the teacher whose resilience was tested to the limit by the "community" (i.e., undisciplined learners) in Western Cape high schools. Coleman's explication of social capital was proportional to the theme of this study. Even at an early stage, the researcher envisaged that traces of Coleman's explication of social capital would be apparent during the data collection phase discussed in a later chapter.

While his contribution evinces philosophical substance and conceptual rigour, Coleman's explication of social capital underlines the demarcation of an uncritical focus on dense individual ties that may include close networks. The result is a lack of recognition that such dense ties can accentuate individual and class differences that may inhibit personal growth and professional development. In terms of this study, the researcher anticipated that the data collected from the teacher participants regarding the resilience support they had received from the SGB could best be explained when viewed through the lens of Coleman's explication of social capital.

Often, in the realm of teaching and learning, research on SCT is predicated on either Bourdieu's (1986) or Coleman's (1988) conceptualisations that are linked to opposing paradigms of SCT. While Bourdieu's postulation reflects conflict theory, Coleman's view is grounded in structural functionalism. Coleman's explication of social capital hinges on the pursuit of a systems approach to social capital. Coleman refers to networks as social structures inside (family) and outside (school) for the creation of individual human capital that adds value to the public good of the group. In the case of this study, the "inside (family)" concept represented the SGB as well as individual teachers, while the "outside (school)" concept had reference to both SGBs and Western Cape high schools. Once again, this

warranted an empirical investigation into the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

In his later work in this realm, Coleman (1990) linked his explication of social capital to its function, thereby espousing the aspect of providing resources to others through relationship networking with other individuals. Thus, Coleman's explication of social capital to include family and school group relationships points to the individual as seen to be building expectations, ratifying norms, rules, expectations, and obligations of trust, which allow for reciprocity. This significant outgrowth of Coleman's explication of social capital further heightened the researcher's curiosity as to how this would dovetail with the data collected from the quantitative and qualitative phases of this study. Next, Putnam's summation of SCT is reviewed.

3.2.2.3 Putnam's summation of social capital theory

Robert D. Putnam's summation of SCT is inexorably linked to social structures and social associations. In short, Putnam reasoned that social networks have value. According to Putnam (1993, p. 167), "social capital refers to features of social organization, such as trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions". He stated that social capital becomes clearly manifest where voluntary cooperation plays off within a community (Putnam, 1993) and that it (social capital) is characterised by a valuable corporation of social networks. Putnam's summation of social capital proclaims that the productivity of the individual and group is socially leveraged through trust based on defined societal norms and values (Putnam, 1993).

As people in a community are inclined to be mutually dependent, it could be assumed that a latent expression of social capital exists that could be harnessed for the benefit of those in need (Putnam, 1993). Putnam explained that, if people are not involved with each other, and more so, if hardly any interaction occurs between people living in a community, the activities and ultimate existence of the community would be negatively impacted (Putnam, 1993).

In light of Putnam's democratic perspective, social norms do not function exclusively to facilitate the efficient realisation of individual preferences (Putnam, 2020). They also foster reflexive social cooperation that enables the collective realisation of democratic ideals (Putnam, 2020). Hence, Putnam's ideology does not reduce social norms to rational norms (Putnam, 2020). Rather, it inflates them to universally positive norms.

Putnam (2020) mentions that social capital works through multiple channels and outlines four benefits that accrue to us from using our social connections:

- **Information flows:** Putnam avers that our individual social network provides us with information that we would not hear about otherwise. This means that we broaden our information base because of interacting with others who often tell us things (information) that we would not have known on our own (Putnam, 2020).
- **Norms of reciprocity (or “mutual aid”):** Putnam reasons that people who enjoy positive social relationships help one another and they then return the favour by reciprocating the kindness that they were shown. This means that, if people invest in these social relationships, they get the benefit of mutual aid (Putnam, 2020).
- **Collective action:** Putnam argues that, when people work together as a group, it is the group’s collective action that has greater impact than any individual action that may be taken. Also, when people work together in a group, they build a foundation of relationship connections that could be put into use in the future. Hence, collective action becomes a very powerful resource or benefit of good relationship connections (Putnam, 2020).
- **Broader identity and solidarity:** Putnam underscores that this is another benefit of having relationship connections with other people. There is a sense of empowerment that we feel in knowing that we are part of a group. We feel good that we are connected to a community as a real member of that community (Putnam, 2020).

Putnam’s (2020) summation of social capital hinges on his concern about the disintegration of relationships – that is, a weakening of the ties that we have with other people. He advances that, when these relationship ties get weaker, we lose the benefit of information flows, norms of reciprocity, collective action and broader identity, and solidarity (Putnam, 2020). In this study, the researcher noted how the data highlighted the four benefits and disintegration of social relationships (Putnam, 2020) as it related to explaining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

While Bourdieu’s definition (1986) focuses on the understanding of individual or person involvement and Coleman’s explication (1988) centres on a group rewarding the entire community, Putnam’s (2000) summation of social capital directs its application beyond the group to a community that profits owing to coordinated actions. Putnam (2000) posited that close communities tend to produce higher levels of social capital. Putnam (2000) opined

that an “engaged citizenry” correlates favourably with effective governance to nullify challenges and increase development. This was also noted in the current study.

Moreover, Putnam’s summation of social capital broadened the scope of his theory to include the concepts of “generalised reciprocity” and “thick trust” (Putnam, 2020), which, when applied, result in positive outcomes, including good corporate governance and professional wellbeing. If positive outcomes are to be realised, this point should have application to this study, as both the SGB and teachers in Western Cape high schools need to reciprocate their professionalism and trust.

Putnam’s summation of social capital highlights its merits as a public-benefit arrangement when compared to “conventional” capital, which is seen as a private good (Putnam, 2020). Also, the norms of reciprocity are seen to be generated and reinforced through a system of closely-knit networks. Thus, reciprocity enables social trust, which leads to mutual benefit and collective action (Putnam, 2020). These networks could either be horizontal (where there is equivalence in status) or vertical (where there is a hierarchy) (Putnam, 2020). These networks often intersect. However, as Putnam (2020) argues, it is through strong horizontal networks that civic engagement is brilliantly achieved with a view to effective problem resolution. On the other hand, vertical networks tend to undermine the norms of reciprocity, resulting in ineffective problem solving (Putnam, 2020). Where there is a lack of cooperation within the horizontal network system and exploitation potential is rife, hierarchical relationships tend to predominate (Putnam, 2020). For the purposes of this study, if the SGB’s role is characterised by a strong horizontal network, this would negate any imbalance of power. This implies that SGB support for teacher resilience would be championed. The overall victory achieved would be one that would highlight the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. In the following discussion, Landman’s explanation of social capital is appraised.

3.2.2.4 Landman’s explanation of social capital theory

Johannes P. Landman, a political-economic trends analyst and futurist, presented a South African perspective on the possible role of social capital in achieving long-term sustainable human and economic development in the world (Landman, 2004a). Briefly, Landman explained that social capital refers to “the presence of effective human networks and social cohesion, which are manifested in effective institutions and processes where people can co-operate for mutual advantage” (Landman, 2004, p. 38). He further postulated that “social

capital can help societies to achieve internal evolution towards sustainable development in a manner that can resolve the problem of the commons” (Landman, 2004, p. 38).

Landman (2013, p. 151) concurs with the World Bank’s (2003) glue metaphor in his explanation of social capital by stating the following:

Social capital is the name given to the relationship and networks that connect us to other people. It is born from shared values and commonly accepted rules of behavior which form a bond, an unspoken understanding. We trust people who share our values. This is what creates a sense of society and what enables us to live together reasonably harmoniously – it is the glue that binds us.

The emphasis on shared values and commonly accepted rules of behaviour, which Landman indicates engenders trust that leads to reciprocity, is of prime importance (Landman, 2013).

While his statement may contextually be seen as having its primary application to how economic growth impacts sustainable development, Landman’s (2013) definition of social capital includes how teaching and learning takes place in South African schools. Landman (2013) maintains that money alone would not create a skilled workforce; rather effective schooling outgrowths are dependent on resilient teachers, supportive school management structures, and learner behaviour. In this study, the researcher viewed this as a noteworthy point meriting empirical inquiry, as the study focused on the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The researcher was eager to note how the data would foreground Landman’s definition of social capital.

In his definition of social capital, Landman (2013) underlines that government resources such as schools, teachers, and school management arrangements have a direct influence on the production of social capital as it relates to a country’s growth and development. Landman (2013) holds that social capital is an ever-evolving notion, as it emphasises quality relationships that are forged between and within groups of people. Hence, as opined by Landman (2013), social capital involves the connectedness between people that enables mutual benefit and collective action, resulting in a wealth of common values characteristic of a social group or network. The researcher anticipated that these features of Landman’s definition of social capital would present an interesting mosaic in understanding the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Landman's definition of social capital could also be viewed as encompassing the quantity of quality interactions of a group that bring about collective change (Landman, 2013). In practical terms, it is a drive that brings about positive or negative change (Landman, 2013), whether in the sense of giving or receiving. Landman's definition of social capital drove the researcher to examine institutions, relationships, collective actions, trust, reciprocity, social norms, social cohesion, and networks.

An examination of these concepts brought into the limelight the main research question and subquestions of this study. Three types of social capital are now discussed.

3.2.3 Types of social capital

As stated earlier in this chapter, when considering its definition, social capital is a wide-ranging concept. Therefore, to elucidate matters, researchers (e.g., Enfield, 2008; Gittell & Vidal, 1998; Holland, 2008; Woolcock, 1998) have delineated three types of social capital, namely, bonding, bridging and linking social capital. According to Enfield (2008), Gittell and Vidal (1998) were the first researchers to use the term "bonding social capital", Putnam (2000) initiated the term "bridging social capital", and Woolcock (1998) coined "linking social capital". Each of these types of social capital are now discussed, with reference to the theme of this study, namely, the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

3.2.3.1 Bonding social capital

Murray et al. (2020) point out that bonding social capital is characterised by strong, tight-knit relationships within peer networks. Putnam's (2000, p. 23) description is most apt: "bonding social capital creates a kind of sociological superglue, whereas bridging social capital provides a sociological WD-40 [multipurpose product]". In this study, the researcher viewed an SGB as the bridge between connections and its social capital as supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

School leaders and managers claim they are committed to building bonding relationships with SGBs, teachers, parents, and learners (Murray et al., 2020). However, as indicated by Murray et al. (2020), the strategies that are used in this bonding endeavour, the forms of social capital that SGBs and teachers forge, and the schooling outcomes that are achieved vary substantially in many schools. Some schools turned out to be inclusive and broadly distributed across diverse parental groups as it relates to the allocation of schooling resources (Murray et al., 2020). On the other hand, SGBs at historically advantaged schools use their networks to maintain exclusive access to or control over a renewable set of school

resources to benefit their own learner population. This process is referred to as opportunity hoarding (Murray et al., 2020). Murray et al. (2020) suggest that the social structure of SGBs at historically advantaged schools helps explain this variation.

Bonding social capital fosters the inward-facing tendency to play up exclusive identities and homogeneous groups (Murray et al., 2020). As a result, it signifies networks that are mainly restricted to people who share common social identities and cohesive advantages (Murray et al., 2020), leading to the exclusion of those who do not fit the pattern. Putnam (2000, p. 22) averred that bonding social capital may be “good for undergirding reciprocity and mobilizing solidarity” (Murray et al., 2020). This denotes that bonding social capital provides crucial social capital and psychological support to needy members for them to succeed. These bonds (as noted by Granovetter, 1982) represent the strong ties within a horizontal network that includes family members, close friends, and neighbours (Hopkins, 2002; Holland, 2008).

Bonding social capital had definite application in this study. Bonding social capital aided SGBs to provide teachers with a sense of belonging, family-like dependence, and continued support in the face of learner indiscipline in Western Cape high schools. This would strengthen teacher resilience, as they (the teachers) would find confidence and refuge in the SGB’s oversight of the school. Hence, bonding social capital would manifest in wholesome professional support.

3.2.3.2 Bridging social capital

Putnam (2001, as cited in Murray et al., 2020) states that bridging social capital can be identified by relationships between members of different social networks. When bridging social capital is absent in diverse contexts, socially advantaged groups often use bonding social capital to bolster opportunities, which results in an imbalance (Murray et al., 2020). Hence, bridging social capital *per se* is not enough to cement the reciprocity, trust, and norms needed to support efforts at inclusion across diverse relational groups (Murray et al., 2020). In order to generate genuinely inclusive and equitable school communities, SGBs of historically disadvantaged schools need to create durable inner-group bonds to dispense scholastic information, make sense of learners’ experiences, and effectively pave the way for further organisational transformation (Murray et al., 2020).

By its very nature, bridging social capital is more outward looking and brings people from different social divides together (Murray et al., 2020). With its primary focus on the community, bridging social capital highlights intra-community relationships (which are

generally viewed as weaker ties) (Murray et al., 2020) because these support individuals and communities. Strong network connections within a community as well as with other communities help to melt down the negative aspects of bonding social capital, which is the diametrical opposite, as it is inward-looking and often exclusionary (Murray et al., 2020).

Putnam (2020) advanced that bridging social capital seems to be more apparent and sustainable in historically disadvantaged communities. Even so, the diverse network of participants and members fosters a climate that is ideal for the cultivation of bridging social capital or “getting ahead”, as noted by some social commentators (Adhikari, 2008; Derose, 2008). In the context of this study, bridging social capital offered SGBs and teachers the golden opportunity to strengthen sturdy relationships within and between these two groups in a way that could add to the success and social cohesion of the school community.

Communities of individuals that possess high social capital are characterised by lower crime, higher schooling outcomes, and higher civic engagement (Putnam, 2020). Putnam (2020) observed that bridging capital is gained when people of different mindsets get together and engage in civic organisation to increase and create relational and conversational output.

Putnam (2020) stressed three simple ways in which diverse groups can form bridging capital:

- **Recognising the diversity in each group.** In the case of this study, while the professional relationship between the SGB and teachers represents bonding capital, bridging capital is created when both groups recognise the diversity of each other's role (Putnam, 2020) in the schooling system. This understanding would help the SGB develop empathy, which leads to support for teachers who must contend with learner indiscipline in Western Cape high schools.
- **Changing the way diverse groups have conversations.** Putnam highlights that, as humans, we miss so many precious opportunities to bridge because we want to argue and convince another person (Putnam, 2020) rather than listening to understand them. Putnam (2020) asserts that, by listening to the other person, we begin to develop a well-tested, yet ever-evolving view of the world. In this study, bridging capital that resulted from the open, honest communication between the SGB and teachers found collaborative expression in the form of supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.
- **Recognising things in one group that are different from the other group and finding ways to share those things.** Putnam indicates that, although these steps

may seem small, their impress is undeniable (Putnam, 2020). Our society can be transformed through individual relationships. These relationships are individual ends in and of themselves and the means to more informed, impassioned schooling policymaking practices (Putnam, 2020).

The prospects for successful schooling outcomes thus become a reality, giving rise to creativity and ingenuity towards understanding groups of people who look, think, and live differently from us (Putnam, 2020). With more bridging capital being built, the prospects for a more united future become great (Putnam, 2020). In line with the focus of this study, the quicker SGBs and teachers start bridging, the sooner support for teacher resilience in the face of learner indiscipline in Western Cape high schools would become apparent.

3.2.3.3 *Linking social capital*

In his attempt to define social capital, Michael Woolcock (the lead social scientist in the World Bank's Development Research Group) found that relations among family, friends, neighbours, and spontaneous associations create assets to use for overcoming a crisis and obtaining economic benefits (Woolcock, 1998). This basic idea was extended to groups and communities made up of diverse civic and social organisations (Woolcock, 1998) that have a stronger position to deal with poverty and vulnerability. From his research based on social capital networks, Woolcock (1998) highlighted a third type of social capital, which he termed *linking social capital*. Linking social capital can be defined as “norms of respect and networks of trusting relationships between people who are interacting across explicit, formal or institutionalized power or authority gradients in society” (Szreter & Woolcock, 2004, p. 650).

Aldrich and Meyer (2015) indicate that linking social capital may be considered the vertical dimension of social capital, as it seeks to forge alliances and creates relations towards groups, organisations, and institutions. Linking social capital is generated by governments and institutions to improve trust between government and society at large and to prevent the marginalisation of specific groups (Aldrich & Meyer, 2015). In a sense, linking social capital includes relational connections with people who have political or financial power (Aldrich & Meyer, 2015; Enfield & Nathaniel, 2013).

In this study, the professional interaction between the SGB and teachers at a school was an example of linking social capital. When strained, hostile relations exist between these two groups at a school, and collaboration and support are impeded (Aldrich & Meyer, 2015). This hinders the formation of linking social capital. When an opposite situation plays out,

linking social capital would be most visible through the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

In summary, bonding social capital refers to close relationships between family members or good friends that are measured by indicators such as social support. Additionally, bridging social capital refers to relationships between people who are more loosely connected and have distinct social identities, such as neighbours or colleagues. Thirdly, linking social capital involves relationships that are characterised by power differences (Nunez, 2016).

According to Oseguera et al. (2011, p. 2), “social capital is described as the less tangible resources gained through social relationships that positively influence educational outcomes”. As the dimensions of social capital involve networks, trust, and social norms, the researcher felt that it was essential to consider these dimensions, as they related to the focus of this study.

3.2.4 Dimensions of social capital

As underscored earlier in this chapter, social capital is a multidimensional concept. These dimensions help to organise the different aspects of social capital to provide a framework (Ehlen et al., 2012). Researchers often cite two or three dimensions of social capital. For instance, Coleman (1988, p. 598) states that social capital is:

... defined by its function. It is not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors...within the structure.

Putnam (1993, p. 35) adds that social capital comprises “features of social organization such as networks, norms and social trust that can facilitate coordination and cooperation for mutual benefit”. Nahapiet and Ghoshal (1998, p. 243) underline that social capital represents “the sum of the actual and potential resources embedded within, available through, and derived from the relationships possessed by an individual or social unit”. According to Ostrom (2000, p. 176), social capital involves “shared knowledge, understandings, norms, rules and expectations about patterns of interactions that groups of individuals bring to a recurrent activity”. Finally, Iyer et al. (2005, p. 1016) state that social capital encompasses “the institutions, relationships, attitudes and values governing interactions amongst people”.

Many attempts have been made to categorise the various elements and aspects of social capital into types, dimensions, or functions, and several are based on relationships or the nature of relationships (Ehlen et al., 2012). Yet, the emerging consensus in the peer-reviewed literature points to a tripartite distinction, namely, the structural, cognitive and

relational dimension of social capital (Ehlen et al., 2014). This was recognised by Nahapiet and Ghoshal (1998), who built on Granovetter's (1995) discussion of structural and relational embeddedness (Ehlen et al., 2012). Granovetter proposed two types of embeddedness to avoid the problems of over-socialised or under-socialised perspectives. These two types of embeddedness are depicted in Table 3.1.

Table 3.1: Two types of embeddedness (adapted from Granovetter, 1985, p. 35)

<u><i>Structural embeddedness</i></u>	<u><i>Relational embeddedness</i></u>
The actors are embedded in social structures	The actors are embedded in social relationships
The meaning is derived from position in structures	The meaning is derived from the nature and quality of relationships.

Over the years, researchers have debated the question as to whether social capital is located in networks or in social structures (Ehlen et al., 2012). Illuminating the structural, cognitive, and relational dimensions of social capital ensures a healthy, beneficial school environment (Ehlen et al., 2014).

These three dimensions of social capital (as identified by Nahapiet & Ghoshal, 1998) can be summarised as follows:

- **Structural dimension:** This involves the overall patterns of connections between people and the access to resources that these enable (Ehlen et al., 2012).
- **Cognitive dimension:** This includes the resources that provide shared interpretations and meaning (such as language and shared narratives) (Ehlen et al., 2012).
- **Relational dimension:** This encompasses the assets created and leveraged through relationships (trust, norms, identification, obligations and expectations) (Ehlen et al., 2012).

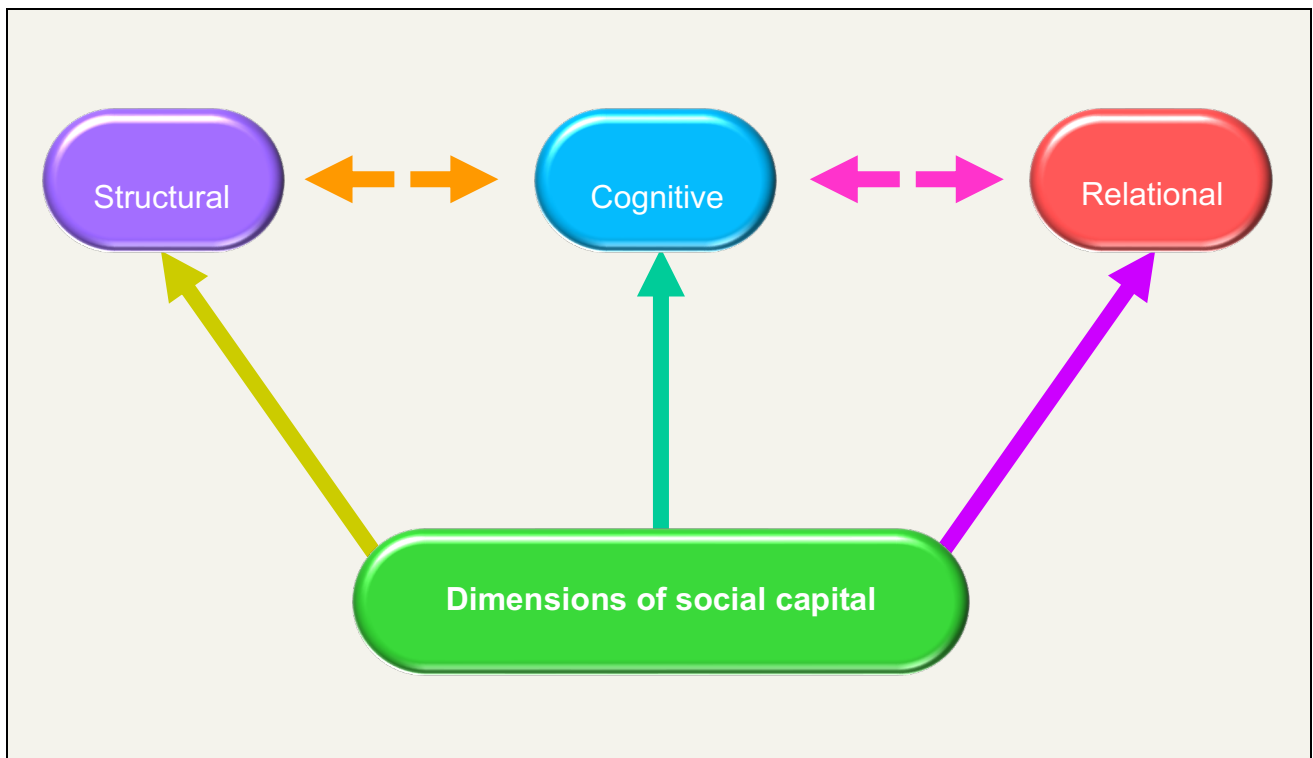


Figure 3.2: Dimensions of social capital (Ehlen et al., 2012, p. 78)

Each of these dimensions illustrated above are briefly discussed.

3.2.4.1 Structural dimension of social capital

Uphoff (1999, p. 218) states that “the structural category is associated with various forms of social organization, particularly role, rules, precedents and procedures as well as a wide variety of networks”. In Uphoff’s view, the structural category facilitates cooperation (Uphoff, 1999). Frank et al. (2018) claim that the structural dimension of social capital emphasises the configuration and pattern of social relationships, including structures of social organisation (Nahapiet & Ghoshal, 1998; Uphoff, 1999). The structural dimension consists of network ties and configuration (Frank et al., 2018). The characteristic features are the roles, rules (Nahapiet & Ghoshal, 1998; Uphoff, 1999), precedents, and procedures that play off (Frank et al., 2018).

The structural dimension incorporates the properties of a social system that forges the impersonal linkages between people or groups (Frank et al., 2018). The structural dimension relies on the connections found within a social network (Frank et al., 2018) that provide individuals with an accessible support structure. The core components of the structural dimension – network ties, configuration, and a hierarchy within an appropriable organisation (Frank et al., 2018) – are significant elements that had a bearing on the focus of this study. In this study, the researcher envisaged that the structural dimension of social capital would

become clearer when observing how network ties and configurations showcased the rules, precedents, procedures, and role of the SGB in supporting teacher resilience in the face of learner indiscipline. The researcher anticipated another significant feature, namely, the interrelationship between the structural dimension and the cognitive dimension of social capital.

3.2.4.2 Cognitive dimension of social capital

Uphoff (1999, p. 218) notes that “the cognitive category derives from mental processes and resulting ideas, reinforced by culture and ideology, specifically norms, values, attitudes, and beliefs”. From Uphoff’s view, the cognitive category predisposes cooperation (Fong & Faude, 2018). The cognitive dimension consists of shared understandings that provide systems of meaning (Fong & Faude, 2018). The essential elements of the cognitive dimension hinge on shared language, codes, and narratives (Fong & Faude, 2018). In turn, shared values, attitudes, and beliefs are securely linked to shared goals, purpose, and vision (Fong & Faude, 2018).

In this study, the researcher foresaw that the cognitive dimension of social capital would enrich the empirical data as the role of the SGB in supporting teacher resilience in the face of learner in discipline in Western Cape high schools hove into view. As the cognitive dimension explained the context of professional help offered by the SGB, it was interesting to log the initiatives and resources that were used by the SGB to support teacher resilience in the face of learner in discipline in Western Cape high schools. According to Nahapiet and Ghoshal (1998, p. 244), the cognitive dimension “refers to those resources providing shared representations, interpretations and systems of meaning among parties”. Therefore, in this study, the cognitive dimension laid the basis for the shared narrative that was indispensable for the creation of new strategies employed by the SGB to support teacher resilience in the face of learner in discipline in Western Cape high schools.

3.2.4.3 Relational dimension of social capital

The relational dimension of social capital involves characteristics and qualities of social relationships. Repeated interactions between people and the interpreted meaning of these interactions generate various understandings that influence the nature of future interactions (Marie et al., 2016). A relationship can become imbued with trust, norms of reciprocity, obligations and expectations, and various routinised or habituated patterns of action and interaction (Marie et al., 2016). The relational dimension also includes identity and identification.

There is an interplay between the cognitive and relational dimension of social capital (Marie et al., 2016). In essence, trust and trustworthiness are descriptors of the relational dimension, yet trust may also be regarded as an aspect of a relationship between individuals or groups (Marie et al., 2016). As it is a quality exhibited by individuals or groups, trustworthiness falls within the domain of the cognitive dimension of social capital (Marie et al., 2016). Significantly, both cognitive and relational social capital arise from perception, observation, and opinion. Therefore, they are characteristically subjective and fluctuate between individuals and groups in various contexts (Marie et al., 2016).

As indicated by Nahapiet and Ghoshal (1998, p. 244), the relational dimension “refers to those assets created and leveraged through relationships”. This dimension includes the qualities of respect and friendship (Marie et al., 2016). While it is true that actions differ considerably according to one’s personal and emotional attachments to other network members (Marie et al., 2016), the important attributes that remain are trust and trustworthiness, norms and sanctions, obligations and expectations, and identity and identification (Marie et al., 2016). In this study, these important features of the relational dimension of social capital were examined, as the researcher highlighted the role of the SGB in supporting teacher resilience in the face of learner in discipline in Western Cape high schools.

Next, criticisms that have been levelled against SCT are discussed.

3.2.5 Criticisms levelled against social capital theory

Social capital theory has been in the firing line of criticism primarily for its seeming “ambiguity and variability” (Claridge, 2018). According to Claridge (2018, p. 1):

social capital is a metaphor that highlights the positive and productive aspects of sociability. However, it falls short of being a form of capital, and it is also widely accepted that social capital can have positive and negative consequences. This makes the term rather inappropriate and confusing.

As noted by Claridge (2018), critics of SCT argue that it is not social (Engbers et al., 2017), not capital (Arrow, 1999), and not a theory (Ramos-Pinto, 2012). Some researchers also claim that SCT “is impossible to measure, that problems of circularity make it a tautology, and that the possibility for positive or negative outcomes make it context-dependent” (Haynes, 2009, p. 2). Other commentators hold that “some aspects are objective, but others are subjective” (Bourdieu, 1986, p. 11; McShane & Prideaux, 2016, p. 25) and that certain aspects are “cognitive while others are pre-cognitive” (Bourdieu, 1986, p. 11). Woolcock (1998) argued that social capital “can be rational, pre-rational, or even non-rational”. As

Haynes (2009, p. 2) underscores, this denotes that social capital could be viewed as “more of an umbrella concept than a functioning theory”. Despite these vitriolic attacks, SCT still pervades the literature, and its application spans many disciplines, including the social sciences (McKeever et al., 2014).

After considering various criticisms, the relevance of the SCT for this study is discussed next.

3.2.6 The relevance of social capital theory to this study

The researcher believed that SCT would enhance the rigour of the research (Gillham, 2010) by providing direction and impetus to this study, thereby contributing significantly to advancing the frontiers of knowledge on the phenomenon under investigation (Grant & Osanloo, 2014).

In selecting SCT as the theoretical framework, the researcher was cognisant of the fact that all four constructs of this study (i.e. the main research problem, the purpose, the significance, and the main research question) were closely aligned and intricately interwoven (Ravitch & Carl, 2016). The researcher was convinced that SCT provided the foundation (Lederman & Lederman, 2015) for explaining the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

After an exhaustive survey of the literature, it was clear the valuable contribution of SCT towards improving school leadership and management was an area that had not been extensively explored. This implied that empirical data were limited. Also, studies that addressed aspects of this issue were outdated and, as a result, they could be viewed as irrelevant commentary in view of the current situation. The question can be raised as to whether this conundrum is the reason many SGBs, particularly in historically disadvantaged schools, give up their agency quickly. Therefore, researching the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools was a complicated endeavour.

This section unpacked four conceptualisations, the various types, dimensions, and a critique of SCT, presented in the context of the SGB's role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The researcher approached SCT by reading extensively to gain an in-depth understanding of its multifaceted nature. The researcher evaluated the options and selected a viable approach. The aim was not to redefine or posit another definition of social capital; rather, the researcher viewed his approach as similar to that of a surveyor of the multiplicity of cross-disciplinary explanations

of social capital. His objective was to sieve the vast body of knowledge relating to social capital and apply the applicable features to the phenomenon under investigation.

As highlighted in the title of this study, the researcher was keenly interested in the concept of teacher resilience. According to Gu and Day (2013, p. 26):

teacher resilience is not primarily associated with the capacity to bounce back or recover from highly traumatic experiences and events but, rather, the capacity to maintain equilibrium and a sense of commitment and agency in the everyday worlds in which teachers teach.

Gu and Day (2013) note that teachers need to be resilient if they are to perform at their best over an extended period. Hence, as a theoretical lens of this study, with the spotlight now shining on teacher resilience, a contextualised synopsis of Michael Ungar's socioecological model of resilience is presented in the next section.

3.3 MICHAEL UNGAR'S SOCIOECOLOGICAL MODEL OF RESILIENCE

To grasp the undeniable impress of the social-ecological perspective of resilience, it is imperative to explore the migration that occurred from an individualistic approach to a more holistic view of resilience.

3.3.1 Introduction

Several prior studies on resilience, according to Ungar (2012a), viewed the individual as being solely responsible for change. This meant that personal attributes linked to resilience, such as self-efficacy (Bandura, 1977, as cited in Ungar, 2012a) and self-esteem (Brown & Lohr, 1987, as cited in Ungar, 2012b), were highlighted as offering sanctuary from negative environmental stressors. This signifies that individuals "who are disadvantaged were expected to exercise personal agency in regard to accessing opportunities in their environments in order to increase their psychological functioning" (Ungar, 2012a, p. 14). This implies that the effects of environmental support and stressors were not considered.

Ungar (2012a, p. 14) underscored that the scholarly output of Rutter (1987):

shifted the understanding of resilience as the result of individual traits that predicted coping under stress to processes that included reducing risk exposure, developing adequate self-esteem, preventing the negative impact of risk factors on developmental trajectories, and opening new opportunities for development by shaping the (person's) environment.

In his survey of the literature in the field of educational psychology, the researcher discovered that a social-ecological definition of resilience was gaining much credible acceptance and recognition by internationally renowned resilience scholars (Betancourt et

al., 2013; Goldstein & Brooks, 2013; Masten, 2014a, 2014b; Panter-Brick, 2015; Rutter, 2012).

Ungar (2011) set out four principles that serve as the basis for his socioecological interpretation of resilience: decentrality, complexity, atypicality, and cultural relativity. Each of these principles are addressed in line the focus of this study.

3.3.2 Decentrality

Ungar (2011, p. 5) indicates that decentrality (or the decentring of the individual from the process) signifies that the “locus of change does not reside in either the [individual] or the environment alone, but in the processes by which environments provide resources for use of the [individual]”. This implies that decentrality places primary emphasis on the importance of the individual’s social ecology. It also accentuates that the individual needs to be decentred or de-emphasised in explanations of resilience processes.

Ungar (2011) postulated that resilience is a collaborative process in which a social ecology provides resources needed by the individual facing adversity. The individual’s interaction with and utilisation of these resources lead to positive outcomes (Masten, 2014a; Ungar, 2011). In this study, which explored the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools, the researcher underscored the essentiality to consider the teaching and learning milieu. Individual teachers’ ability and skillset (as underlined by Ungar, 2011, p. 6) would be an exhibition of “the capacity of [their] social and physical ecologies that facilitate their expression and application for development”.

Ungar’s (2011) definition of the ecological approach to resilience further introduces three signal elements that should be considered, namely, the individual’s physical and social ecology, the reciprocal action between the context and the individual, and individual-specific inclinations that favour positive development. The separation of resiliency from resilience becomes most apparent because of decentrality. Resiliency entails focusing on the individual’s characteristics, whereas resilience is “process-orientated” (Ungar, 2011, p. 6).

3.3.3 Complexity

Resilience is not a simplistic process (Ungar, 2011). Rather, it encompasses the complex and dynamic interaction between an individual and the social ecology. Masten (2014a, 2014b) and Ungar (2013) highlight the complexity of resilience. These resilience processes

change subject to the passage of time, context, and groups, including individuals within the same context (Masten, 2014a).

The complexity principle of resilience is predicated on the supposition that an individual's resilience does not remain constant, but it changes over time. In the schooling context, this means that when teachers move to new schools or communities, they may recover from previous stumbling blocks if the necessary support and resources are available. Mansfield et al. (2012) contend that teacher resilience could be championed if teachers receive support from all the respective role players. The researcher views this as a critical point, as this study focused on the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Yonezwa et al. (2011) observed that adverse working conditions contribute towards a challenging professional context, which could negatively affect teacher resilience. When faced with adversity, resilient teachers would “navigate their way to the psychological, social, cultural, and physical resources that build and sustain their well-being” (Ungar, 2012, p. 14). Ungar (2011) believes that teacher resilience would flourish if teachers are introduced to a school climate that comprises supportive communal and physical ecologies. Herein lies the complexity of resilience – a teacher's environment becomes crucial. Ungar (2011) suggests that serious attention should be given to the complicated nature of resilience, including a thorough assessment of the quality of the person's environment with less emphasis on the characteristics of the person. The principle of complexity (as outlined by Ungar, 2011, p. 7) has reference to “equifinality [since] many different starting points [could] lead to many different but equally desirable ends by many different processes relevant to different ecologies”.

3.3.4 Atypicality

The third principle of resilience, atypicality, explains behavioural patterns by individuals to cope with challenging circumstances. Atypical behavioural traits are different from the norm in that they are not necessarily accepted by society. Yet, these behavioural patterns are necessary for survival in the context.

Ungar (2011, p. 8) calls attention to what could be viewed as alternative strategies or “hidden resilience” and that “unusual behavioural patterns may be culturally and contextually relevant to successful development when the benchmarks for that development are defined locally”. This means that, even though some human actions are not accepted in society, they may still be required in certain communities to survive. A case in point is where learners

coming to school from violent, drug-infested communities often react to teachers by using vulgar language or making violent threats, thereby demonstrating their own resilience.

In the case of this study, the emphasis on atypicality had great relevance, as many learners attending Western Cape high schools hailed from historically disadvantaged communities. Learners from crime-ridden communities could negatively influence behaviour at school. The resulting learner indiscipline at school could be taxing on teacher resilience. Therefore, teachers, school managers, and SGBs should endeavour to gain knowledge of and insight into the various feeder populations and community contexts to form a bulwark against learner indiscipline.

3.3.5 Cultural relativity

Ungar (2011) reasoned that, to comprehend resilience as a complex phenomenon with multiple outcomes, it is necessary to identify the culture in which the person under investigation lives. This involves understanding the cultural relativity (Ungar, 2011a), which is the fourth principle suggested by Ungar. In the perspective of cultural relativity, resilience, which is measured within a specific community, may indicate either the distinctive nature of local culture or a more adjusted universal culture (Ungar, 2011b). The more individuals adapt to the expectations of their environment, the more they would be viewed as resilient (Ungar, 2011a).

Donald et al. (2010) describe context and culture as the everyday practices in which people engage. These include individual belief systems, customs, language, values, and life world. Ungar (2011a) believes that resilience should be viewed as a process shaped by culture in determining protective processes.

Panter-Brick (2015) notes that the meaning individuals attach to an experience, opportunity, or resource is directly proportional to cultural influences. Jones et al. (2012) opine that coming to grips with cultural influences on resilience processes and particularly how they change over time could aid researchers in their ongoing understanding of resilience processes (Ungar, 2011b). Hence, to understand resilience as a complex construct with various pathways, an individual's cultural relativity needs to be clearly mapped out.

Chapter 3 presents Ungar's (2011) socio-ecological model as an unproblematically positive framework for understanding teacher resilience. However, the researcher acknowledges the normative ambiguities embedded within resilience discourse, particularly the concern that resilience narratives can inadvertently shift responsibility away from institutional failures and onto individual teachers.

Scholars such as Ecclestone and Goodley (2016) and Brunila (2012) have critiqued the "*resilience turn*" in education policy for promoting a therapeutic ethos that encourages teachers to adapt to adverse working conditions rather than challenging the structural origins of those adversities. In the context of this study, an over-emphasis on teacher resilience—even when framed socio-ecologically—risks implying that teachers should develop coping strategies to endure learner indiscipline, rather than insisting that SGBs, SMTs, and the WCED address the systemic drivers of indiscipline (e.g., inadequate learner support services, under-resourced behavioural interventions, or inconsistent disciplinary policies).

While the SRSF (Chapter 7) positions SGBs as resilience enablers, the researcher acknowledges a normative tension: resilience discourse may unintentionally individualise systemic problems. Teacher resilience should not become a substitute for institutional accountability. The framework therefore embeds resilience within governance obligations, treating teacher support as a non-negotiable duty of SGBs rather than a discretionary compassion. This study resists the pathological turn that locates the problem in teachers' '*insufficient resilience*' and instead foregrounds governance as the legitimate locus of intervention.

3.3.6 Relevance of Ungar's socioecological model of resilience with reference to teacher resilience

The inclusion of Ungar's socioecological model of resilience as a theoretical lens in this study provided an interesting cross-disciplinary pathway, linking the fields of education leadership and management and educational psychology. The researcher paid more attention to the four principles of decentrality, complexity, atypicality, and cultural relativity, which underpin Ungar's socioecological model of resilience. The researcher was excited to see how these principles would emerge in and guide the data. He was also aware of the occurrence and impact of learner indiscipline in Western Cape high schools. Hence, the phenomenon of learner indiscipline is discussed in light of Bronfenbrenner's (1977) bioecological model.

3.4 BRONFENBRENNER'S BIOECOLOGICAL MODEL

3.4.1 Introduction

Urie Bronfenbrenner's bioecological model presents child development within the context of relationships that comprise the child's environment (Guy-Evans, 2020). Prior to this study, Bronfenbrenner's (1974) postulations resembled the viewpoints espoused "in Albert

Bandura's social learning theory and Lev Vygotsky's sociocultural theory in which the environment is explicitly or implicitly considered as a crucial mechanism in development" (Guy-Evans, 2020).

Bronfenbrenner later revised his (1977) model in 1994, and it became known as the bioecological systems theory. Bronfenbrenner's bioecological model describes part layers of the environment that influence child development (Hayes et al., 2017). Each layer is formally made up of different structures. The term "bioecological" points out that a child's own biological makeup is a key factor that impacts on their development (Kelly & Coughlan, 2019).

As depicted in Figure 3.1, Bronfenbrenner's bioecological model divides the environment up into five contextual systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Guy-Evans, 2020). The child's environment (Bronfenbrenner, 1977) is a nested arrangement of structures, with each one contained within the next (Guy-Evans, 2020). Bronfenbrenner organised these ecologies or contexts in line with how much impact they have on a child. Furthermore, Guy-Evans (2020, p. 21) notes that "because the five systems are interrelated, the influence of one system on a child's development depends on its relationship with the others".

3.4.2 Person characteristics: "Self"

In the formative years, the child exhibits a bouquet of "self" needs (Guy-Evans, 2020). According to Weeks (2000, as cited in Prinsloo & Gasa, 2011, p. 493):

children want to be accepted and needed by their families; they want to be cared for and protected; they want to be treated with respect and dignity; they want to experience a sense of belonging and feel valuable to their families; they want to be educated and guided to act in a socially acceptable way and they want to benefit from opportunities which will provide them with a feeling of self-actualisation.

3.4.3 The microsystem

This is smallest and most immediate environment that is nearest to a child (Kelly & Coughlan, 2019). It comprises structures with which the child interacts, including the family, school, and neighbourhood (Hayes et al., 2017). The microsystem covers the most basic relationships and interactions (Kelly & Coughlan, 2019) in a child's immediate environment. It also includes whether a child has a strong familial relationship with their parents and whether their needs are met (Kelly & Coughlan, 2019). This means that a child is affected by people with whom they interact and, in turn, these people are affected by the child (Hayes et al., 2017). Bronfenbrenner advanced the concept of bi-directional influences, meaning

that “the child is affected by the behaviour and beliefs of the parents; however, the child also affects the behaviour and beliefs of the parent” (Bronfenbrenner, 1977, p. 11). These bi-directional influences occur at all levels of the environment (Kelly & Coughlan, 2019).

3.4.4 The mesosystem

This layer serves as the connection or relationship between the layers of the child’s microsystem (Hayes et al., 2017). The mesosystem includes, for example, the link between parents and teachers (Kelly & Coughlan, 2019), or the link between parents and healthcare service providers, or between the community and the church (Hayes et al., 2017).

3.4.5 The exosystem

The exosystem involves relationships that may exist between two or more settings, one of which may not contain the developing child but affects them indirectly nonetheless (Hayes et al., 2017). This system serves as the larger social system in which the child does not function directly (Kelly & Coughlan, 2019) – for example, the city government, workplace, and mass media. The structures in this layer may influence a child’s development by somehow affecting some structure in the child’s microsystem (Kelly & Coughlan, 2019), such as circumstances around their parents’ employment schedules and location (Hayes et al., 2017). The child may not interact directly with what is in the exosystem, but they are likely to feel the positive or negative impact that this system creates as it interacts with the child’s own system (Kelly & Coughlan, 2019).

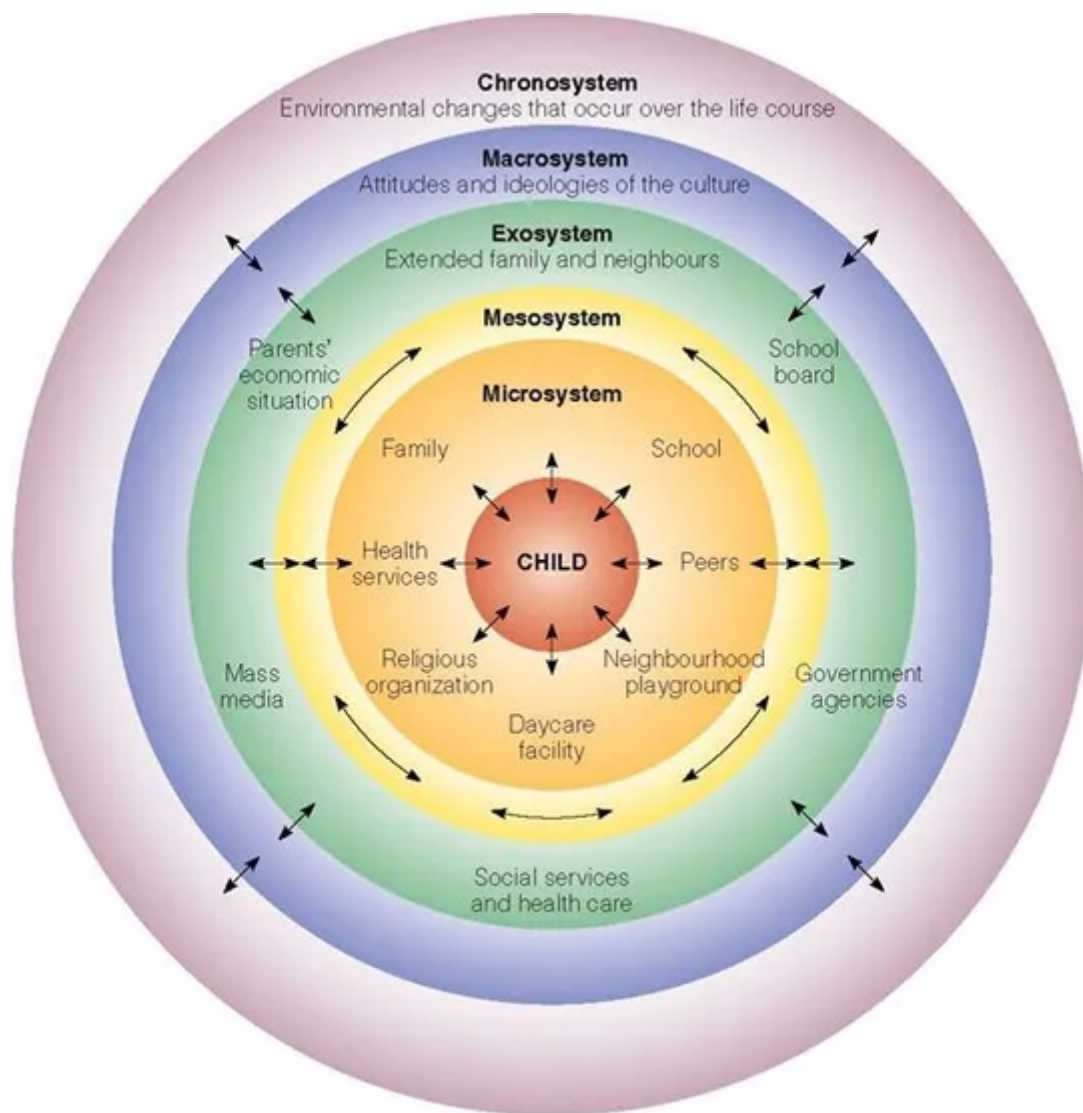


Figure 3.1: Bronfenbrenner's (1977) bioecological model (Guy-Evans, 2020, p. 21)

3.4.6 The macrosystem

The macrosystem is the largest system that contains all the distant people and places that significantly affect the child (Kelly & Coughlan, 2019). The macrosystem (i.e., the layer in the outermost part of the child's environment) (Hayes et al., 2017) includes cultural patterns and values, dominant beliefs and ideas, as well as political and economic systems (Hayes et al., 2017). The belief system contained in the macrosystem permeates all the attractions in the other layers and enriches the individual (Guy-Evans, 2020). In some cases, young people are more independent; in other instances, parents support their children for a longer period (Kelly & Coughlan, 2019). Children experience different child-rearing practices and therefore also differences in development (Hayes et al., 2017).

3.4.7 The chronosystem

The chronosystem refers to the transitions and shifts in one's lifespan and may also involve the socio-historical contexts that may influence a person (Hayes et al., 2017). This system covers the element of time as it relates to a child's environment (Guy-Evans, 2020). This includes parents and change of stability in the child's life (Kelly & Coughlan, 2019). It involves whether a child's day is characterised by an ordinary, predictable pattern, or whether the child is subjected to sudden changes in routine (Hayes et al., 2017). We can also look into the pace of the child's everyday life. These situations can affect the child externally or internally.

External factors would include such incidents as the timing of the birth of new siblings or the timing of parental separation or divorce (Kelly & Coughlan, 2019). Internal factors would include physical changes that occur during adolescence, as well as timing in the onset of menstrual changes in girls (Hayes et al., 2017). As children age, they may react differently to environmental changes. They may have acquired the ability to cope and decide to what extent they would allow changes around them to affect them (Kelly & Coughlan, 2019).

3.4.8 The influence of bioecological systems on learner indiscipline

In this study, Bronfenbrenner's bioecological model provided the framework for explaining the phenomenon of learner indiscipline in Western Cape high schools. Learner indiscipline in Western Cape high schools was considered as one behavioural pattern that was set and played off in many contexts. The various facets of the learner's "self", such as intelligence, learning disabilities, and motivation, were explored (Hayes et al., 2017). The aim was to highlight and comprehend the occurrence of learner indiscipline in Western Cape high schools through the lens of Bronfenbrenner's bioecological model.

The researcher was attuned to the "self" aspect of Bronfenbrenner's bioecological model, as learners in Western Cape high schools would fall into the adolescent phase of their physical development. The researcher remained cognisant that many learners in Western Cape high schools were reared in communities that were rife with gender-based and gang violence, and drug and sexual abuse and hardly had any positive role models (Prinsloo & Gasa, 2011). This aberrant social behaviour often finds expression in learner indiscipline in Western Cape high schools (Swart & Phasha, 2011).

In line with the focus of this study, the researcher gave attention to the microsystem in terms of what study options were offered at a particular school, the type of support services provided, and whether learners could afford to attend another school if they desired to do

so (Hayes et al., 2017). Learner indiscipline in Western Cape high schools may be traced back to inconsistent parenting and discipline methods in the family circle (Prinsloo & Gasa, 2011).

In the Western Cape, by far the majority of high school learners hail from historically disadvantaged communities in which unemployment and substance abuse contribute to parents' frustration and despondency (Swart & Phasha, 2011). As a result, parent-child bonding appears to be non-existent. Detachment and lack of parental care hamper learners' emotional and physical stability (Swart & Phasha, 2011). Often, this leads to learner indiscipline in Western Cape high schools.

The researcher examined the mesosystem in terms of whether the learners' family supported their schooling attendance and goals. If the learners were to actively contribute to their communities, an environment characterised by belonging, collaboration, diversity, respect, and trust should be created (Prinsloo & Gasa, 2011). This means that schools and families influence each other and, in turn, they influence and are influenced by the surrounding community (Prinsloo & Gasa, 2011).

Regarding the exosystem, the researcher focused on the issue of rising school tuition fees, which could have forced learners to attend a school in line with their low economic status (Swart & Phasha, 2011). Additionally, when parents have problems at their workplace, they may tend to vent their frustration on their children at home (Prinsloo & Gasa, 2011). In this case, too, learner behaviour is shaped by the community in which they grow up. When learners are exposed to neighbourhoods with a high population density, crime, violence, and lawlessness become the order of the day (Prinsloo & Gasa, 2011). Hence, juvenile delinquency and antisocial behaviour (Swart & Phasha, 2011) within the community often ignites learner indiscipline in Western Cape high schools.

The researcher's exploration of the macrosystem was an expose of the cultural norms and values regarding the importance of schooling and which academic majors were appropriate for the learner (Hayes et al., 2017). In addition, the researcher recognised that curriculum and schooling policies exacerbated the problem of learner indiscipline in Western Cape high schools. In this regard, the abolition of corporal punishment has given rise to many learner indiscipline problems (Prinsloo & Gasa, 2011). Many teachers feel disempowered and express frustration at their lack of class control in light of legal statutes relating to corporal punishment (Swart & Phasha, 2011). Additionally, certain policies relating to learner attendance at school have aggravated the situation further. The result is severe learner

truancy (Swart & Phasha, 2011) that causes a vexing of teacher resilience in the face of learner indiscipline in Western Cape high schools.

Finally, the researcher focused on the chronosystem in the context of this study. As mentioned earlier, this system involves environmental events and changes that occur throughout a learner's life, including socio-historical events (Prinsloo & Gasa, 2011).

The researcher is cognisant that, like many other schools around the world, Western Cape high schools are faced with a constantly changing adolescent learner population (Prinsloo & Gasa, 2011). Often, the result manifests itself in the form of several new discipline challenges at school (Swart & Phasha, 2011). As a result, learner indiscipline in Western Cape high school erodes teacher resilience. This underlined the need for the current study.

3.5 CONCLUSION

In this chapter, the theoretical framework – comprising social capital theory (SCT), Michael Ungar's socioecological model of resilience, and Bronfenbrenner's bioecological model – was discussed. Social capital is the medium through which resilience resources are mobilised; resilience is the outcome of successfully accessing and deploying those resources. Concretely, it may be stated as follows:

- **Bourdieu** provides the **structural diagnosis**: unequal access to durable networks stratifies SGB capacity.
- **Coleman** supplies the **functional mechanism**: trust, obligations, and norms within SGB-teacher relationships enable reciprocal support.
- **Putnam** offers the **typological precision**: bonding capital sustains intra-SGB solidarity; bridging capital connects SGBs to external expertise and parental networks; linking capital (Woolcock) connects SGBs to provincial authorities like the WCED.
- **Ungar** contributes the **processual logic**: decentrality (the SGB as part of the teacher's social ecology), complexity (multi-systemic interactions), atypicality (context-sensitive strategies), and cultural relativity (local adaptation).
- **Bronfenbrenner** provides the **ecological mapping**: learner indiscipline originates across micro-, meso-, exo-, macro-, and chronosystems, meaning SGB interventions must operate at multiple levels simultaneously.

The SRSF (presented in Chapter 7) operationalises this synthesis directly: the Empowerment pillar addresses Bourdieusian capital deficits through training; the

Engagement pillar cultivates Colemanesque trust and Putnam's bridging capital; the Intervention pillar activates Ungarian socio-ecological pathways; and the Evaluation pillar ensures responsiveness across Bronfenbrennerian systemic layers. Without this explicit convergence statement, the theoretical framework risks appearing as three parallel literatures rather than an integrated analytical engine.

The three theoretical lenses are not merely complementary but co-constitutive for this study. Social capital theory (Bourdieu, Coleman, Putnam, Landman) explains the relational resources SGBs can mobilise. Ungar's socio-ecological model explains the processes through which those resources translate into teacher resilience. Bronfenbrenner's bioecological systems map the contextual layers across which learner indiscipline operates and SGB interventions must reach. The SRSF, as discussed in Chapter 7, is the operational embodiment of this theoretical synthesis: it treats resilience as governance-enabled, capital-mediated, and ecologically situated. This integrated framework moves beyond individualistic resilience models and beyond abstract social capital theorising, providing an actionable, context-sensitive blueprint for SGB action in Western Cape high schools.

In summary, this chapter presented the integrated theoretical framework underpinning the study. It began by examining social capital theory through the conceptual lenses of Bourdieu, Coleman, Putnam, and Landman, including its types (bonding, bridging, linking) and dimensions (structural, cognitive, relational). The chapter then introduced Michael Ungar's socioecological model of resilience, focusing on its four principles of decentrality, complexity, atypicality, and cultural relativity. Finally, Bronfenbrenner's bioecological systems theory was discussed as a lens for understanding learner indiscipline across the micro-, meso-, exo-, macro-, and chronosystems. Together, these theories provide a multilayered analytical scaffold for investigating the SGB's role in supporting teacher resilience amid learner indiscipline in Western Cape high schools.

The next chapter focuses on the research approach and methodology employed.

CHAPTER 4: RESEARCH APPROACH AND METHODOLOGY

4.1 INTRODUCTION

Chapter 3 discussed the theoretical foundation of this study, which comprised SCT (Bourdieu, 1986; Coleman, 1988; Putnam, 2000), Ungar's (2021) socioecological model of resilience, and Bronfenbrenner's (1977) bioecological systems theory. Building upon this conceptual groundwork, the present chapter provides a comprehensive and rigorous articulation of the research approach and methodology that were employed to investigate the role of SGBs in supporting teacher resilience amid learner indiscipline in Western Cape high schools.

An explanatory sequential MMR approach, situated within the pragmatist paradigm, was used. This chapter meticulously details this methodological approach, justifying each choice in relation to the research questions. It outlines the philosophical underpinning, describes the two-phase research approach, and explicates the population, sampling, data collection, and analysis procedures for each phase. The chapter also details the critical points of integration, alongside the measures taken to ensure validity, reliability, trustworthiness, and ethical integrity. The intent is to show a level of methodological coherence, transparency, and rigour that satisfies the standards of doctoral scholarship, thereby justifying the trustworthiness of the empirical findings presented in Chapters 5 and 6.

4.2 RESEARCH PARADIGM: PRAGMATISM

The flow diagram presented below (Figure 4.1) shows the paradigm correlations between post positivism, constructivism, and pragmatism.

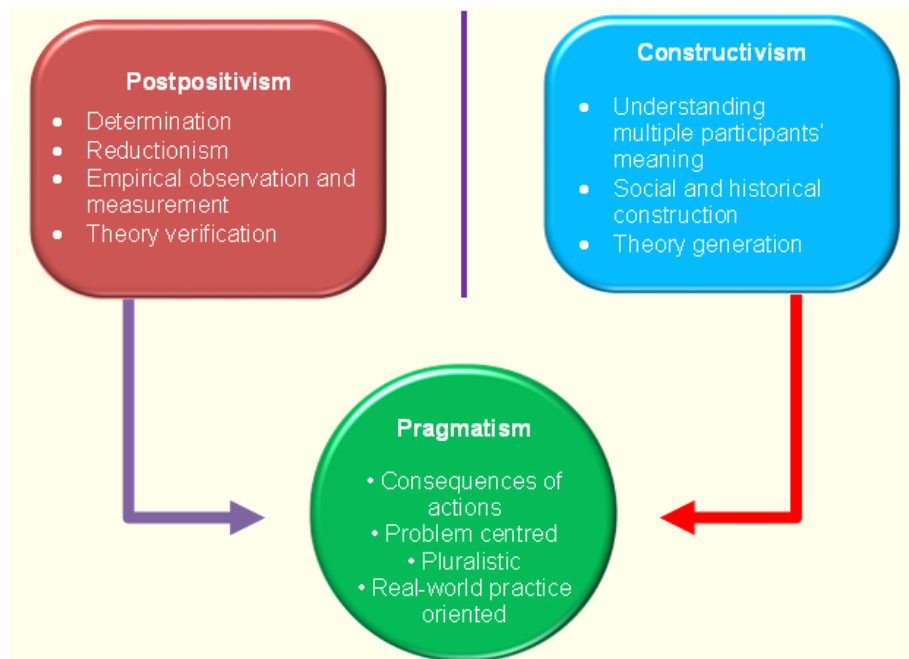


Figure 4.1: Paradigm correlations between post positivism, constructivism, and pragmatism (Creswell, 2014, p. 5–8)

Table 4.1 summarises the paradigmatic assumptions and research approach selected for this study.

Table 4.1: Paradigmatic assumptions and research approach

THE PARADIGMATIC ASSUMPTIONS AND RESEARCH APPROACH FOR THIS STUDY	
Methodological paradigm	Explanatory sequential mixed methods approach
Meta-theoretical paradigm	Pragmatism
Selection of SGBs respondents/participants	Non-probability sampling for Phase 1 Purposive sampling for Phase 2
Selection of respondents/participants	Voluntary
Pilot study data collection	
Mixed methods	
Quantitative data collection techniques	Qualitative data collection techniques
Self-administered electronic questionnaire (Google forms)	Semi-structured interviews
Quantitative data documentation techniques	Qualitative data documentation techniques

Excel spreadsheet synopsis	• Zoom recordings of interviews • Verbatim transcripts of answers during the interviews
Data analysis and interpretation	
Quantitative data analysis	Qualitative data analysis
• Statistical analysis of data derived from electronic questionnaire • Python (version 3.12) software	Constructivist thematic analysis of data derived from Zoom-recorded interviews
Meta-inference of quantitative and qualitative findings	
Integration of quantitative and qualitative results. Joint display of qualitative results explaining the quantitative results	
Quality criteria	
Quantitative quality criteria	Qualitative quality criteria
Generalisability, external validity, reliability and objectivity	Validity, credibility, transferability, dependability, conformability and authenticity
Ethical considerations	
Informed consent, confidentiality, anonymity and trust, cultural differences, sensitive information obtained, role of the researcher	

4.2.1 Philosophical underpinning

A research paradigm constitutes a set of fundamental beliefs about the nature of reality (ontology), knowledge (epistemology), and the process of research (methodology) (Creswell & Poth, 2018). This study was grounded in the pragmatic paradigm, which rejects the forced dichotomy between positivism and interpretivism. Pragmatism, advanced by contemporary mixed-methods theorists (e.g., Tashakkori & Teddlie, 2021; Morgan, 2022), prioritises the research question as the primary determinant of methodology and advocates for approaches that yield the most practical and actionable insights (Feilzer, 2019).

4.2.2 Ontological and epistemological stance

Pragmatism adopts a pluralistic and dynamic ontology, acknowledging that reality is multifaceted and constantly reshaped by human experience (Morgan, 2022). This aligns with the study's focus on the complex, context-dependent phenomenon of the SGB's role, teacher resilience, and learner indiscipline. Epistemologically, pragmatism values practical, context-dependent knowledge that solves real-world problems (Saunders et al., 2023). Hence, the researcher's interaction with participants was not seen as data contamination

but as essential for generating meaningful understanding relevant to the Western Cape high school context.

4.2.3 Methodological implications

Methodologically, pragmatism legitimises the combination of quantitative and qualitative methods (Tashakkori & Teddlie, 2021). It supports abductive reasoning – that is, moving iteratively between theory and data to generate the most plausible explanation (Haig, 2018). This flexibility was crucial, as the researcher first quantified general patterns of perception and then explored the underlying reasons and contextual nuances behind those patterns.

4.3 RESEARCH APPROACH: EXPLANATORY SEQUENTIAL MIXED-METHODS APPROACH

Figure 4.2 illustrates the explanatory sequential approach used in this study.

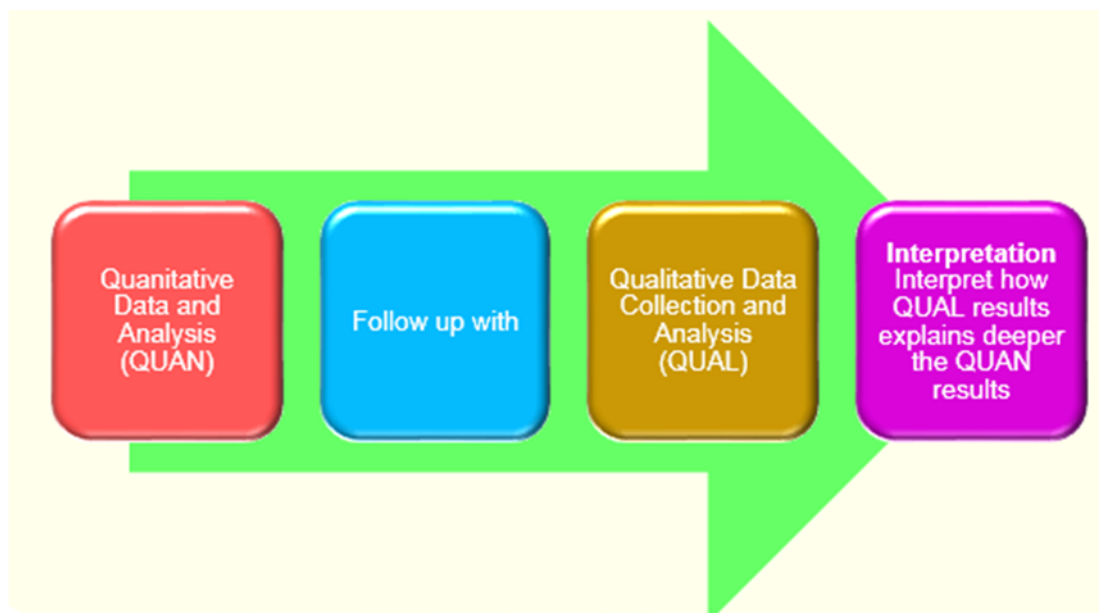


Figure 4.2: Explanatory sequential approach (adapted from Creswell, 2014)

4.3.1 Approach rationale and structure

As Creswell and Creswell (2023) explain, a research design provides the overall structure that guides how data are gathered and examined. In this study, the researcher employed an explanatory sequential MMR approach, characterised by the collection and analysis of quantitative data, followed by the collection and analysis of qualitative data. The primary purpose of the qualitative phase is to explain or elaborate on the initial quantitative results (Ivankova & Plano Clark, 2023). This approach was ideally suited to the research objectives, allowing for both breadth and depth of understanding.

4.3.2 Visual schematic and procedural flow

Figure 4.2 is a schematic diagram of the research approach and methodology.

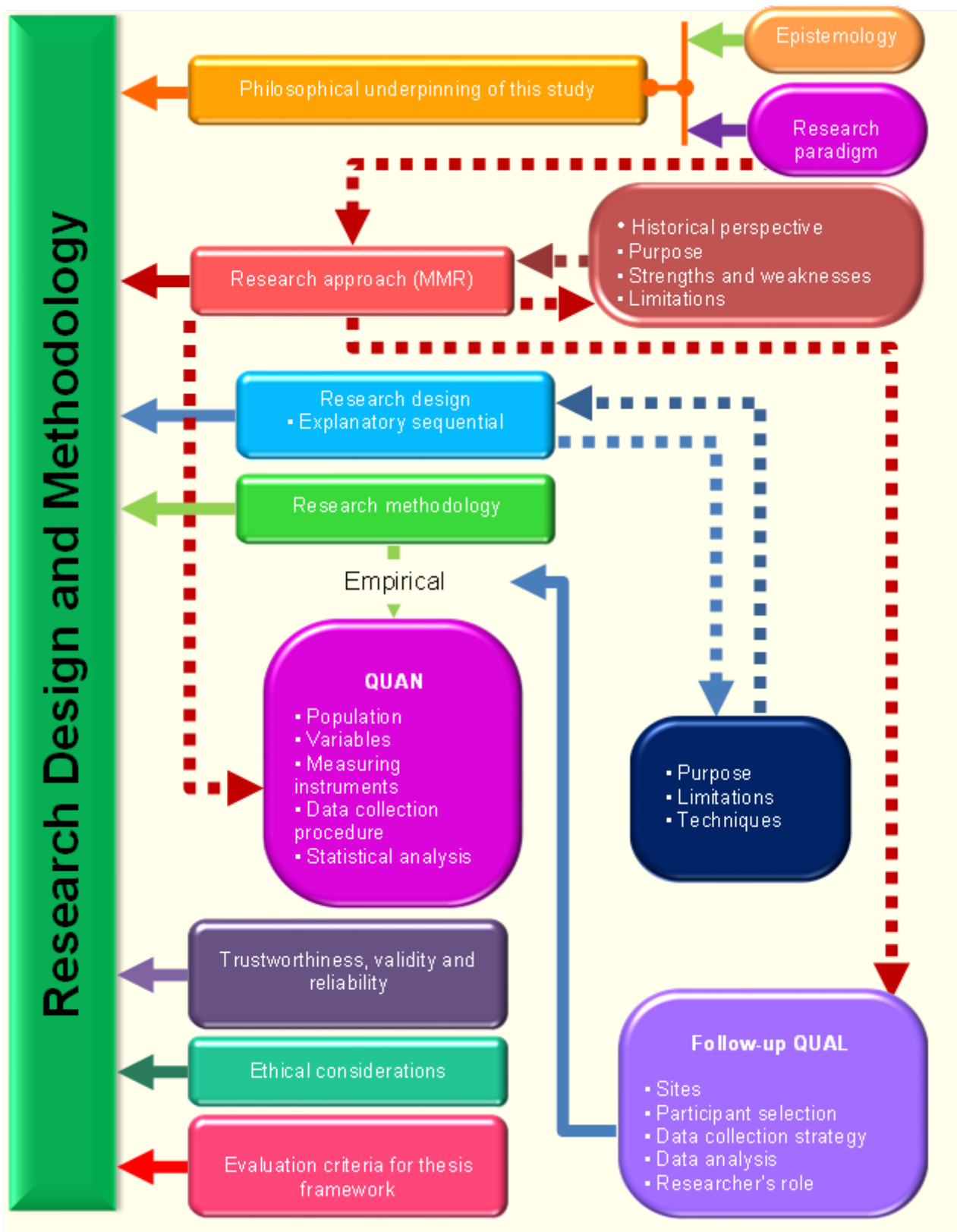


Figure 4.3: A schematic diagram of the research approach and methodology (Ngulube, 2015)

4.3.2.1 Phase 1: Quantitative phase

The first phase involved a quantitative survey to gather broad, generalisable data on SGB members' perceptions, practices, and the mechanisms for supporting teacher resilience.

4.3.2.2 Intermediate stage: Building the integration bridge

Following quantitative analysis, the results were used to purposefully select participants for the qualitative phase and to develop the semi-structured interview protocol. This was the critical point of connection where specific quantitative findings directly informed the qualitative inquiry.

4.3.2.3 Phase 2: Qualitative phase

The second phase consisted of in-depth, semi-structured interviews to probe the quantitative trends, understand the reasons behind the statistical patterns, and explore the lived experiences of SGB members in greater depth.

Figure 4.4 presents the research methodology synopsis for this study.

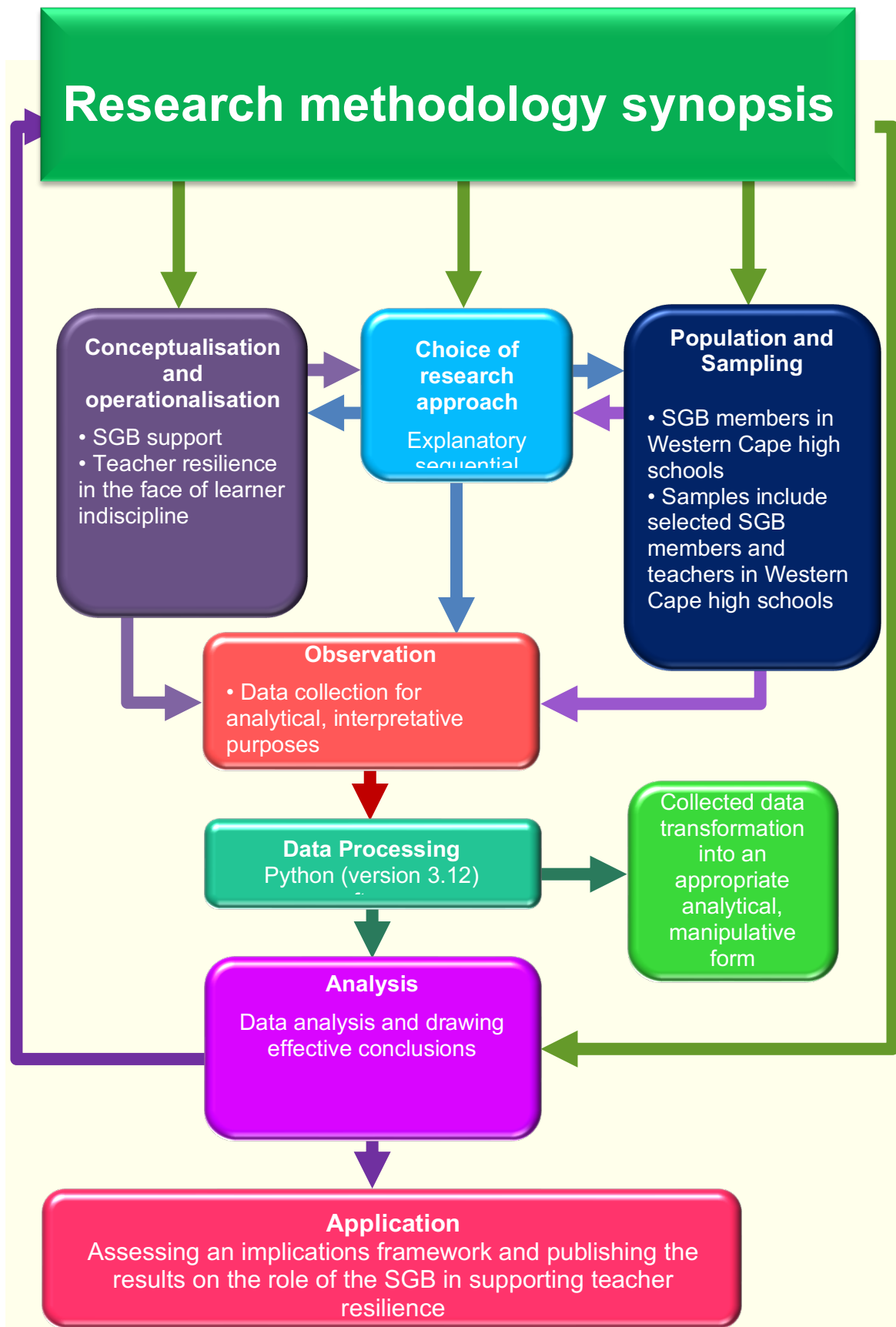


Figure 4.4: Research methodology synopsis for this study (adapted from Ngulube, 2015)

The next section discusses the research methods and procedures employed in this study.

4.4 RESEARCH METHODS AND PROCEDURES

4.4.1 Phase 1: Quantitative methods

4.4.1.1 *Population and sampling*

The target population consisted of SGB members of public high schools in eight school districts across the Western Cape (Figure 4.5).

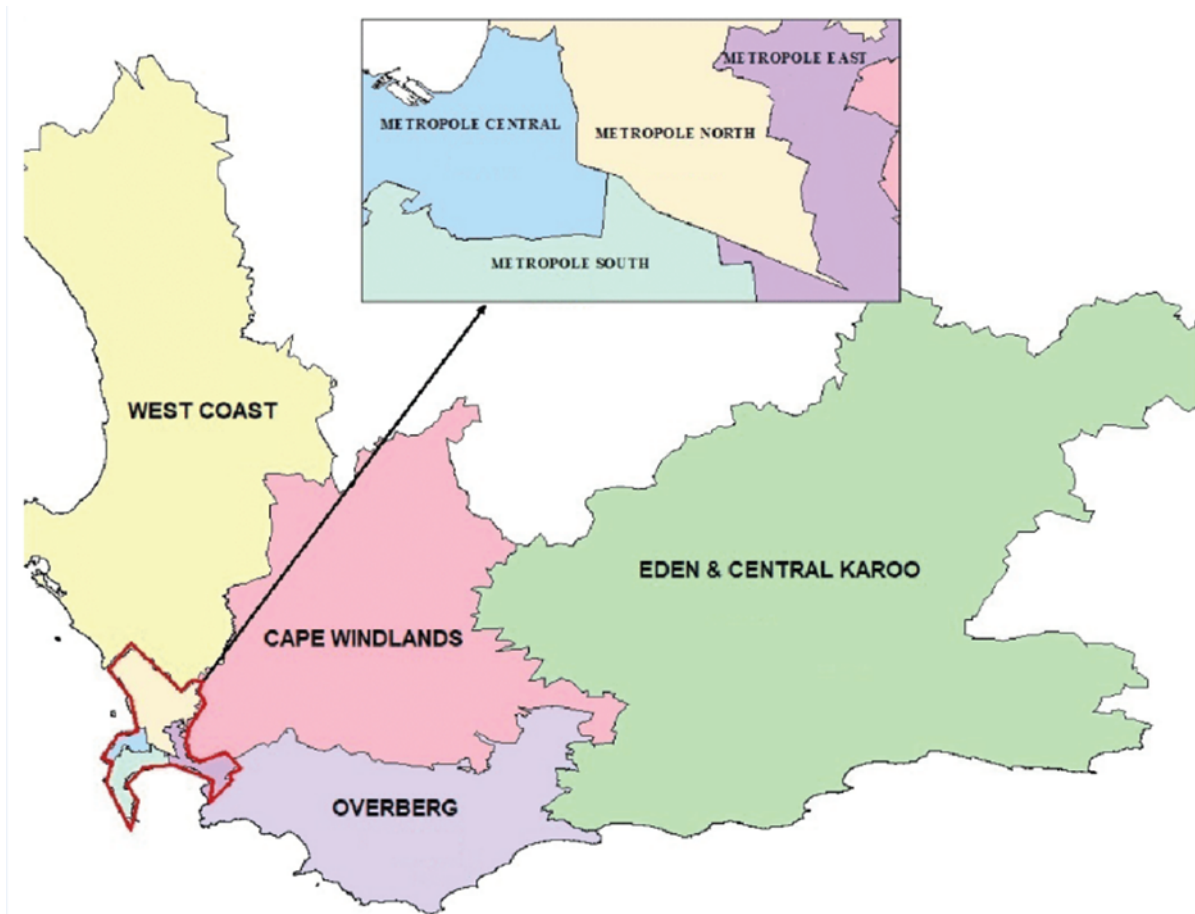


Figure 4.5: The eight school districts in the Western Cape (DBE, 2019, p. 201)

A non-probability, voluntary response sampling technique was employed. This technique involves the wide dissemination of the survey link through professional networks and SGB associations. The final sample of 355 SGB members provided a robust dataset for statistical analysis. The demographics are detailed in Chapter 5 (§ 5.2).

4.4.1.2 Data collection instrument and procedure

Data were collected by means of a self-administered online questionnaire (Google Forms), developed from an extensive literature review and the selected theoretical framework. The instrument was structured as follows:

- Section A: Biographical Information: 10 items captured demographic and contextual variables (e.g., gender, home language, SGB experience, school location)

Sections B–F: Substantive subscales: 50 items on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), grouped into five subscales:

- Subscale B: SGB Governance and Training
- Subscale C: Teacher Resilience
- Subscale D: Social Capital and Indiscipline
- Subscale E: Learner Indiscipline
- Subscale F: Western Cape-Specific Issues

The instrument was piloted ($n = 10$), and minor adjustments were made. The final survey was distributed electronically over a period of eight weeks. Participant anonymity was guaranteed.

4.4.1.3 Quantitative data analysis

Data were analysed using Python (version 3.12) (v3.12.3) and its data science libraries (Pandas, NumPy, SciPy, Matplotlib, Seaborn), chosen for their flexibility, reproducibility, and analytical power (McKinney, 2017; VanderPlas, 2016). The analysis followed a systematic process:

- Data cleaning and exploratory data analysis (EDA):** The dataset was inspected for duplicates and missing values. Minimal missing data were imputed using the mode. Initial frequency distributions and visualisations were generated.
- Descriptive statistics:** Measures of central tendency and frequency distributions were calculated for all items, providing a numerical summary of the sample and response trends, as presented in Chapter 5.
- Reliability analysis:** The internal consistency of the five subscales was assessed using Cronbach's alpha and the more robust McDonald's Omega (Hayes & Coutts, 2020). All subscales demonstrated good-to-excellent reliability ($\omega > 0.70$), as reported in Chapter 5 (Table 5.1).
- Inferential statistics:** Chi-Square tests for independence ($p < 0.05$) were employed

to examine associations between demographic variables and substantive subscale responses, allowing for the exploration of how perceptions varied based on key factors.

4.4.1.4. Pilot Study

A pilot study was conducted with 10 SGB members who were not part of the main sample. Participants completed the electronic questionnaire and provided feedback on clarity, length, and relevance. The pilot revealed that three items contained ambiguous wording and that the estimated completion time (25 minutes) was accurate. Minor revisions were made to improve item clarity, and no structural changes to the instrument were required. No pilot data were included in the final dataset.

4.4.2 The intermediate stage: Building the integration bridge

This stage is a hallmark of the explanatory sequential approach (Ivankova & Plano Clark, 2023).

- **Participant selection:** A purposive sampling strategy was used to select 30 participants from the quantitative pool. Selection was based on (a) responses to key items (e.g., SGB role expansion, training needs); and (b) maximum variation in demographics (e.g., gender, SGB experience, school location) to capture a wide range of experiences.

Interview protocol development: The semi-structured interview guide was constructed from salient quantitative findings. For instance, questions probed the reasons behind the high agreement on SGB role expansion (71.91%, B7) and the barriers to effective training.

To illustrate this process with precision, the following direct mappings between quantitative findings and qualitative interview probes were established:

- *Quantitative finding:* 92.13% of respondents agreed or strongly agreed that SGBs should include teacher resilience support within their governance mandate (B9). Corresponding interview probe: "Your survey response indicated strong support for expanding SGB roles. In practical terms, what would it look like for your SGB to actively support teacher resilience? What specific actions would you prioritise?"
- *Quantitative finding:* Only 46.35% strongly agreed that SGBs are adequately trained to handle learner indiscipline (F5), while 80.34% demanded training enhancements (F4). Corresponding interview probe: "The survey revealed a significant gap between perceived

training needs and current provision. Can you describe a situation where you felt unprepared to support a teacher facing learner indiscipline? What kind of training would have made a difference?"

- *Quantitative finding:* 78.65% reported that their SGB had never discussed how social capital affects learner indiscipline (D3), despite 87.64% agreeing that social capital does affect indiscipline (D2). Corresponding interview probe: "The survey shows that while most SGB members recognise that community relationships affect discipline, these issues are rarely discussed in meetings. Why do you think this silence exists? What would need to change for these conversations to occur?"
- *Quantitative finding:* 73.31% agreed that SGBs seem "out of touch" with teacher-learner dynamics (B6). Corresponding interview probe: "A strong majority of survey respondents felt that SGBs are disconnected from classroom realities. From your experience, is this fair? What contributes to this disconnect, and how might it be overcome?"

These explicit linkages ensure that the qualitative phase did not merely follow the quantitative phase but was systematically derived from it, fulfilling the explanatory mandate of the sequential design (Ivankova & Plano Clark, 2023).

4.4.3 Phase 2: Qualitative methods

4.4.3.1 Data collection instrument and procedure

Data were collected by means of individual, semi-structured interviews conducted on Zoom. This method provided a flexible framework for consistent questioning while allowing for probing (Kallio et al., 2016). Interviews lasted 20 to 30 minutes, were recorded, provided consent was obtained from the interviewees, and conducted by the researcher to ensure consistency. Participants were assigned pseudonyms (e.g., SGBP01, SGBP24, etc.) to ensure anonymity.

4.4.3.2 Qualitative data analysis

The data were analysed using reflexive thematic analysis (TA), as outlined by Braun and Clarke (2022). This method was selected for its theoretical flexibility and systematic process for identifying patterns of meaning. The analysis was conducted manually, following six phases:

- i) **Familiarisation:** Manual transcription and repeated reading of transcripts for immersion.
- ii) **Generating initial codes:** Systematic coding of salient features across the entire

dataset.

- iii) **Searching for themes:** Collating codes to form potential themes and subthemes.
- iv) **Reviewing themes:** Iteratively checking themes against coded extracts and the entire dataset.
- v) **Defining and naming themes:** Refining the essence of each theme and assigning concise names.
- vi) **Producing the report:** Weaving the analysis into a coherent narrative, supported by vivid data extracts, as presented in Chapter 6.

Throughout the analytic process, particular attention was paid to divergent cases and contextual tensions within the dataset. Reflexive thematic analysis, as conceptualised by Braun and Clarke (2022), requires the researcher to resist the temptation to present a falsely harmonious account; rather, themes should capture the heterogeneity of participant experience. Accordingly, the analysis deliberately foregrounded three sources of variation:

First, *contextual variation* across school settings was systematically compared. Participants from urban schools with high learner populations (exceeding 1,200) described qualitatively different manifestations of indiscipline—gang-related intimidation, vandalism, and safety concerns—compared with participants from suburban schools, who emphasised disrespect, mobile phone misuse, and homework non-compliance. Rather than treating these as anomalous, the analysis preserved these distinctions within sub-themes (e.g., Sub-theme 4.1: "Urban intensification of indiscipline").

Second, *internal tensions* within participant accounts were actively sought and interpreted. For example, several participants simultaneously endorsed SGB role expansion (consistent with the quantitative trend) while expressing deep reluctance to "interfere" in what they perceived as teachers' professional domain. Such tensions were not coded as inconsistencies to be resolved but as meaningful data revealing the contested boundaries of SGB legitimacy. One participant (SGBP18) stated, "We should support teachers, yes, but we are not social workers"—a formulation that captures precisely this ambivalence.

Third, *divergent cases* that contradicted dominant patterns were analysed for their explanatory power. While 97% of qualitative participants championed a codified resilience framework, one participant (SGBP07) argued that "another framework changes nothing; we need enforcement, not more documents." Rather than dismissing this as an outlier, the analysis used this counter-narrative to refine the SRSF's implementation considerations, ensuring that the framework addresses scepticism regarding policy performativity.

This commitment to capturing variation, tension, and divergence enriches the qualitative findings presented in Chapter 6, moving beyond consensus description toward a genuinely interpretive account of the complexities facing SGBs in the Western Cape.

4.5 INTEGRATION OF QUANTITATIVE AND QUALITATIVE DATA

Integration is the cornerstone of rigorous MMR and occurred at multiple levels in this study:

- **Approach level:** The sequential structure itself, where the qualitative phase is built upon the quantitative phase.
- **Methods level:** The quantitative results informed the sampling and data collection for the qualitative phase.
- **Interpretation and reporting level:** This is the most significant integration point (detailed in Chapters 5, 6, and 7). For example, the quantitative finding on role expansion (71.91%, B7) is explained by qualitative narratives advocating for classroom observations and mentorship (Chapter 6, Theme 1). Significantly, the quantitative consensus on indiscipline severity (98.60%, F1) is given depth by qualitative descriptions of gang threats and disrespect (Chapter 6, Theme 3). This integration generated meta-inferences that were empirically grounded and richly explained.

4.6 VALIDITY, RELIABILITY, AND TRUSTWORTHINESS

4.6.1 Quantitative rigour: Validity and reliability

4.6.1.1 *Content validity*

Content validity was systematically ensured through a multistage process of instrument development grounded in scholarly evidence and expert judgment. First, the survey items were derived from an extensive, critical review of the extant literature on school governance, teacher resilience, and learner discipline, ensuring comprehensive coverage of the core constructs. Second, each item was explicitly aligned with the study's theoretical framework – comprising SCT and socioecological resilience models – which guaranteed that the operational measures reflected the intended conceptual domains. Finally, the preliminary instrument was subjected to a formal review by a panel of three experts in educational leadership, governance, and research methodology. Their feedback verified the relevance, clarity, and completeness of the items, leading to refinements that enhanced the instrument's ability to accurately represent the phenomenon under investigation.

4.6.1.2 Face validity

Face validity was established empirically by means of a pilot study conducted with a representative subset of the target population. Ten SGB members, who were not included in the main study, completed the draft questionnaire and participated in a structured debriefing. This process assessed the instrument's practical usability, including the clarity of instructions, the appropriateness of language, the logical flow of items, and the overall time burden. Feedback from the pilot phase indicated that the survey was intuitively understandable, professionally presented, and contextually appropriate for its intended respondents. Minor adjustments to item wording and formatting were implemented based on this feedback, thereby ensuring the instrument possessed strong face validity and was optimised for successful administration.

4.6.1.3 Construct validity

Construct validity – that is, whether the instrument truly measures the theoretical constructs it purports to measure – was supported by convergent evidence from statistical analyses. Strong evidence was provided by the high internal consistency reliability coefficients (Cronbach's α and McDonald's $\omega > 0.70$) for all multi-item subscales, indicating that items within each construct hung together cohesively. Further compelling evidence emerged from the pattern of statistically significant associations revealed through Chi-square tests. These analyses demonstrated logical and hypothesised relationships between demographic variables (e.g., SGB experience, school location) and scores on the substantive subscales (e.g., perceptions of training needs, willingness to intervene in indiscipline). These empirical associations aligned with predictions derived from social capital and resilience theories, which provided robust evidence for the construct validity of the measurement instrument.

4.6.1.4 Reliability

The reliability of the quantitative instrument – its consistency and stability in measurement – was rigorously confirmed through analysis of internal consistency. For each of the five theoretically derived subscales (SGB Governance, Teacher Resilience, Social Capital, Learner Indiscipline, and Western Cape Context), both Cronbach's alpha and McDonald's Omega coefficients were calculated. The use of *omega* is considered a more robust estimate in contemporary psychometrics, as it does not rely on the stringent assumption of tau-equivalence required by *alpha*. All subscales demonstrated good to excellent internal consistency, with reliability coefficients substantially exceeding the conventional threshold of 0.70. This confirms that the items within each subscale consistently measured the same

underlying latent construct, ensuring that the scores derived from the instrument are dependable and suitable for subsequent statistical inference and analysis.

4.6.2 Qualitative rigour: Trustworthiness

The trustworthiness of the qualitative phase was ensured by adhering to the seminal criteria suggested by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability. A systematic, multistrategy approach was employed to demonstrate that the findings were robust, well-grounded, and reflective of participant realities, thereby satisfying the standards for rigour in qualitative inquiry in a mixed-methods study.

- **Credibility:** Credibility – similar to internal validity, to establish confidence in the truth of the findings – was achieved through a triangulation of verification strategies. First, this was achieved through prolonged engagement, as the researcher possessed extensive professional experience of the South African education sector, enabling a deep, contextual understanding of the milieu of SGBs and schools. Second, peer debriefing sessions were held periodically with academic colleagues and the study supervisor to critically scrutinise emerging themes, challenge interpretive assumptions, and explore alternative explanations, thereby strengthening the analytical process. Third, member checking was conducted as a critical validation step: a summary of the preliminary thematic analysis was shared with a purposively selected subset of participants ($n = 5$) to solicit feedback on the accuracy and resonance of the interpretations. This process, advocated by Birt et al. (2016), confirmed that the constructed themes authentically represented the participants' experiences and meanings, enhancing the credibility of the final analysis.
- **Transferability:** Transferability – referring to the degree to which findings can be applied or transferred to other contexts – was ensured through the provision of thick, rich descriptions. As detailed in Chapters 5 and 6, the demographic profile of the quantitative sample and the vivid, verbatim narratives of the participants are presented extensively. This includes detailed accounts of the school contexts, participant roles, and the specific manifestations of indiscipline and support mechanisms. By providing this density of contextual and experiential detail, the study enables readers and future researchers to make informed judgments about the potential relevance and transferability of the findings to other, similar settings rather than claiming statistical generalisability.
- **Dependability:** Dependability – analogous to reliability concerning the consistency

and stability of the research process – was established by maintaining a comprehensive and transparent audit trail. The researcher meticulously documented every key decision and step taken throughout the qualitative investigation, from the initial development of the interview protocol based on quantitative results, through the transcription and coding processes, to the final thematic synthesis. The availability of this detailed procedural record allows for an external audit of the research process, demonstrating that the findings are logically derived from the data and that the inquiry is consistent and replicable given the same context and methodological framework.

- **Confirmability:** Confirmability addresses the objectivity or neutrality of the findings, ensuring they are shaped primarily by the participants and the data rather than by researcher bias. This was proactively enhanced through the disciplined practice of reflexive journaling. Throughout the research journey, the researcher maintained a confidential journal to document introspective reflections on personal assumptions, potential biases (e.g., prior beliefs about SGB efficacy), emotional responses to data, and methodological decisions. This ongoing critical self-reflection served to bracket preconceptions, making the researcher's influence on the data collection and analysis explicit and subject to scrutiny. Consequently, this practice provides clear evidence that the findings are confirmable. It is grounded in the data and traceable to participant accounts rather than the researcher's predispositions.

4.6.3 Researcher Positionality and Reflexivity

In keeping with the principles of reflexive thematic analysis and the confirmability strategy outlined above, the researcher offers a brief statement of positionality to enhance transparency regarding how professional background may have shaped the research process.

The researcher brings to this study over two decades of experience within South African schooling contexts, including direct engagement with SGBs, SMTs, and provincial education structures. This prolonged immersion (Lincoln & Guba, 1985) provides insider understanding of governance complexities, policy implementation realities, and the lived challenges of teacher resilience. However, it also carries the risk of assumed familiarity—the potential to interpret participant accounts through pre-existing schemas rather than remaining open to novel or disconfirming insights.

To mitigate this risk, several reflexive practices were institutionalised throughout the research process. First, a reflexive journal was maintained from proposal development

through to final write-up, documenting analytic decisions, emotional responses to participant narratives, and critical self-questioning (e.g., "Am I hearing what I expect to hear, or what the participant is actually saying?"). Second, peer debriefing sessions with academic colleagues who are not embedded in South African school governance provided external challenge to emerging interpretations. Third, member checking with a subset of participants confirmed that the researcher's analytic framing resonated with their lived experience, rather than imposing an external professional lens.

Critically, the researcher's professional background also functions as an asset: it enabled nuanced probing during interviews (e.g., recognising when a participant's description of "governance challenges" gestured toward unspoken resource constraints) and facilitated the development of a practically actionable framework (the SRSF) grounded in authentic operational realities. The researcher thus adopts a position of critical pragmatism: valuing insider knowledge while remaining systematically vigilant to its potential blind spots. This reflexive stance is not presented as a limitation but as an explicit methodological commitment that strengthens the interpretive credibility of the findings (Braun & Clarke, 2022).

4.7 ETHICAL CONSIDERATIONS

Ethical integrity was paramount and upheld in accordance with UNISA's Policy on Research Ethics (UNISA, 2023). Ethical clearance was obtained (Appendix E [Ref: 2022/08/10/48314730/09/AME]).

- **Informed consent:** Written informed consent was obtained electronically from all participants.
- **Confidentiality and anonymity:** Survey anonymity was guaranteed. Interview participants were allocated alphanumeric pseudonyms (e.g., SGBP01, SGB 24, etc.). Furthermore, all data were stored on a password-protected encrypted drive. Only the researcher had access to this secure arrangement.
- **Voluntary participation:** Participants were informed of their voluntary involvement and right to withdraw without penalty.
- **Minimisation of harm:** Interview questions were non-invasive; debriefing information and support service contacts were provided.
- **Cultural sensitivity:** The researcher showed respect for the diverse linguistic and cultural backgrounds of participants.

4.8 CONCLUSION

This chapter provided a comprehensive account of the research approach and methodology. Grounded in pragmatism, the explanatory sequential MMR approach enabled a thorough investigation through a quantitative survey ($N = 355$) and follow-up qualitative interviews ($N = 30$). The detailed procedures for sampling, data collection, and analysis, coupled with the explicit integration strategy and robust ethical and trustworthiness measures, provide a solid foundation for the empirical findings presented in Chapter 5 (quantitative results) and Chapter 6 (qualitative results). The integration of these evidence strands culminated in the strategic framework (Chapter 7), directly addressing the complex challenges at the heart of this research.

CHAPTER 5: PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE QUANTITATIVE DATA

5.1 INTRODUCTION

In this chapter, the researcher presents, analyses, and interprets the quantitative data collected as part of an explanatory sequential mixed-methods study on the role of SGBs in supporting teacher resilience amid learner indiscipline in Western Cape high schools. The quantitative phase of this study – drawing on responses from 355 SGB members collected through a Likert-scale questionnaire – provided a foundational numerical synopsis of patterns, trends, and perceptions aligned with the main research question (§ 1.3.1). This question was complemented by four subquestions exploring SGB perceptions, training adequacy, social capital influences, and strategic needs (§ 1.3.2).

The analysis was structured to ensure methodological rigour, commencing with data processing using Python (version 3.12) for exploratory data analysis (EDA), descriptive statistics, reliability assessments, and inferential tests (e.g., Chi-square for associations) (see Appendix I). Theoretical integration linked empirical findings to social capital theories (Bourdieu, Coleman, Putnam, Landman) and resilience models (Ungar's socioecological model; Bronfenbrenner's bioecological model), emphasising how statistical patterns reflected broader socio-structural dynamics. This phase not only quantified perceptions, but also set the stage for qualitative elaboration, adhering to the explanatory sequential approach's intent to build interpretive depth.

5.2 PRESENTATION AND ANALYSIS OF THE QUANTITATIVE DATA

5.2.1 Introduction

The quantitative phase maintained researcher detachment, relying solely on respondents' self-reported opinions via an electronic Google Forms Likert-scale questionnaire. Distributed to SGB members across Western Cape high schools, the instrument ensured anonymity and minimised bias. There was no physical interaction with respondents. The survey comprised 10 biographical items and 50 substantive items across five subscales (B–F), rated on a five-point Likert scale (1 = Strongly Disagree; 5 = Strongly Agree).

This approach foregrounds perceptual data, enabling statistical exploration of SGB roles in governance, resilience support, and indiscipline management. Analysis revealed high

agreement on the need for expanded SGB involvement, underscoring systemic challenges in South African teaching and learning arena.

5.2.2 Quantitative data analysis process

Python (version 3.12) (version 3.12.3), with libraries like Pandas, NumPy, SciPy, Matplotlib, and Seaborn for EDA, statistical testing, and visualisation were used for data analysis. This choice was justified by Python (version 3.12)'s flexibility in handling categorical data, as recommended for educational research (McKinney, 2017; VanderPlas, 2016). The processes were as follows:

- i) **Data cleaning and EDA:** The dataset (355 entries, 62 columns) was inspected for duplicates (none), missing values (minimal, e.g., 3.37% in A6; imputed via mode for categorical integrity), and structure. Frequency distributions and visualisations (bar/pie charts) provided initial insights.
- ii) **Descriptive statistics:** Summaries of central tendencies and distributions for demographics (Section A) and subscales (B–F), highlighting skewness towards agreement on key issues (e.g., 98.88% strongly agreed on strategic frameworks).
- iii) **Reliability assessment:** Cronbach's alpha and McDonald's omega were computed for subscales, confirming internal consistency (all > 0.7, indicating good-to-excellent reliability).
- iv) **Inferential statistics:** Chi-square tests assessed associations between categorical variables, with $p < 0.05$ denoting significance. No t-tests were applicable because of the absence of continuous variables, aligning with the dataset's categorical nature.
- v) **Visualisation:** Bar graphs and pie charts (Figures 5.1 to 5.10) illustrated distributions, enhancing interpretability.

This systematic approach ensured that the quantitative findings were robust, theoretically grounded, and poised to inform the qualitative follow-up.

5.2.3 Biographical information of the SGB respondents for the quantitative phase

5.2.3.1 Gender of the respondents

Figure 5.1 illustrates the gender of the respondents. Most of the respondents were males ($n = 180$; 50.7%), followed by 175 females (49.3%). Regarding equity and diversity principles, the 355 SGB respondents did not specify other gender classifications.

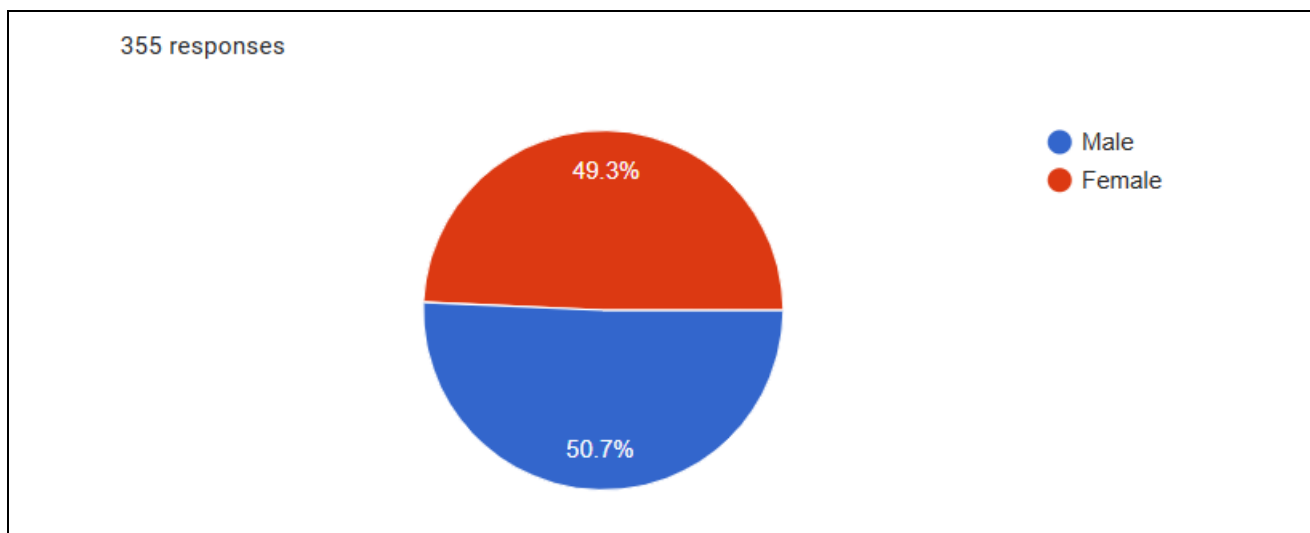


Figure 5.1: Gender of the SGB respondents

The sample was nearly balanced. The distribution aligned with South African educational governance trends, enabling gender-based associations (e.g., Chi-square with home language: $\chi^2 = 25.61$, $p < 0.001$ [Table 5.9]).

Hall (2013) posits that a balanced representation of females and males on an SGB ensures diverse perspectives and attention to a comprehensive understanding of the school's needs and concerns. In addition, Epstein (2010) underscores the improved decision-making merits of having a balanced representation of females and males on an SGB.

5.2.3.2 Home language of the respondents

As shown below, Figure 5.2 indicates the percentage composition of the home language of the 355 SGB respondents.

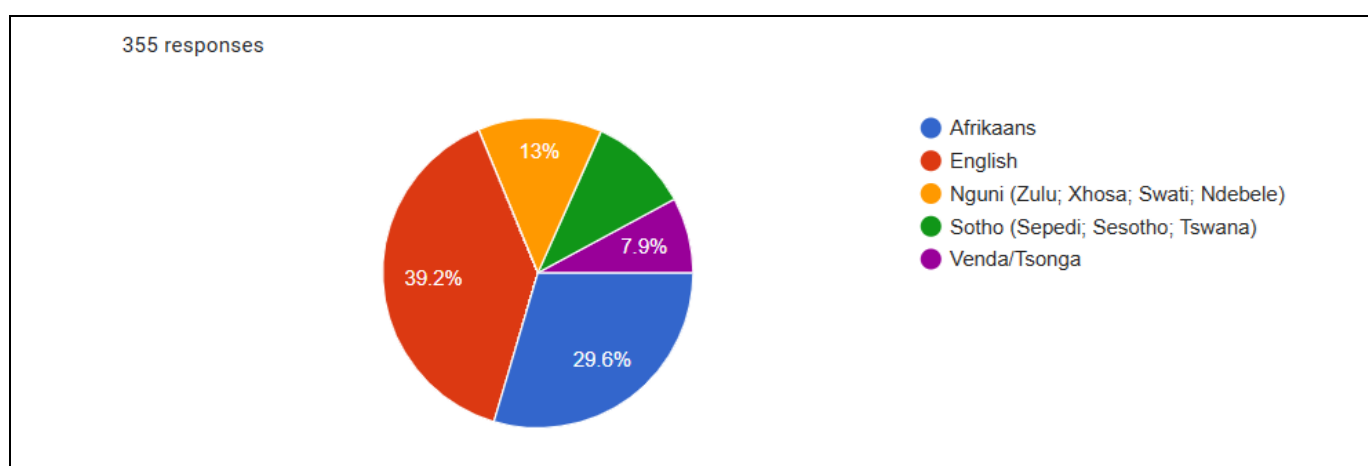


Figure 5.2: Home language of the SGB respondents

The majority of respondents were English-speaking ($n = 139$; 39.2%). Afrikaans and isiXhosa were also prominent among the sample, comprising 29.6% ($n = 105$) and 13% ($n = 46$), respectively. The Sotho languages were spoken by 37 SGB respondents (10.3%). Also, 28 SGB respondents (7.9%) cited Tshivenda and Xitsonga as their home languages.

Linguistic diversity correlates with perceptions of cultural challenges (e.g., association with D5 cultural differences: $\chi^2=183.7$, $p < 0.001$), echoing Bourdieu's (1986) view of language as social capital that influences power dynamics in schools.

5.2.3.3 Age group of the respondents

Figure 5.3 depicts the age group approachations of the 355 SGB respondents. Of the respondents, 44.5% ($n = 158$) were aged between 46 and 55 years. Additionally, 110 individuals (31%) were aged between 36 and 45 years. Interestingly, 56 respondents (15.8%) were aged between 56 and 65 years, and the remaining 31 respondents (8.7%) were aged between 26 and 35 years.

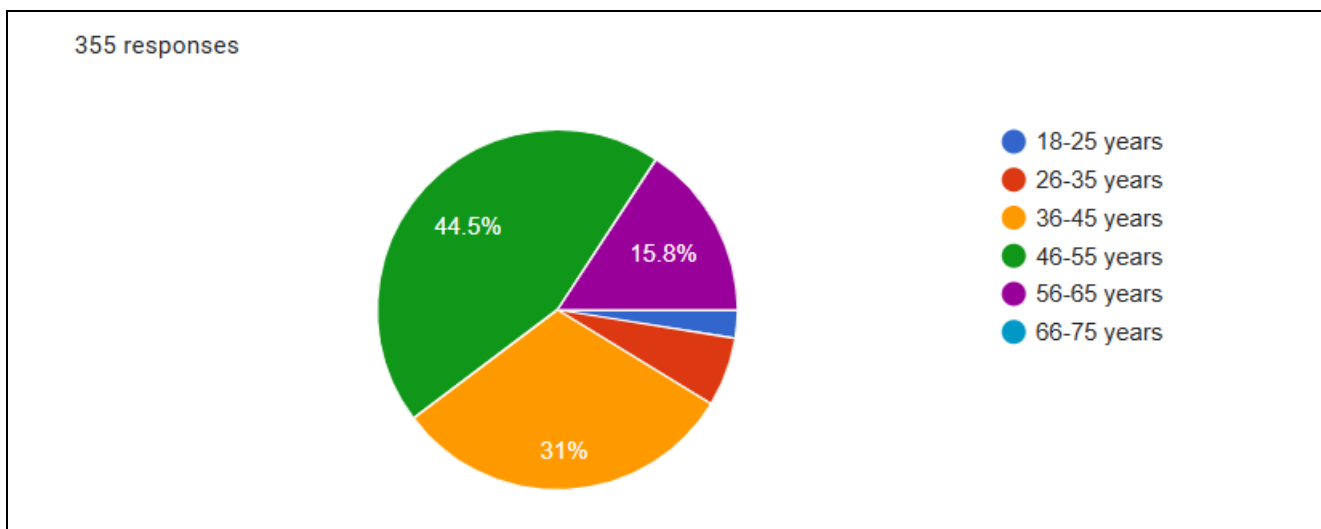


Figure 5.3: Age group of the SGB respondents

Age was linked to SGB experience ($\chi^2 = 9.47$, $p = 0.05$), suggesting that seasoned members drove perceptions of resilience, per Coleman's (1988) emphasis on experiential networks as social capital.

5.2.3.4 Highest level of education of the respondents

Figure 5.4 shows the highest level of education of the 355 SGB respondents.

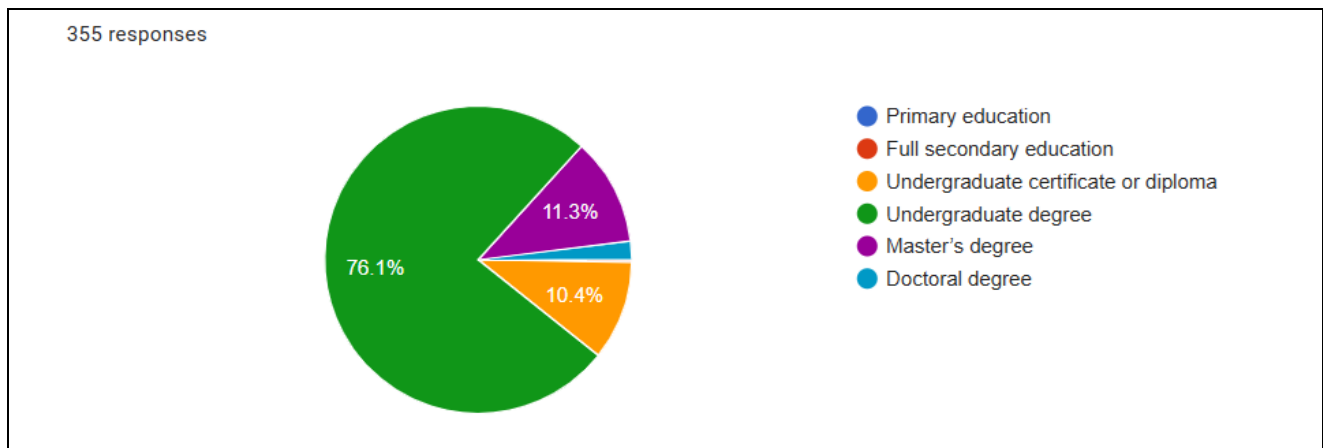


Figure 5.4: Highest education level of the SGB respondents

Of the respondents, 270 (76.1%) had undergraduate degrees. Forty respondents (11.3%) held master's degrees, while 37 respondents (10.4%) had undergraduate certificates and diplomas. Seven SGB respondents (2.2%) had attained doctoral qualifications. No doubt, these individuals made a significant impact (Davies & Davies, 2014) on their SGBs by leveraging their vast expertise (Kuhn, 2015), leadership skills, and collegial networks (Hativa & Marinovich, 2016).

Higher education linked to stronger agreement on training needs (e.g., association with B2: $\chi^2 = 7.21$, $p = 0.205$, non-significant but trending), aligning with Putnam's (2000) bonding social capital through shared educational norms.

5.2.3.5 SGB experience of the respondents

Significantly, 10.7% of the respondents ($n = 38$) had served for over 10 years on the SGB. Moreover, 134 respondents (37.7%) had served for six to 10 years on the SGB. Following closely, 133 SGB respondents (37.5%) had served for three to five years on the SGB. Lastly, 34 respondents (9.6%) had served for two to three years, while 16 respondents (4.5%) had served for one to two years.

Figure 5.5 is a portrayal of the SGB experience of the respondents.

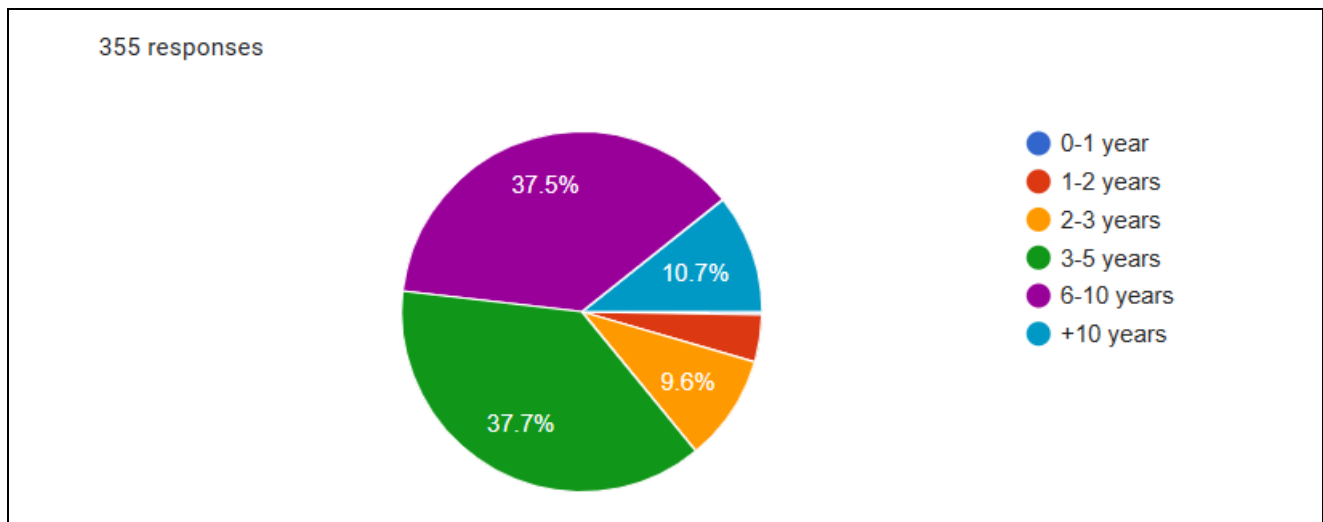


Figure 5.5: SGB experience of the respondents

SGB experience correlated with willingness to address indiscipline (e.g., E6: $\chi^2 = 11.40$, $p = 0.044$), reflecting Landman's (2004a) localised social capital in South African contexts.

5.2.3.6 Teaching experience of the respondents

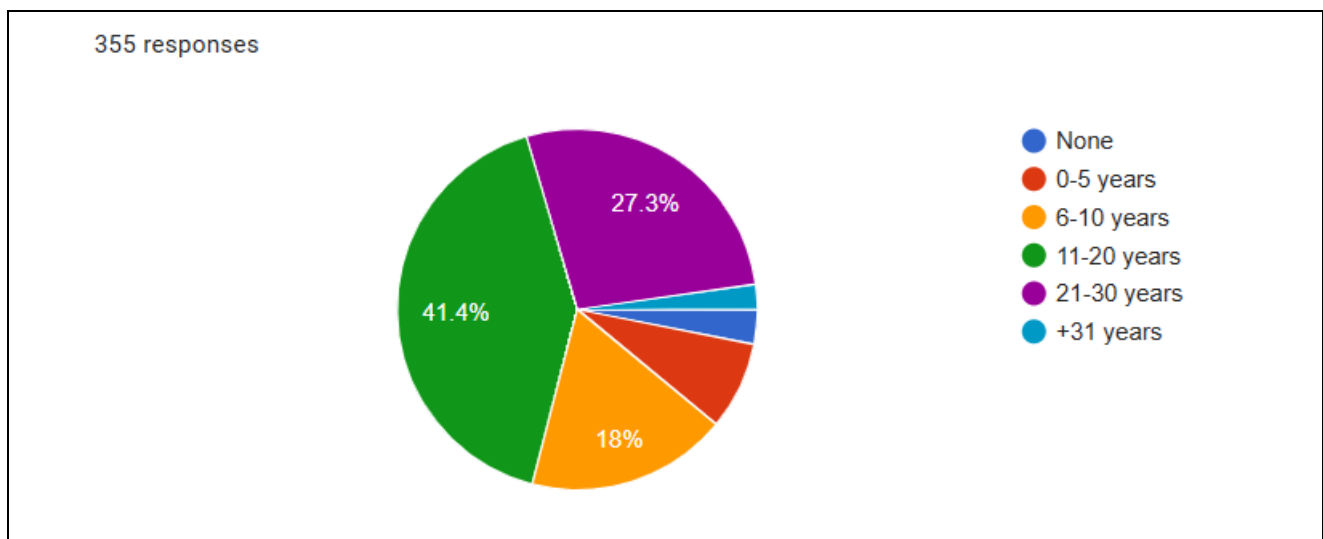


Figure 5.6: Teaching experience of the SGB respondents

Figure 5.6 shows that 41.4% ($n = 147$) of the respondents had teaching experience in the 11-to-20-year category. A further 27.3% of the respondents ($n = 97$) had a teaching experience record of 21 to 30 years, while 64 respondents (18%) had been teaching for six to 10 years. The 13.3% respondents' balance ($n = 47$) was spread across the other teaching experience segments.

This dual role (SGB and teaching) associated with resilience perceptions ($\chi^2 = 11.40$, $p = 0.022$), supporting Ungar's (2011) socioecological model where experiential resources

bolster resilience. The benefits of having SGB members with teaching experience are emphasised in the literature (Cuban, 2013). In these situations, schools benefit from informed decision-making, effective governance (Hargreaves & Fullan, 2012), and improved communication that ultimately enhances the instructional experience for learners (Ball & Forzani, 2009).

5.2.3.7 Respondents' position at the school

Figure 5.7 shows the respondents' position at the school.

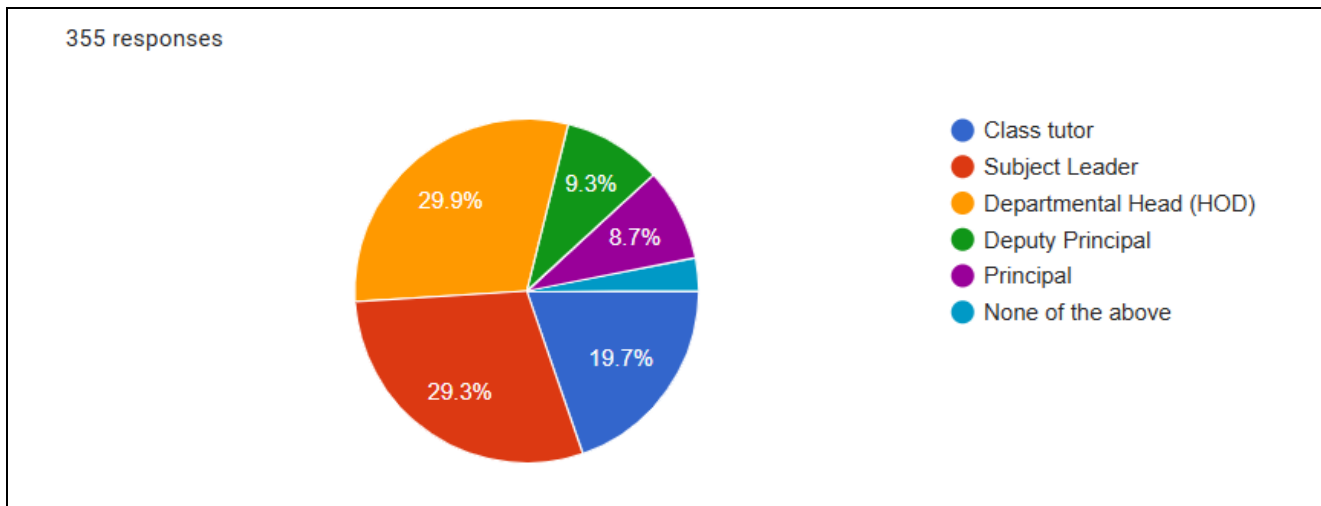


Figure 5.7: Respondents' position at the school

Departmental heads were in the majority ($n = 106$; 29.9%), followed closely by subject leaders ($n = 104$; 29.3%). Class tutors ranked next at 19.7% ($n = 70$) and principals at 8.7% ($n = 31$). Forty-four SGB respondents (12.4%) did not have a teaching position at their school.

Leadership positions linked to proactive stances ($\chi^2 = 13.86$, $p = 0.017$), in line with Bronfenbrenner's (1977) mesosystem interactions. When SGB members pin down leadership positions at a school, a deeper understanding of the school operations (Bush, 2018) as well as strategic planning and professional guidance are championed (Davies & Davies, 2014). Moreover, a solid platform is laid for supporting teacher resilience in the face of learner indiscipline.

5.2.3.8 Learner population at the school where the respondents served on the SGB

In this study, 47.9% ($n = 170$) of the Western Cape high schools had a learner population that exceeded 1,301. Then, 43.4% ($n = 154$) of high schools in the Western Cape had between 1,000 and 1,301 learners. A mere 8.5% ($n = 30$) Western Cape high schools had fewer than 1,000 learners enrolled.

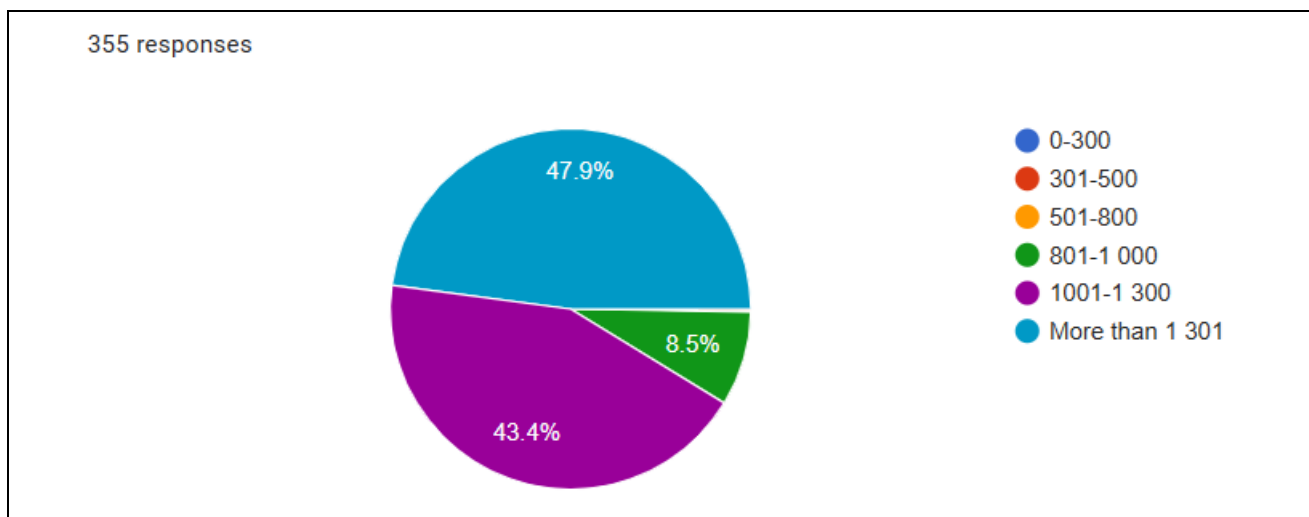


Figure 5.8: Learner population at Western Cape high schools

Size associated with indiscipline perceptions ($\chi^2 = 2.76$, $p = 0.599$, non-significant), but trends suggest resource strains, linking to Putnam's bridging capital. This demographic factor had an undeniable impact on the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

5.2.3.9 Geographic location of the school where the respondents served on the SGB

Figure 5.9 indicates that 62.8% of Western Cape high schools ($n = 223$) and 35.8% ($n = 127$) of the schools were situated in urban and suburban areas, respectively.

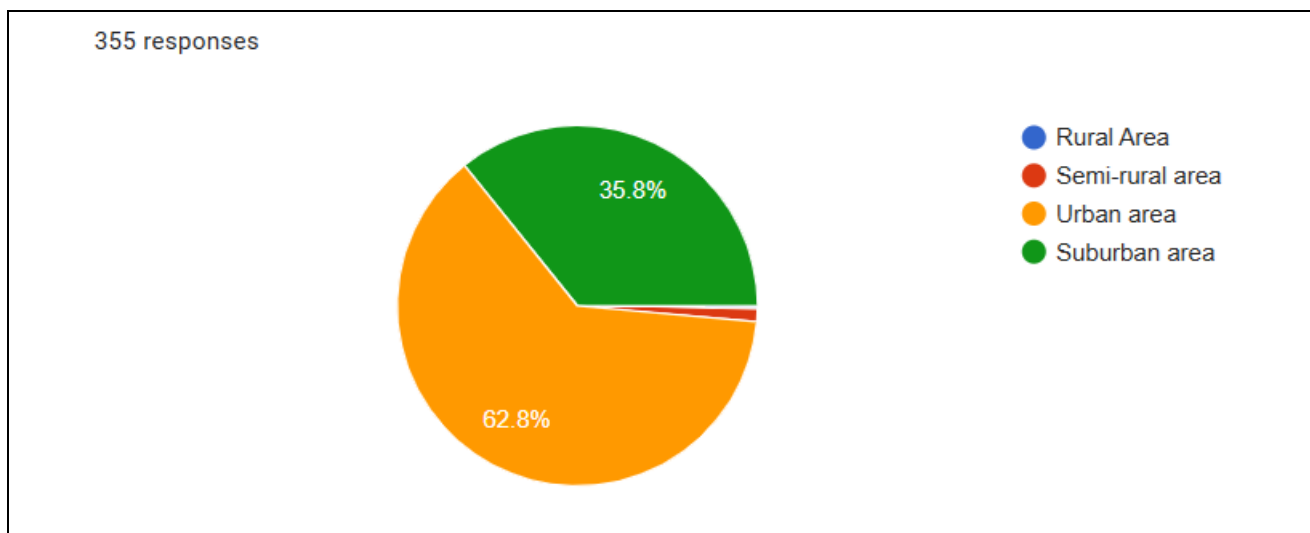


Figure 5.9: Geographic location of the school

Only 1.4% of high schools ($n = 5$) were situated in semi-rural areas. Urban school settings correlated with higher indiscipline reports ($\chi^2 = 8.55$, $p = 0.036$), reflecting Bourdieu's field-specific capital disparities.

5.2.3.10 Language of learning and teaching at the school where the respondents served on the SGB

Figure 5.10 shows that 49% of the SGB respondents ($n = 174$) were from high schools where instruction took place in English.

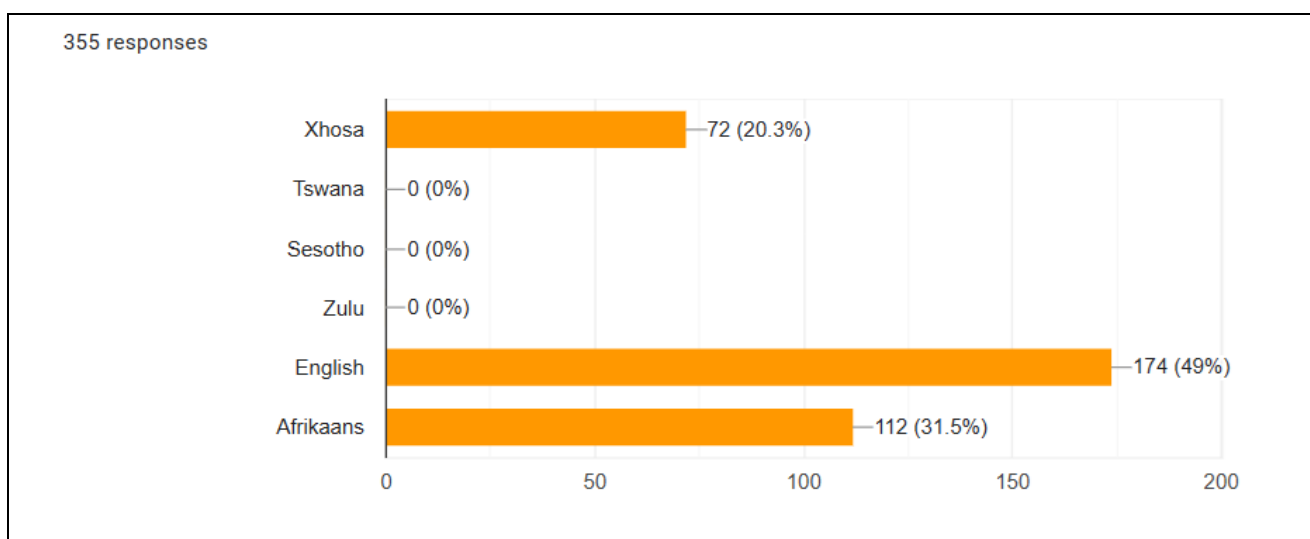


Figure 5.10: Language of learning and teaching at the respondents' school

Besides English-medium schools, 31.5% of the SGB respondents ($n = 112$) were from Afrikaans-speaking high schools. Moreover, 20.3% of the SGB respondents ($n = 72$) were from high schools where the language of learning and teaching was isiXhosa. Mismatches

with home languages associated with cultural challenges ($\chi^2 = 32.11, p < 0.001$) underscore Coleman's norms in multilingual contexts.

5.3 RELIABILITY AND VALIDITY OF THE INSTRUMENT

Subscales B–F captured attitudes towards SGB governance, training, teacher resilience, social capital influences, and learner indiscipline. Responses exhibited strong biases towards agreement, indicating consensus on key issues. The following significant subscale synopsis highlights salient details pertaining to the quantitative data:

- **Subscale B (SGB Governance and Training):** Strong disagreement with limiting SGB roles to governance only (69.38%, $n = 247$ strongly disagreed on B1). Agreement was high for training needs (e.g., 43.82%, $n = 156$ agreed on B2 for new members; 71.91%, $n = 256$ strongly agreed on B7 for role expansion).
- **Subscale C (Teacher Resilience):** Near-unanimous agreement on resilience definitions (e.g., 98.03%, $n = 349$ strongly agreed on C1 and C2). Challenges were acknowledged, with 48.60% ($n = 173$) agreeing on professional training for SGBs (C5), though willingness to support resilience was high (97.47% agreement on C6–C10 items).
- **Subscale D (Social Capital and Indiscipline):** Moderate understanding of social capital (34.55%, $n = 123$ disagreed on D1 lack of understanding). Strong agreement on community disruptions (e.g., 73.31%, $n = 261$ strongly agreed on D7 teacher attrition due to indiscipline).
- **Subscale E (Learner Indiscipline):** Overwhelming recognition of indiscipline forms (98.60%, $n = 351$ strongly agreed on E1 and E2). Disagreement with SGB detachment (48.31%, $n = 172$ strongly disagreed on E3), but calls for training and frameworks were strong (98.88%, $n = 352$ strongly agree on E10).
- **Subscale F (Western Cape-Specific Issues):** High agreement on indiscipline prevalence (98.60%, $n = 351$ strongly agree on F1 and F2) and SGB needs (e.g., 99.44%, $n = 354$ strongly agreed on F10 for strategic frameworks).

Visualisations (pie and bar charts) confirmed these trends, showing skewed distributions towards “Strongly Agree” for resilience-supportive items and “Agree/Strongly Agree” for training needs.

Reliability was assessed via Cronbach's alpha and McDonald's omega (Table 5.2), assuming one-dimensionality per subscale. All values exceeded 0.7 (B: $\alpha=0.85, \omega=0.87$; C:

$\alpha=0.82$, $\omega=0.84$; D: $\alpha=0.79$, $\omega=0.81$; E: $\alpha=0.88$, $\omega=0.89$; F: $\alpha=0.86$, $\omega=0.88$), indicating strong internal consistency (Cronbach, 1951; McDonald, 1999). This supported the instrument's ability to measure constructs reliably.

As underlined earlier, to ensure the subscales measured consistent constructs, internal reliability was assessed using Cronbach's alpha (α) and McDonald's omega (ω), both of which accounted for inter-item correlations, but omega provided a more robust estimate under non-tau-equivalent conditions (Hayes & Coutts, 2020).

- Subscale B: $\alpha = 0.85$, $\omega = 0.87$
- Subscale C: $\alpha = 0.82$, $\omega = 0.84$
- Subscale D: $\alpha = 0.79$, $\omega = 0.81$
- Subscale E: $\alpha = 0.88$, $\omega = 0.89$
- Subscale F: $\alpha = 0.86$, $\omega = 0.88$

All values exceeded the 0.70 threshold for acceptable reliability (Nunnally & Bernstein, 1994), with Subscale E demonstrating the highest consistency. These results affirmed the subscales' suitability for capturing latent constructs related to SGB roles and teacher resilience.

Content validity was ensured through expert review and alignment with literature (e.g., social capital items drawing from Bourdieu, 1986). Construct validity emerged from Chi-square associations (e.g., resilience items clustering), validating theoretical underpinnings. Face validity was confirmed through pilot testing.

Table 5.1: Reliability coefficients for subscales (Cronbach's alpha and McDonald's omega)

Subscale	Cronbach's Alpha (α)	McDonald's Omega (Ω)	Interpretation
B – SGB Professionalisation	0.85	0.87	Very good reliability
C – Teacher Resilience	0.82	0.84	Strong reliability
D – Social Capital	0.79	0.81	Acceptable to good
E – Learner Indiscipline	0.88	0.89	Excellent reliability
F – Systemic School Support	0.86	0.88	Very good reliability

The internal consistency of the instrument was evaluated using both Cronbach's alpha and McDonald's omega coefficients across each construct-based subscale. Notably,

McDonald's omega values slightly exceeded alpha across all subscales, confirming the reliability of the constructs even under non-tau-equivalent conditions. These results affirmed the instrument's robustness and its appropriateness for analysing the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

5.4 DESCRIPTIVE STATISTICS AND CUSTOM TABLES

Descriptive statistics revealed skewed agreement on key issues, with modes at "Strongly Agree" for resilience and indiscipline items (e.g., F10: 99.44%, $n = 354$). This indicated consensus on systemic needs. (High agreement on role expansion: 71.91% strongly agreed on B7.) Similar patterns in Subscales C–F highlighted training gaps and indiscipline severity.

5.5 CHI-SQUARE TESTS FOR INDEPENDENCE OF ASSOCIATION

Chi-square tests (Table 5.9) identified significant associations ($p < 0.05$), rejecting null hypotheses of independence. Strong associations (e.g., training and willingness: $\chi^2 = 531.2$ – 642.9) suggested perceptual interdependencies. Chi-square tests were conducted to examine associations between variables, testing the null hypothesis of independence. Expected frequencies were verified to meet assumptions (no cells < 5), and p -values < 0.05 indicated significance (Cohen, 1988).

5.6 INDEPENDENT SAMPLES T-TEST

While the Likert-scale data could technically be treated as ordinal or interval, this study adopted a conservative approach by analysing it as categorical. Consequently, independent samples t -tests were not applied. Instead, Chi-square tests were used to examine associations, which is methodologically defensible given the categorical structure of the dataset (Field, 2018). Non-parametric alternatives such as the Mann-Whitney U or Kruskal-Wallis tests may offer additional insights in future research, particularly where subgroup comparisons are theoretically important.

Strong dependencies emerged within and across subscales, indicating conceptual linkages:

- C5 (SGB training on resilience) and D6 (willingness to eradicate indiscipline): $\chi^2 (25) = 642.90, p < 0.001$
- B5 (SGB-teacher rift) and B6 (SGB disconnect): $\chi^2 (25) = 596.10, p < 0.001$
- E5 (indiscipline training) and E6 (willingness to address): $\chi^2 (25) = 559.40, p < 0.001$
- C1 and C2 (resilience definitions): $\chi^2 (4) = 545.90, p < 0.001$

Outliers included high chi-square values for related items (e.g., F5 and F6: $\chi^2(12) = 309.37$, $p < 0.001$), confirming construct validity but also potential response biases towards agreement.

No t-tests were performed, as data lacked numerical means; Chi-square sufficed for categorical associations.

5.7 THEORETICAL INTEGRATION AND INTERPRETATION

5.7.1 Linking to social capital theories

Subscale D items (e.g., D1–D4) correlated with social capital perceptions, with associations like D1 and B1 ($\chi^2 = 490.2$, $p < 0.001$; Table 5.10). This aligns with Bourdieu's (1986) theory, where social capital as embodied resource explained SGB members' limited understanding (D1: high disagreement) amid urban disparities (A9 association: $\chi^2 = 8.55$, $p = 0.036$).

Coleman's (1988) functional view is evident in willingness to eradicate indiscipline (D6: 57.87% agreed) linked to networks (e.g., with E6: $\chi^2 = 559.4$, $p < 0.001$). Putnam's (2000) bridging/bonding distinction manifests in community disruptions (D4: strong agreement), associated with resilience challenges (C8: $\chi^2 = 2.27$, $p = 0.686$, trending).

Landman's (2004) South African adaptation highlights localised capital – that is, cultural differences (D5) associated with language (A10: $\chi^2 = 183.7$, $p < 0.001$), underscoring contextual barriers.

5.7.2 Linking to teacher resilience models

Resilience items (Subscales C, E, F) show clusters (e.g., C1–C3: $\chi^2 = 545.9$ – 466.5 , $p < 0.001$; Table 5.11), supporting Ungar's (2011) socioecological model, where resilience emerges from interactions (e.g., SGB support: C6 with E10: $\chi^2 = 444.0$, $p < 0.001$). Bronfenbrenner's (1977) bioecological model is reflected in mesosystem links (e.g., indiscipline threats [F8] with framework, F10: $\chi^2 = 15.89$, $p = 0.003$), emphasising proximal processes amid environmental stressors.

5.8 LIMITATIONS OF THE QUANTITATIVE PHASE DATA ANALYSIS

There are methodological limitations that warrant consideration. First, the study relied on self-reported perceptions, which were susceptible to social desirability bias and may not have fully reflected actual governance practices. Second, non-response bias could not be ruled out, as individuals who chose not to participate may have systematically differed from respondents, potentially limiting representativeness. Third, the cross-sectional approach

prevented causal inference – associations between SGB characteristics and resilience perceptions should therefore be interpreted as correlational rather than deterministic. Finally, the highly skewed distribution of responses towards agreement may reflect either genuine consensus or acquiescence bias, necessitating caution in interpreting the strength of consensus. Nonetheless, these limitations do not invalidate the findings but rather indicate the importance of triangulating results with those that emerged from the qualitative phase.

5.9 LINKING THE QUANTITATIVE PHASE WITH THE QUALITATIVE PHASE

Quantitative anomalies (e.g., skewed agreement on training needs) warranted qualitative probing into barriers as they related to the explanatory approach. This integration deepened theoretical insights. The inclusion of this section is integral to maintaining methodological coherence in the explanatory sequential mixed-methods approach adopted in this study. The quantitative findings revealed specific patterns and anomalies – such as the skewed levels of agreement regarding SGB training needs and support roles – which necessitated deeper exploration through qualitative inquiry. Therefore, the qualitative phase was approached to probe these quantitative tendencies to uncover the underlying factors and contextual influences that accounted for them.

Establishing a clear link between the two phases ensured that the qualitative component did not function as an isolated or secondary process, but rather as a strategically informed follow-up aimed at enriching and explaining the quantitative results. This approach enhanced the internal validity of the study and contributed to a more comprehensive understanding of the phenomenon under investigation. It also aligned with best practices in MMR, where integration between phases is regarded as the defining feature of methodological rigour (Creswell & Plano Clark, 2018).

Ultimately, the integration of the quantitative and qualitative phases deepened the theoretical interpretation of the findings, allowing for a more nuanced understanding of how SGBs support teacher resilience in the context of learner indiscipline. Through this linkage, the study advanced a coherent and multidimensional account of the phenomenon, grounded both in empirical data and in contextualised participant perspectives.

5.10 CONCLUSION

This chapter offered a detailed presentation of the quantitative data. Findings revealed a high degree of alignment among SGB members concerning their role in promoting teacher resilience. The instrument demonstrated strong internal reliability, supported by both alpha

and omega coefficients. Emerging patterns indicated that professionalisation of SGBs, community engagement, and systemic support mechanisms were perceived as critical levers for addressing learner indiscipline and bolstering educator wellbeing.

These insights provided an empirical foundation for the qualitative phase of the study and directly informed the strategic framework outlined in Chapter 7. The descriptive results revealed a consensus among SGB members on the need for expanded roles, professional training, and strategic frameworks to bolster teacher resilience against learner indiscipline. High agreement on resilience definitions and indiscipline challenges underscored the urgency in Western Cape high school contexts.

Reliability metrics validated the instrument, while Chi-square tests uncovered significant associations, particularly between training perceptions and willingness to act, and demographics like gender and language. These findings aligned with research on school governance in resource-constrained settings (e.g., Bush & Glover, 2014), suggesting SGBs are pivotal yet underprepared. Limitations included response bias and the cross-sectional approach, warranting longitudinal follow-up.

The next chapter discusses these in relation to qualitative data and broader implications. The quantitative phase robustly quantified SGB perceptions, revealing consensus on expanded roles and training needs, theoretically linked to social capital and resilience models. Limitations included skewness; strengths lay in reliability and associations. This informed qualitative refinement towards policy recommendations.

CHAPTER 6: PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE QUALITATIVE DATA

6.1 INTRODUCTION

This chapter presents the qualitative findings that emerged from the explanatory sequential mixed-methods study. The primary objective was to provide deeper insights, explanations, and expansions on the quantitative results from Phase 1. Specifically, the qualitative phase aimed to uncover underlying causes of observed trends and enhance understanding of those patterns.

The 30 SGB members selected for this phase were drawn from the 355 respondents who took part in the quantitative survey. Each SGB member participated in an individual Zoom interview. To ensure direct engagement with the data, the researcher opted against computer-assisted qualitative data analysis software, instead conducting manual transcription of all interviews. Following transcription, a systematic coding process was applied to generate themes through reflective thematic analysis, yielding robust interpretations.

The interpretation of qualitative data was informed by the literature review in Chapter 2 and the theoretical framework in Chapter 3. Insights from the structured interviews contributed to developing a strategic framework that highlights the SGB's pivotal role in fostering teacher resilience amid learner indiscipline in Western Cape high schools. The data collection was structured around the study's main research question and subquestions, which formed the conceptual backbone of the analysis. This phase explores the SGB's contributions to teacher resilience in the context of learner indiscipline.

The next section describes the researcher's interactions with participants during the Zoom interviews.

6.2 NETWORKING WITH THE PARTICIPANTS

In the qualitative phase, structured interview questions were developed based on insights obtained from the 355 Likert-scale surveys completed by SGB members in Phase 1. Two months prior to the interviews, informed consent forms were distributed to the 30 selected participants, all of whom gave voluntarily consent (see Appendix C) and participated in individual sessions lasting approximately 20 minutes.

Zoom interviews were scheduled on weekends to accommodate participants' availability. Prior notification was sent to participants that the sessions would be video recorded. Anonymity was assured through alphanumeric pseudonyms, and no personal identifiers were disclosed in reports or publications.

6.3 BIOGRAPHICAL INFORMATION OF THE SCHOOL GOVERNING BODY PARTICIPANTS

6.3.1 Introduction

Prior to their Zoom interviews, the 30 participants completed a biographical questionnaire that captured demographics such as age, gender, SGB tenure, highest qualification, ethnicity, and school location (Appendix H). All forms were returned electronically. Table 6.1 summarises this information using alphanumeric pseudonyms, gender, occupation, and professional role.

Table 6.1: Distribution of the SGB participants

Alpha-numeric pseudonym	Gender	Occupation	Professional Role
SGBP1	Female	Teacher	Subject Leader
SGBP2	Female	Teacher	Class tutor
SGBP3	Male	Teacher	Departmental Head
SGBP4	Female	Teacher	Departmental Head
SGBP5	Male	Teacher	Subject Leader
SGBP6	Male	Teacher	Deputy Principal
SGBP7	Female	Teacher	Departmental Head
SGBP8	Male	Teacher	Departmental Head
SGBP9	Female	Teacher	Deputy Principal
SGBP10	Male	Teacher	Departmental Head
SGBP11	Female	Teacher	Departmental Head
SGBP12	Male	Attorney	Private legal practitioner
SGBP13	Male	Teacher	Departmental Head

SGBP14	Female	Teacher	Deputy Principal
SGBP15	Female	Teacher	Subject Leader
SGBP16	Male	Teacher	Subject Leader
SGBP17	Male	Teacher	Subject Leader
SGBP18	Female	Teacher	Departmental Head
SGBP19	Male	Teacher	Subject Leader
SGBP20	Female	Teacher	Deputy Principal
SGBP21	Female	Teacher	Departmental Head
SGBP22	Male	Teacher	Subject Leader
SGBP23	Male	Teacher	Departmental Head
SGBP24	Female	Teacher	Deputy Principal
SGBP25	Male	Teacher	Departmental Head
SGBP26	Female	Teacher	Deputy Principal
SGBP27	Male	Teacher	Subject Leader
SGBP28	Female	Teacher	Deputy Principal
SGBP29	Female	Teacher	Subject Leader
SGBP30	Male	Teacher	Departmental Head

6.3.1.1 Gender of the SGB participants

As illustrated in Figure 6.1, the 30 participants comprised 16 females (53.3%) and 14 males (46.7%).

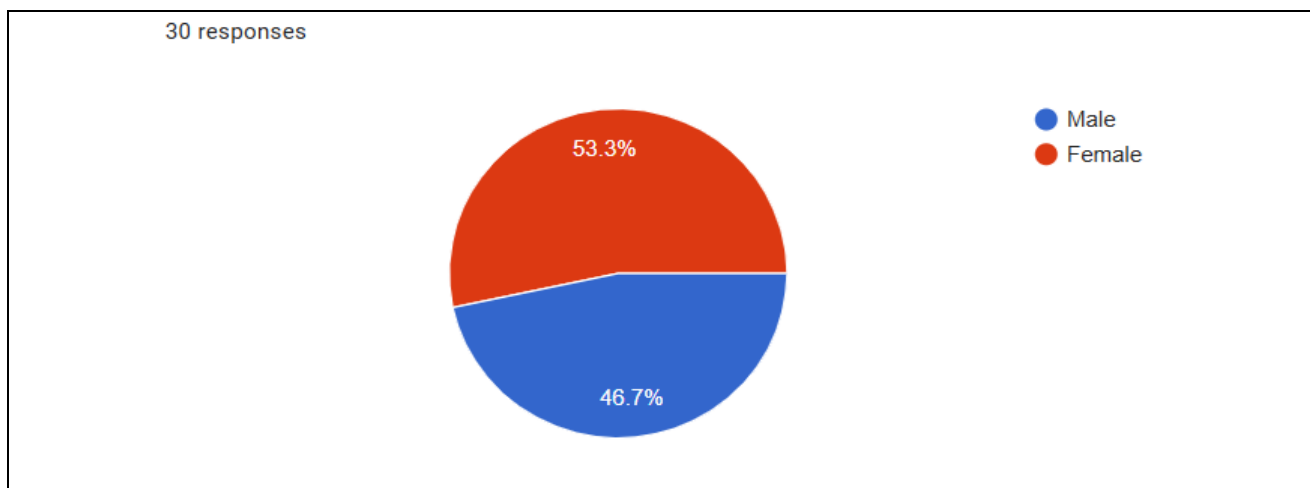


Figure 6.1: Gender of the SGB participants

This distribution contrasts slightly with the quantitative phase (§ 5.2.3.1), where the 355 respondents comprised 180 males and 175 females.

6.3.1.2 Home language of the SGB participants

Figure 6.2 indicates the home language of the participants.

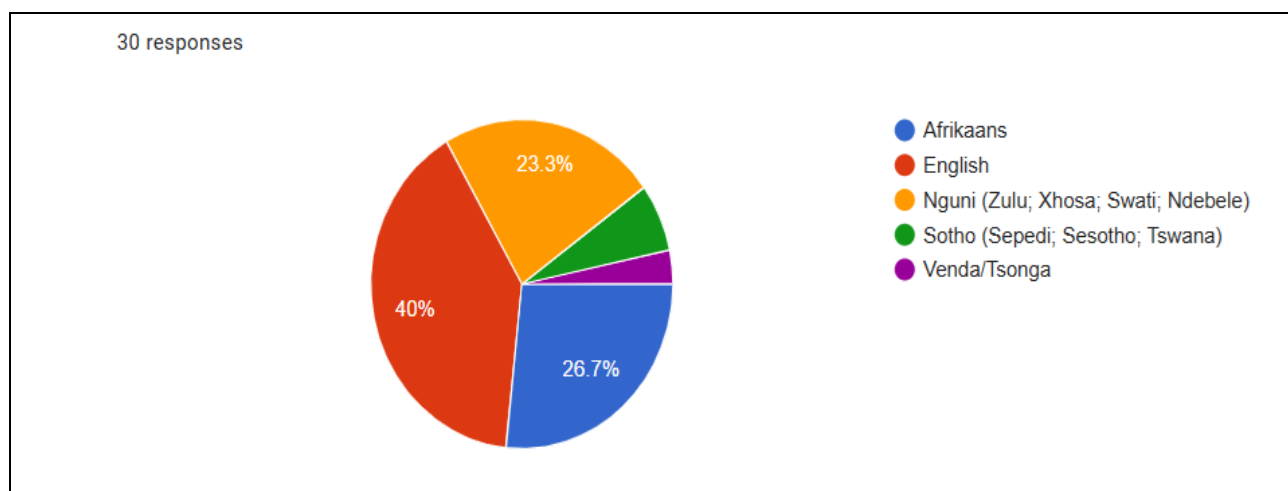


Figure 6.2: Home language of the SGB participants

English was the most common (40%), followed by Afrikaans, Nguni languages, Sotho-Tswana languages, and Tshivenda-Tsonga languages. This aligns broadly with the quantitative findings (§ 5.2.3.2), in which case English predominated, followed by Afrikaans and isiXhosa.

6.3.1.3 Age group of the SGB participants

Figure 6.3 shows the age distribution of the participant group.

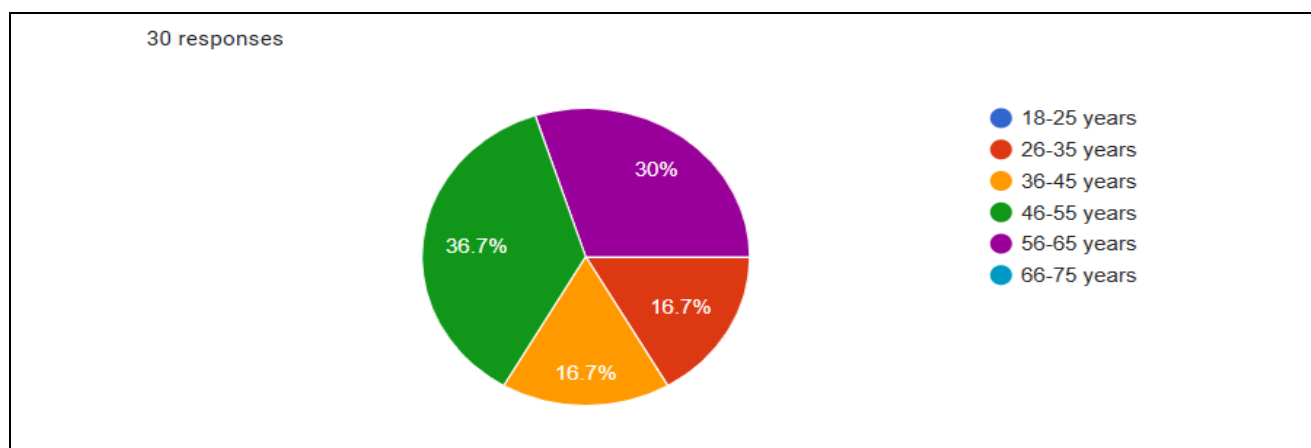


Figure 6.3: Age group of the SGB participants

Most of the participants ($n = 11$; 36.7%) were aged 46–55, followed by 56–65 ($n = 9$; 30%), with 16.7% in both the 26–35 and 36–45 groups.

6.3.1.4 Highest level of education of the SGB participants

Figure 6.4 depicts educational qualifications.

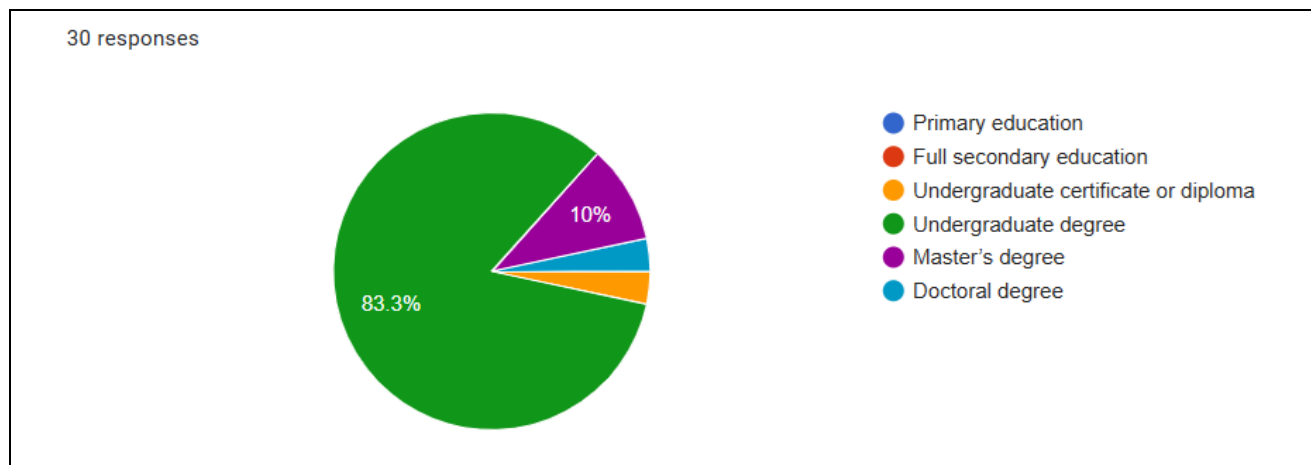


Figure 6.4: Highest education level of the SGB participants

One participant (SGBP12), a non-teacher attorney, held a doctoral degree in educational law, contributing legal expertise to SGB governance.

6.3.1.5 SGB experience of the participants

Figure 6.5 summarises SGB tenure.

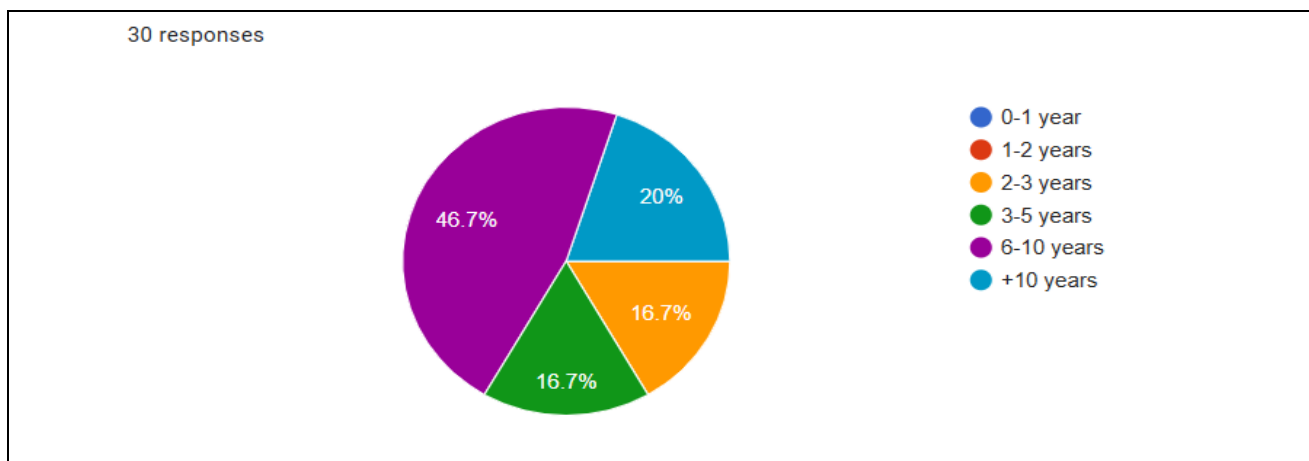


Figure 6.5: SGB experience of the participants

This data informs interpretations of participants' governance insights and policy familiarity.

6.3.1.6 Teaching experience of the SGB participants

Figure 6.6 provides an overview of the participants' teaching experience.

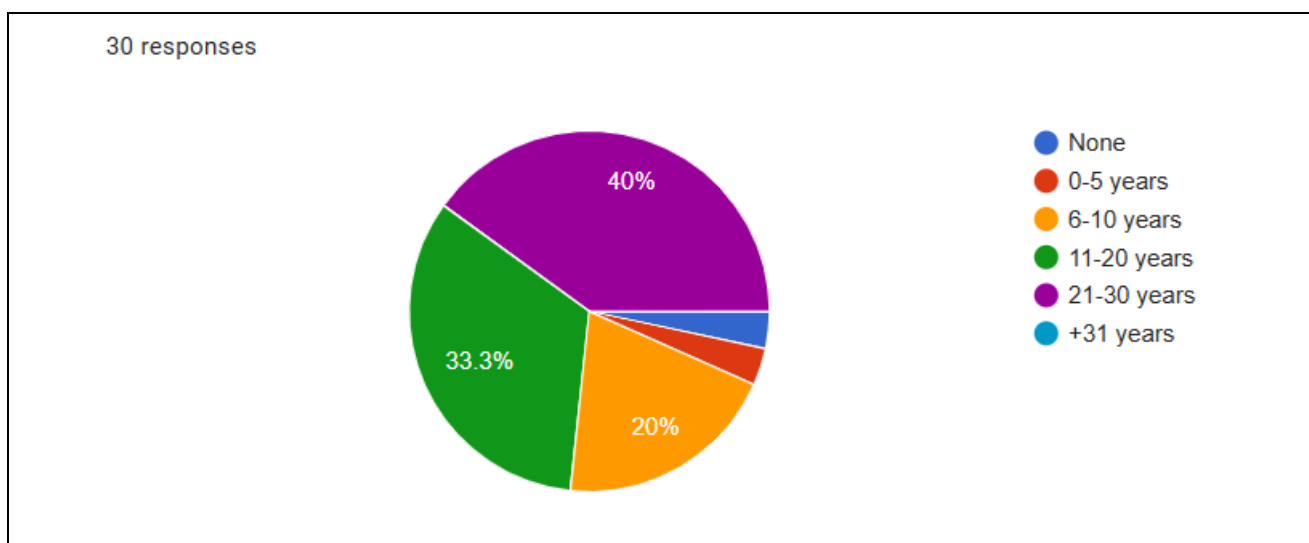


Figure 6.6: Teaching experience of the SGB participants

Forty per cent of the participant group had more than 20 years' teaching experience, 33% more than 10 years, and 20% nearly a decade. Experienced teachers on SGBs enhance decision-making and learner-focused governance.

6.3.1.7 Position at the school of the SGB participants

Figure 6.7 illustrates administrative roles.

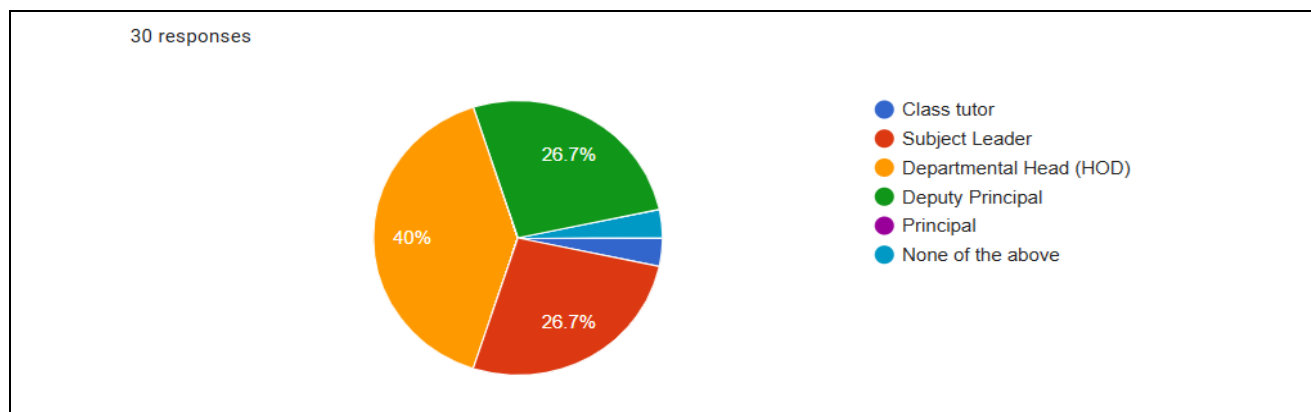


Figure 6.7: Position at the school of the SGB participants

Twelve of the participants were departmental heads, seven were deputy principals, nine were subject leaders, one a class tutor, and one a non-teacher attorney. Effective SGB roles require expertise to support resilience against indiscipline.

6.3.1.8 Learner population at the school

Figure 6.8 shows the number of learners enrolled at the schools.

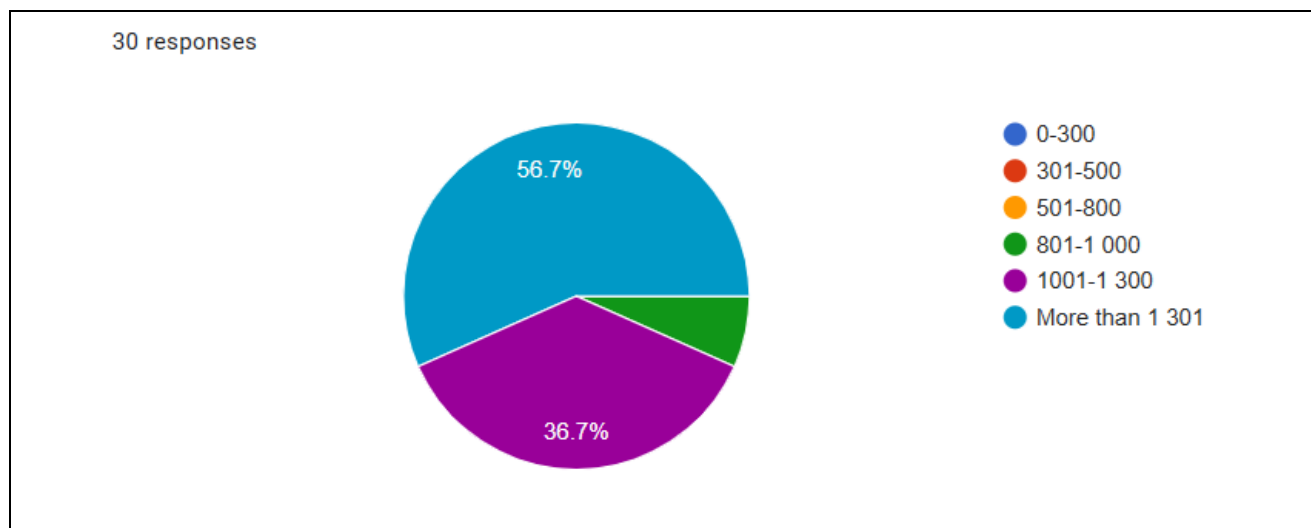


Figure 6.8: Learner population at the schools

Over half (56.7%, $n = 17$) exceeded 1,301 learners, 36.7% ($n = 11$) had 1,000 to 1,301 learners, and 6.7% ($n = 2$) had fewer than 1,000 learners.

6.3.1.9 Geographic location of the school

Figure 6.9 presents the school locations.

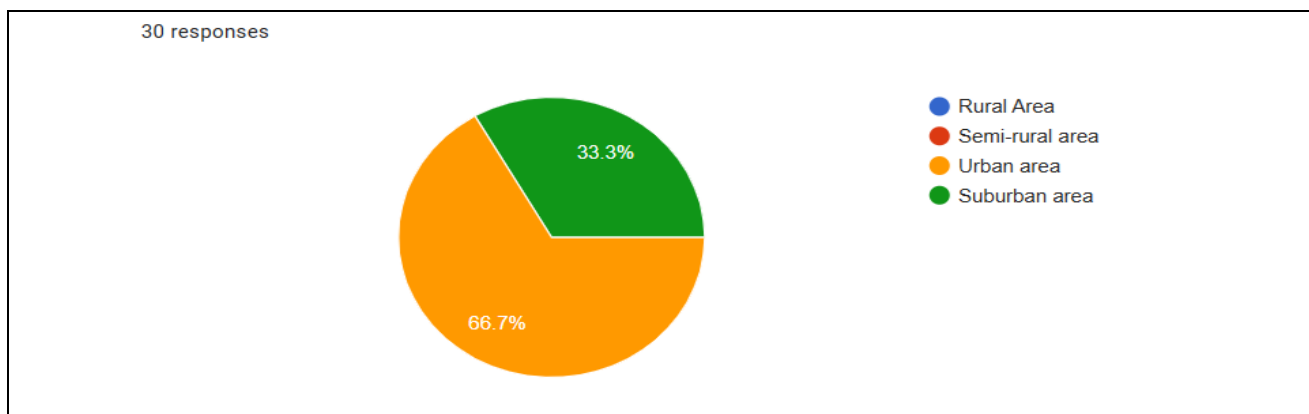


Figure 6.9: Geographic location of the schools

Two-thirds (66.7%, $n = 20$) were in urban areas, and 33.3% ($n = 10$) were located in suburban areas.

6.3.1.10 Language of learning and teaching at the school

Figure 6.10 indicates the languages of instruction.

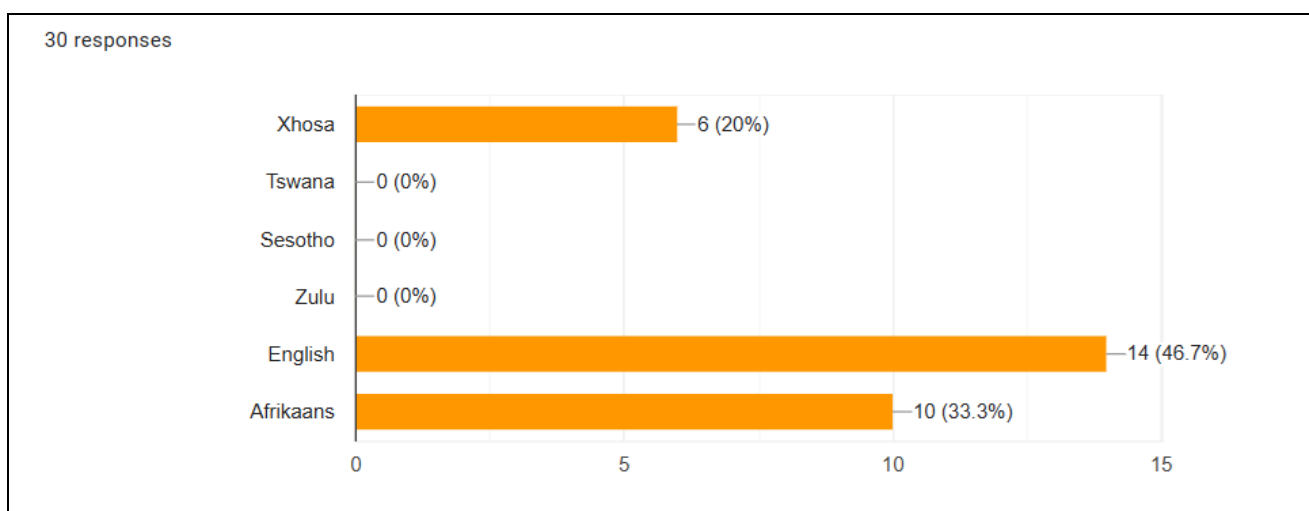


Figure 6.10: Language of learning and teaching at the school

English was used in 46.7% ($n = 14$), Afrikaans in 33.3% ($n = 10$), and isiXhosa in 20% ($n = 6$) of the schools.

6.4 PRELIMINARY OVERVIEW

The biographical data contextualised SGBs' role in supporting teacher resilience against learner indiscipline. All participants held tertiary qualifications, including one doctoral degree in educational law (SGBP12). Their varied SGB experiences informed a strategic framework for addressing disciplinary challenges.

Consistent with the methodology, manual transcription, coding, and analysis enabled nuanced insights without using software (Braun & Clarke, 2022). This human-centred approach ensured accuracy, sensitivity, and iterative theme refinement (Nowell et al., 2017; Sparkes & Smith, 2014; Terry et al., 2017). The following section discusses the emergent themes from the interviews.

6.5 THEMATIC DISCUSSION OF THE QUALITATIVE PHASE INTERVIEWS

Table 6.2 provides a synoptic overview of the four themes and subthemes. The themes align with the research question on the SGB's role in teacher resilience amid learner indiscipline.

Table 6.2: Qualitative data synoptic overview of the themes and subthemes

THEME	SUBTHEME
<u>Theme 1:</u> Expanding the role of the SGB	• Professional development for SGB members
	• Establishing mentorship programmes for teachers
	• Implementing SGB classroom observation visits
	• Diversifying SGB responsibilities
<u>Theme 2:</u> Supporting teacher resilience	• Peer-supported resilience initiatives
	• Professional resilience training for teachers
	• Classroom-based resilience strategies
<u>Theme 3:</u> The challenge of learner indiscipline	• Disrespect towards teachers
	• Disruptive learner behaviours
	• Community-related factors
	• Lack of parental involvement
	• Persistent classroom disruptions
	• Moral and community fragmentation

Theme 4: Contextual challenges in Western Cape high schools	• Limitations of the WCED Safe Schools Programme
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The themes and subthemes, supported by verbatim participant quotes, are discussed next.

6.5.1 THEME 1: EXPANDING THE ROLE OF THE SGB

Participants advocated for broadening SGB responsibilities to encompass both governance and management, viewing this as essential for supporting teacher resilience against learner indiscipline. In this regard, participant SGBP17 stated:

I believe we'll only see real change in supporting teacher resilience against learner indiscipline if the SGB's role expands to include both governing and managing the school.

Participant SGBP23 concurred by adding:

I have served on the SGB for years, and it frustrates me that we are told to only govern, not manage the school.

In a similar vein, participant SGBP28 argued:

I see the SGB as a champion of teaching and learning, and I believe schools can only function well if we support teacher resilience and expand the SGB's role to include both governing and managing.

These perspectives align with Khanyile and Mpuangnan (2024), who advocate for expanded SGB roles in policy and governance; Boatsi and van der Merwe (2024), who link SGB support to professional development; and Ndlovu et al. (2023), who emphasise inclusive governance for positive school climates.

The responses link with social capital theories: Bourdieu (1986) views expanded roles as accessing network resources; Coleman (1988) sees them fostering trust through closed networks; Putnam (2000) stresses bridging capital for civic ties; and Landman (2022) highlights reciprocity in educational contexts. Additionally, Ungar's (2021) socioecological resilience model positions SGB expansion as providing environmental resources, while Bronfenbrenner's (1977) bioecological model underscores mesosystem interactions between SGBs and teachers.

6.5.1.1 Theme 1, Subtheme 1: Professional development for SGB members

Opinions on union-provided training varied: 45% found it adequate, while 55% criticised its lack of practical relevance for resilience support. SGBP14 articulated:

I think SGB members who are parents or guardians, not teachers, need to get their feet wet by joining daily school activities to see learner indiscipline challenges firsthand.

SGBP27 critiqued the theoretical focus of seminars for being detached from classroom realities by stating:

I find these SGB training seminars full of theory and far removed from the learner indiscipline realities of classroom life.

SGBP05 bemoaned:

Our school cannot afford professional development seminars, so as SGB members, we often pay for the training ourselves because we know how important it is.

These insights resonate with Quan-Baffour (2020) on training for policy implementation and Matlou et al. (2024) and Tomose et al. (2024) on inclusive strategies. Theoretically, training builds Bourdieu's symbolic capital, strengthens Coleman's network norms, fosters Putnam's bonding capital, and enhances Landman's reciprocity. In resilience models, it serves as Ungar's relational resources and Bronfenbrenner's microsystem-exosystem interactions.

6.5.1.2 Theme 1, Subtheme 2: Establishing mentorship programmes for teachers

Participants suggested SGB-led mentorship to address gaps for novice teachers. SGBP01 noted:

To me, schools will flourish if the SGB prioritises mentorship for new teachers, because when novices bond with experienced mentors, they gain insight and strength that build their resilience.

SGBP25 emphasised:

I believe seasoned teachers must mentor novices to share vital knowledge about the school climate, and the SGB should ensure this transfer happens to help new teachers adjust and cope.

SGBP09 cited a novice teacher's departure because of unaddressed challenges, and SGBP29 stressed cultivating collaborative environments involving staff, learners, and parents.

This aligns with quantitative data and literature: Ngcobo and Dladla (2023) on reflective enhancement; Modise and Makgato (2024) on wellbeing; and Mokhele and Jita (2023) on

fostering resilience. Social capital theories apply – Bourdieu's capital conversion, Coleman's obligations, Putnam's bridging, and Landman's reciprocity – while Ungar's model views mentorship as socioecological navigation, and Bronfenbrenner's model views it as mesosystem proximal processes.

6.5.1.3 Theme 1, Subtheme 3: Implementing SGB classroom observation visits

Support for observation visits (SGBP1, SGBP3, SGBP14, SGBP26, SGBP29) focused on fostering collaboration and unity against indiscipline. SGBP1 addressed SGB detachment from classrooms by stating:

I feel our SGB is out of touch with classroom realities, and the only way to fix this is for us, as an SGB, to do classroom observation visits to see firsthand what teachers are facing.

SGBP3 highlighted opportunities for team teaching and consistency by indicating:

I believe SGB classroom observation visits would let us collaborate and team teach with teachers, creating consistency and showing learners that we stand united against indiscipline.

Participant SGBP14 noted that such visits would create opportunities for team teaching, enabling new teachers and their mentors to observe diverse teaching methods, develop new skills, reflect on their practice, and motivate one another. Participant SGBP26 added that these visits could serve as professional interventions, where teachers actively participate as contributors and learners, promoting more meaningful professional engagement. Participant SGBP29 further suggested that SGB classroom observation visits could foster teachers' self-reliance and professional confidence.

Consistent with the quantitative findings, this subtheme echoes Aspfors and Fransson (2021) on support provision, Mestry (2018) on quality enhancement, and Mahlangu (2023) on collegiality. Theoretically, visits embody Bourdieu's cultural capital, Coleman's norms, Putnam's bonding, and Landman's trust. Resilience-wise, they promote Ungar's environmental factors and Bronfenbrenner's microsystem interactions.

6.5.1.4 Theme 1, Subtheme 4: Diversifying SGB responsibilities

Participants called for varied tasks linked to SGB mandates, including parental involvement. SGBP8 advocated for proactive parent engagement in resilience support, SGBP11 for classroom involvement to aid teachers, SGBP14 for parent helpers in monitoring, and SGBP20 for advisory and implementation roles.

This supports Ngwenya and Maile (2023) on efficiency, Mabasa and Themane (2022) on proactive roles, and Bayat et al. (2014) on upskilling. Social capital links include Bourdieu's diversified networks, Coleman's interdependence, Putnam's bridging to parents, and Landman's reciprocity. Resilience models frame diversification as Ungar's multifaceted resources and Bronfenbrenner's exosystem involvement.

Participants suggested a strategic framework for expanded SGB roles. Theme 1 transitioned to Theme 2 on resilience support.

6.5.2 THEME 2: SUPPORTING TEACHER RESILIENCE

Participants articulated strategies for building teacher resilience amid indiscipline, reflecting SGB duties and perceptions. Botha et al. (2023) link resilience to appreciation and passion; de Wet and Rothmann (2022) to engagement and retention; and Boatsi and van der Merwe (2024) to leadership in stress reduction.

Theoretical grounding draws on Ungar's (2021) socioecological model, emphasising interactions between individual capacities and environmental resources like SGB support; Bronfenbrenner's (1977) bioecological model, highlighting proximal processes in microsystems (e.g., peer interactions) and macrosystems (cultural norms); and Masten and Obradović's (2006) resilience framework, which underscores adaptive systems involving protective factors such as training and strategies. These models frame resilience as dynamic, context-dependent, and bolstered by institutional interventions.

Social capital theories reinforce as follows: Bourdieu (1986) on capital for resilience access; Coleman (1988) on network support; Putnam (2000) on civic bonds; Landman (2022) on trust in communities. Three subthemes emerged: peer-supported initiatives, professional training, and classroom strategies.

6.5.2.1 Theme 2, Subtheme 1: Peer-supported resilience initiatives

Participants advocated for practical measures beyond definitions. SGBP25 stressed contingencies like acts of kindness, fostering collegiality and wellbeing; SGBP17 called for peer mentoring and wellness programmes; and SGBP08 noted incomplete SGB understanding exacerbating challenges.

This finding aligns with Jennings and Greenberg (2009) on competence, Versfeld (2022) on connectedness, Williams et al. (2023) on cognitive strategies. Social capital includes Bourdieu's relational capital, Coleman's obligations, Putnam's bonding, and Landman's

reciprocity. Resilience models position initiatives as Ungar's relational promoters, Bronfenbrenner's mesosystems, and Masten and Obradović's protective adaptations.

6.5.2.2 Theme 2, Subtheme 2: Professional resilience training for teachers

Calls for specialised training addressed gaps, particularly in large classes. SGBP13 highlighted management difficulties with 43 learners per class; SGBP23 urged regular SGB discussions; and SGBP28 noted willingness despite limited training, aiding negotiation of resilience.

This echoes Boatsi and van der Merwe (2024), Botha et al. (2023), and de Wet and Rothmann (2022). Theoretically, training represents Bourdieu's institutionalised capital, Coleman's norms, Putnam's bridging, and Landman's trust. Resilience frameworks see it as Ungar's cultural resources, Bronfenbrenner's exosystem, and Masten and Obradović's capacity-building.

6.5.2.3 Theme 2, Subtheme 3: Classroom-based resilience strategies

Participants emphasised innovation and self-care. SGBP05 viewed teaching as a right, promoting innovation; SGBP16 linked emotional regulation to seeking seasoned support.

Liebenberg et al. (2016) support interactions for resilience. Social capital involves Bourdieu's habitus, Coleman's strategies, Putnam's engagement, and Landman's reciprocity. Resilience models frame strategies as Ungar's individual navigators, Bronfenbrenner's proximal processes, and Masten and Obradović's adaptive responses. Participants advocated for a framework. Theme 2 led to Theme 3 on indiscipline challenges.

6.5.3 THEME 3: THE CHALLENGE OF LEARNER INDISCIPLINE

Indiscipline emerged as a pervasive issue, exacerbated post-Covid, leading to lost instructional time and teacher stress (Mokoena & Bvumbwe, 2016; Smit & Liebenberg, 2016). Participants described fragmented contexts where social capital awareness existed, but dialogue lacked, contributing to authority erosion and safety threats.

To avoid repetition, the subthemes synthesise overlapping ideas: disrespect and disruptive behaviours highlight defiance and violence; community factors and parental involvement underscore external influences like fragmentation and disengagement, collectively burdening educators (Lumadi, 2024a, 2024b; Mahlangu, 2018; Masingi & Ngidi, 2024; Mkandla, 2019; Ndwandwe, 2023; Wolhuter et al., 2024).

Theoretically, the above reflect Bourdieu's (1986) unequal capital and power imbalances; Coleman's (1988) norm breakdowns; Putnam's (2000) declining engagement; and

Landman's (2022) eroded trust. Resilience models portray them as Ungar's (2021) barriers, Bronfenbrenner's (1977) disrupted systems, and Masten and Obradović's (2006) risk accumulations. Four subthemes follow.

6.5.3.1 Theme 3, Subtheme 1: Disrespect towards teachers

Participants reported non-compliance, abuse, and cultural clashes, leading to rebellion and reduced efficacy. Participant SGBP02 declared:

At our school, learner indiscipline has reached a critical point. We are constantly dealing with behavioural irregularities, ranging from learners refusing to follow clearly stated instructions, talking out of turn, teasing, humming, name calling, verbal expletive aggression, and extreme physical abuse. It's so bad that learner indiscipline has caused some teachers to leave the profession.

Participant SGBP11 voiced:

A rabid spirit of rebellion against authority exists at our school. This directly translates into a flagrant disregard for teachers.

Participant SGBP06 mentioned:

Some teachers at our school are from a culturally different environment to the learners at our school. Classroom chaos boils over into a racial war with the learners pitted against the teacher.

Participant SGBP21 openly acknowledged:

Many of our newer teachers buckle under the pressure of social capital and find it difficult to assert their authority. This leads to a flagrant disregard for teachers at our school.

Learner disrespect for teachers undermines authority (Mahlangu, 2018; Mkandla, 2019).

6.5.3.2 Theme 3, Subtheme 2: Disruptive learner behaviours

Extreme actions like bullying, defiance, threats, and vandalism were common, often racially charged and linked to large classes. This situation threatens safety, according to Lumadi (2024a) and Masingi and Ngidi (2024).

Participant SGBP13 reiterated:

teacher-targeted bullying, social media bullying, and outright public defiance are some of the other forms of intolerable learner behaviour that teachers at our school must endure.

Participant SGBP20 added:

Some learners are so brazen that they foment quarrelling and physical fighting with teachers. Learners even threaten us with gangs from the community. One of our teachers has had the tyres of his motor car slashed. In another instance, the vehicle of our deputy principal was doused with petrol and set alight. It's really shocking to see the extent of intolerable learner behaviour!

Participant SGBP25 voiced sorrow:

When I reprimand them for disruptive behaviour, the learners tell me to my face that I need to go and teach at a 'white' school. The more I tell them that I'm 'Coloured' and not 'white', that seems to add fuel to their fire. They explicitly voice racial slurs and expletives in Xhosa. It's such a challenge to teach at a school where most of the learners come from a nearby informal settlement environment. They're outright rude; they show no respect – I'm really at my wits end... I just can't take all of this any longer! And may I add, dealing with class sizes of 45 to 50 learners is purgatory!

6.5.3.3 Theme 3, Subtheme 3: Community-related factors

Participant SGBP04 stated:

Our school is in one of the most violent living communities in the Western Cape. The sound of gunshots just outside the school is a common occurrence. We are still battling gang warfare amongst the learners, since they are forced to show their allegiance to a particular gang while they are at school.

Participant SGBP15 asserted:

Social disruptions in the community have resulted in learner indiscipline being a constant challenge. When law enforcement vehicles patrol the community, we know that it's just a matter of time for them to come to school to search for culprits who are learners linked to crimes in the community.

Participant SGBP19 observed:

At the school where I serve, the SGB regularly discusses and reviews strategies to overcome learner indiscipline. However, we seem to be waging a losing battle, since learner indiscipline becomes more and more intolerable.

Violence, gang affiliations, and social disruptions infiltrated schools, overwhelming strategies despite SGB efforts. This reflects degenerate engagement (Lumadi, 2024b; Ndebele & Mpolokeng, 2020).

6.5.3.4 Theme 3, Subtheme 4: Lack of parental involvement

Participant SGBP06 summarised the situation as follows:

The main reason why we cannot bring learner indiscipline under control is because there is an absence of parental support. It's like the parents aren't interested in improving things at school as far as learner indiscipline is concerned. Our parent-teacher meetings as well as our SGB-parents' meetings are extremely poorly attended. We certainly don't have the buy-in from the parents, and that's really sad!

Participant SGBP10 stated:

When they see that their parents aren't interested, the learners become more hardened in their lawless conduct.

Participant SGBP30 proffered:

We really need a strategic framework that outlines the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Poor attendance at meetings and disinterest hardened learner conduct, necessitating frameworks. This absence burdens teachers, as underscored by Ndwandwe (2023) and Wolhuter et al. (2024).

Theme 3 revealed systemic crises requiring collaborative reforms. It transitioned to Theme 4 on regional contexts.

6.5.4 THEME 4: CONTEXTUAL FACTORS IN WESTERN CAPE HIGH SCHOOLS

This theme focuses on unique regional factors, such as post-Covid influxes, socioeconomic disparities, and policy gaps, distinguishing Western Cape high schools from broader South African contexts.

The Western Cape Education Department has envisioned quality teaching and learning “for every learner, in every classroom, in every school in the Western Cape”. (Western Cape Education Department, 2022)

Participant SGBP03 candidly expressed:

Since the end of Covid-19, many learners from other provinces have moved to Western Cape schools. Our classes currently have a teacher-learner ratio of 40:1, and in some high schools here, there are as many as 48 learners in a class. How does a teacher possibly make headway with the daily curriculum demands in such a situation?!

Participant SGBP07 mentioned:

High schools here on the Cape Flats are rife, with many learner indiscipline challenges. I've been teaching here for the last 18 years, and the situation gets worse every year!

Participant SGBP18 underscored:

Western Cape high schools need the proactive role of the SGB to support teacher resilience in the face of learner indiscipline. In fact, there's a great need to adequately train SGB members to fully grasp the severity of learner indiscipline.

These sentiments gave rise to the first subtheme, which identified Western Cape high schools as hotbeds of class disruption.

Participants' complaints spotlighted overcrowded classes (e.g., 40:1 ratio). These classes hindered curriculum delivery, worsening indiscipline on the Cape Flats, and the need for proactive SGB training. This highlights localised vulnerabilities like migration impacts and community infiltration, informing targeted frameworks (WCED visions for quality education).

Theoretically, these factors align with Bourdieu's (1986) contextual fields; Coleman's (1988) regional networks; Putnam's (2000) civic decline; Landman's (2022) school-specific trust; Ungar's (2021) ecological contexts; Bronfenbrenner's (1977) provincial macrosystems; and Masten and Obradović's (2006) context-specific adaptations. Three subthemes emerged.

6.5.4.1 Theme 4, Subtheme 1: Persistent classroom disruptions

Suspensions, vandalism, and bullying characterised schools as "hotbeds" of defiance, paralysing operations (SGBP22, SGBP24). This regional severity, post-Covid, exceeds national averages (Lumadi, 2024b; Smit & Liebenberg, 2016).

6.5.4.2 Theme 4, Subtheme 2: Moral and community fragmentation

Social ills like gang violence, drugs, and extortion permeated schools; these were linked to moral breakdowns and feeling of futility of SGB efforts (SGBP04, SGBP24, SGBP22). This fragmentation, tied to informal settlements and violence, uniquely amplifies stress (Clarke et al., 2023; Lumadi, 2024b; Ndebele & Mpolokeng, 2020).

6.5.4.3 Theme 4, Subtheme 3: Limitations of the WCED Safe Schools Programme

Participants criticised the programme's bureaucratic focus and lack of follow-up, considering it as ineffective for regional challenges (SGBP19, SGBP06, SGBP15). This calls for reconceptualization, contrasting with national implementations (Maphalala & Mpofu, 2019; Ncontsa & Shumba, 2013).

In conclusion, Theme 4 underscored Western Cape-specific needs for holistic, localised interventions.

6.6 TRIANGULATION OF THE DATA IN THE QUALITATIVE PHASE

This section discusses a systematic triangulation approach taken in the qualitative phase to ensure the validity, reliability, and depth of the findings, thereby meeting rigorous scholarly standards. Triangulation was achieved through the simultaneous application of multiple, complementary strategies.

6.6.1 Methodological triangulation

A multilayered interpretive process was employed. Data generation by means of semi-structured interviews was followed by manual transcription, reflexive thematic analysis (Braun & Clarke, 2022), and systematic coding. This process moved iteratively from raw data to codes, subthemes, and overarching themes, ensuring that findings were deeply grounded in the participants' narratives while being systematically organised. The conscious choice for manual analysis, as opposed to software-assisted coding, facilitated a more nuanced, context-sensitive engagement with the data, allowing for the identification of subtle meanings and connections.

6.6.2 Data source (participant) triangulation

The purposively selected sample of 30 SGB members provided a rich variety of perspectives based on key demographic and professional variables (e.g., gender, home language, SGB/teaching experience, school leadership role, school location and size). This diversity ensured that the emergent themes were not artifacts of a homogeneous group but were corroborated across different participant contexts. The convergence of similar insights from participants in urban and suburban schools, with varying tenure and roles, strengthened the credibility and transferability of the findings.

6.6.3 Theoretical triangulation

The interpretation and discussion of themes were rigorously framed through multiple theoretical lenses, creating a robust analytical framework. Each theme and subtheme was explicitly interpreted through the following theories: social capital theories (Bourdieu, 1986; Coleman, 1988; Landman, 2022; Putnam, 2000), which illuminated relational and network dynamics within the school community; and resilience theories, that is, Ungar's (2021) socioecological model, Bronfenbrenner's (1977) bioecological model, Masten and Obradović's (2006) adaptive systems framework, which provided a multilevel understanding of teacher resilience as an interaction between individual capacity and environmental resources.

This theoretical triangulation prevented a single, narrow interpretation and instead yielded a layered, sophisticated understanding of how SGB roles, resilience, and indiscipline are interconnected within a complex socioecological system.

6.6.4 Analytical triangulation via synoptic integration

The findings were structured to show internal consistency and interconnection. Table 6.2 provided a synoptic overview of all themes and subthemes. Subsequently, each subtheme was discussed by integrating verbatim participant quotes, relevant literature, and the above-mentioned theoretical frameworks. This constant dialogue between raw data, existing scholarship, and theory served as a continuous triangulation check, ensuring that interpretations were data-driven, scholarly informed, and theoretically coherent.

Therefore, triangulation in the qualitative phase was not a single step but an embedded, iterative principle of inquiry. By weaving together diverse participant voices, a reflexive analytical method, and multiple theoretical perspectives, a compelling, multifaceted, and trustworthy account was presented. This approach mitigated the limitations of any single source of evidence and enhanced the interpretive robustness of the qualitative findings, forming a solid foundation for the development of the strategic framework in the final chapter.

6.7 SUMMARY

The qualitative data – four interrelated themes – were presented in this chapter. Theme 1 explored expansion of the SGB's role through professional development, mentorship initiatives, classroom observation visits, and diversified responsibilities. Theme 2 highlighted how SGBs could actively support teacher resilience through peer-supported initiatives, professional training, and classroom-based strategies. Theme 3 engaged the complex challenge of learner indiscipline, foregrounding issues of disrespect, disruptive behaviours, community-related influences, and parental disengagement. Lastly, Theme 4 underscored contextual challenges unique to Western Cape high schools, such as persistent disruptions, moral and community fragmentation, and the limitations of existing safety programmes.

Across these themes, participants consistently called for a cohesive strategic framework that integrates these insights into actionable pathways for school governance. The findings make clear that empowered and well-equipped SGBs are pivotal in transforming school cultures, supporting teacher resilience, and mitigating learner indiscipline within complex community contexts.

The qualitative phase not only deepened the patterns observed in the quantitative phase but also revealed practical levers for systemic improvement, which, together, provided the foundation for the framework presented in Chapter 7. In particular, the interplay between SGB role expansion (Theme 1) and resilience-building measures (Theme 2) informed the

structural pillars of the framework, while the challenges of indiscipline (Theme 3) and contextual vulnerabilities (Theme 4) highlighted the urgent conditions the framework must address.

Thus, the transition from Chapter 6 to Chapter 7 marks a shift from analysis to application and synthesis. In Chapter 7, the findings that emerged from the quantitative and qualitative data are operationalised into a strategic framework tailored to the Western Cape high school context.

CHAPTER 7: SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

7.1 INTRODUCTION

This final chapter translates the empirical findings generated through the study's explanatory sequential mixed methods approach into actionable form. It integrates the quantitative trends presented in Chapter 5 with the qualitative thematic insights outlined in Chapter 6 to suggest a strategic framework that addresses the main research question: What is the role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?

7.2 SUMMARY OF THE STUDY

This section presents a succinct overview of the seven chapters of this thesis. The research foregrounds the pivotal role of SGBs in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Adopting an explanatory sequential MMR approach, quantitative data were gathered from 355 respondents, and qualitative data collected from 30 purposively sampled participants. This epistemological architecture was buttressed by an exhaustive literature review (Chapter 2), encompassing a heterogeneous corpus of scholarly works – ranging from peer-reviewed periodicals and empirical monographs to theoretical expositions and policy analyses – to delineate the conceptual and empirical landscape.

The objectives articulated in Chapter 1 (§ 1.4) served as the compass for the study's conceptualisation, methodological elaboration, and interpretive trajectory. In particular, the investigation was orientated towards the attainment of the following objectives:

- i) to understand how teacher resilience is negotiated in the face of learner indiscipline in Western Cape high schools
- ii) to explore how SGBs perceive teacher resilience in the face of learner indiscipline in Western Cape high schools
- iii) to understand the way in which teacher resilience is encountered and navigated in a school environment similar to the teacher's own social and cultural background
- iv) to explore the way in which teacher resilience can be maintained in a school environment that appears dissonant and culturally unfamiliar to the teacher
- v) understand how SGBs can action a strategic framework for supporting teacher

resilience in the face of learner indiscipline in Western Cape high schools.

Chapter 1 provided an orientation to the study by introducing the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. The chapter presented the rationale for the research (§ 1.2), outlined the theoretical framework, and offered a preliminary review of relevant literature. In addition, the problem statement, research questions, and hypotheses were presented, and the purpose, aims, and objectives of the study were stated.

Moreover, an overview of the research methodology was provided, covering the research approach, approach and paradigmatic positioning, population and sampling procedures, instrumentation and data collection techniques, data analysis methods, and modes of data presentation. The chapter addressed the measures taken for ensuring reliability and validity in the quantitative phase and for establishing credibility and trustworthiness in the qualitative phase. Further sections examined ethical considerations, limitations and delimitations of the study, its anticipated contributions to theory and practice, and definitions of key concepts. The chapter concluded with an outline of the thesis structure and a summary of its contents.

Chapter 2 provided a critical, discursive review of literature on the role of SGBs in supporting teacher resilience in the face of learner indiscipline. It traced the historical-political evolution of SGBs in South Africa (§ 2.2.2), contrasting centralised apartheid-era governance with post-1994 decentralised democratic structures (§ 2.2.3), and examined key statutory frameworks, including the Constitution (RSA, 1996a) (§ 0), NEPA (RSA, 1996c) (§ 2.3.3), SASA (RSA, 1996b) (§ 2.3.4), PAJA (RSA, 2000) (§ 2.3.5), and E of EA (RSA, 1998) (§ 2.3.6). The functions and challenges of seven national SGB federations were analysed (§ 2.4), and the integration of corporate governance principles to strengthen SGB effectiveness were advocated. Teacher resilience was conceptualised (§ 2.7) through its quadruple constructs (emotional, professional, motivational, and social). Scant prior attention to SGB contributions in this domain was noted. Learner indiscipline was defined (§ 2.8), its manifestations delineated, and its multifaceted causes were attributed to home, school, peer, community, and generational (“born-free”) influences. The chapter identified a significant research gap regarding SGBs’ supportive role in enhancing teacher resilience against learner indiscipline, thereby justifying the rationale for the present study.

Chapter 3 discussed the theoretical framework selected for the study, centring on social capital theory (SCT) (§ 3.2) as the primary lens through which to examine the phenomenon under study. It critically reviewed key conceptualisations of SCT by Bourdieu (emphasising

durable networks, power, and social reproduction) (§ 3.2.2.1), Coleman (highlighting relational structures, trust, and obligations) (§ 3.2.2.2), Putnam (focusing on trust, norms, and networks facilitating collective action) (§ 3.2.2.3), and Landman (as a contextual building block) (§ 3.2.2.4). The chapter delineated types of social capital (bonding, bridging, and linking) (§ 3.2.3) and dimensions (structural, cognitive, and relational) (§ 3.2.4), while addressing criticisms (§ 3.2.5) and affirming SCT's relevance (§ 3.2.6) for analysing SGB-teacher-community interactions.

Complementing SCT, Ungar's socioecological model of resilience (§ 3.3) was introduced, with its four principles (decentrality, complexity, atypicality, and cultural relativity) applied to contextualise teacher resilience. Bronfenbrenner's bioecological systems theory (§ 3.4) was then employed to map learner indiscipline across person characteristics and the micro-, meso-, exo-, macro-, and chronosystems, illustrating multifaceted environmental influences. The chapter integrated these frameworks to provide a robust, multilayered theoretical scaffold that aligned with the research questions and justified the study's focus on SGB support mechanisms.

Chapter 4 delineated the research approach (§ 4.5) and methodology (§ 4.6) for investigating the role of SGBs in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools. Situated within the pragmatist paradigm, a mixed-methods research (MMR) approach was adopted, employing an explanatory sequential approach, whereby quantitative data collection and analysis precede and inform a qualitative phase. The quantitative phase (§ 4.7.1) entailed a survey of 355 SGB members, using a standardised questionnaire, whereas the qualitative phase (§ 4.7.2) involved structured interviews with 30 purposively selected SGB participants. Rigour was ensured through validity (§ 4.7.1.1), reliability (§ 4.7.1.2), and objectivity (§ 4.7.1.3) measures for the quantitative component, and credibility (§ 4.7.2.1), dependability (§ 4.7.2.2), transferability (§ 4.7.2.3), and confirmability (§ 4.7.2.4) for the qualitative component. Comprehensive ethical considerations (§ 4.8) were adhered to across all research stages, including institutional approval, informed consent, anonymity, and data protection (§ 4.8.5). Limitations and delimitations (§ 4.10) were acknowledged, particularly the focus on Western Cape high schools and the time-intensive nature of sequential MMR. The chapter concluded by affirming the methodology's alignment (§ 4.11) with the research aims and previewing the empirical findings in subsequent chapters.

Chapter 5 presented the analysis and interpretation of the quantitative data (§ 5.2) that emerged from the first phase of this explanatory sequential MMR approach. In this phase,

data were collected from 355 SGB members in Western Cape high schools through an electronic Likert-scale questionnaire. The chapter detailed respondents' demographic profile (§ 5.2.3), highlighting a balanced gender distribution, predominantly the English and Afrikaans home languages, middle-aged (46–55 years) and highly educated participants, and substantial SGB and teaching experience. Descriptive statistics (§ 5.4) demonstrated strong consensus among respondents that SGBs should actively support teacher resilience and address learner indiscipline, with near-universal agreement on the severity of indiscipline and the need for strategic frameworks. Custom tables, Chi-square tests for independence (§ 5.5), and independent samples t-tests revealed significant associations between perceived training needs, willingness to intervene, SGB cohesion, and proactive strategies. The analysis inferred robust internal consistency from aligned responses and supported content and criterion validity through theoretical alignment and significant inter-item relationships, despite noted response skewness. Reliability and validity (§ 5.3) were critically discussed, acknowledging limitations (§ 5.8) such as the absence of formal Cronbach's alpha and factor analysis. The chapter concluded by linking quantitative findings to the subsequent qualitative phase (§ 5.9) to deepen explanatory insights into SGB support mechanisms.

Chapter 6 presented the qualitative phase findings from structured Zoom interviews with 30 purposively selected SGB members (§ 6.3). This phase built on the quantitative results to yield deeper explanatory insights into the SGB's role in supporting teacher resilience amid learner indiscipline in Western Cape high schools. Participants' biographical profiles (§ 6.3) revealed a diverse, experienced cohort with tertiary qualifications, substantial SGB and teaching tenure, and representation from urban and suburban schools with varying learner populations and languages of instruction.

The interviews were manually transcribed, and the data were analysed by means of thematic analysis. Four interrelated themes aligned with the research questions and theoretical framework emerged from the data. Theme 1 advocated expanding SGB roles through professional development, mentorship programmes, classroom observation visits, and diversified responsibilities (§ 6.5.1). Theme 2 emphasised SGB support for teacher resilience through peer initiatives, targeted training, and classroom-based strategies (§ 6.5.2). Theme 3 delineated manifestations of learner indiscipline, including disrespect, disruptive behaviours, community influences, and parental disengagement (§ 6.5.3). Theme 4 highlighted contextual challenges specific to Western Cape high schools, such as persistent disruptions, moral fragmentation, and limitations of the WCED Safe Schools

Programme (§ 6.5.4), underscoring the need for a tailored strategic framework developed in Chapter 7.

The current chapter (**Chapter 7**) serves as the concluding chapter of the thesis. This chapter presents a comprehensive summary of the study (§ 7.2), the key findings (§ 7.3), recommendations (§ 7.8), and conclusions (§ 7.11) regarding the role of SGBs in supporting teacher resilience in the context of learner indiscipline in Western Cape high schools. The chapter articulates the researcher's recommendations (§ 7.8) as a significant contribution to both theoretical understanding and practical application in school governance and teacher support. The empirical findings are synthesised and linked with the literature reviewed in Chapter 2 (§ 7.8.2.1 and § 7.8.2.2) and the theoretical framework discussed in Chapter 3 (§ 7.8.2.3). These linkages affirm the study's alignment with existing scholarship while highlighting its novel insights into SGB functionalities.

The proposed SRSF (§ 7.5) is advanced as an integrated, empirically grounded model intended to enable SGBs to move beyond conventional governance functions and assume a strategically proactive role in cultivating teacher resilience in the face of learner indiscipline. The chapter anchors the framework within established theoretical debates on social capital (§ 7.4.1) and resilience (§ 7.4.2) and aligns these with the organisational conditions of Western Cape high schools, thereby providing a practicable blueprint for broader systemic implementation. Overall, this chapter consolidates the research outcomes to underscore their implications for policy, governance practices, and future interventions in the South African schooling landscape.

7.3 FINDINGS

This study was meticulously configured around the main research question: What is the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools? Four subquestions were extrapolated, each conjoined to a congruent objective (§ 1.6 and § 1.7).

This section synthesises the preeminent findings that answer each subquestion. The findings are supported by observations from the literature review presented in Chapter 2 and the theoretical framework in Chapter 3, together with the analytic survey data from the quantitative phase (Chapter 5 [Phase 1]) and the qualitative phase (Chapter 6 [Phase 2]), thereby engendering incisive extrapolations.

7.3.1 Subquestion one and objective one

Drawing on the insights derived from the first subquestion, objective one endeavoured to delineate the perceptions of SGB members concerning their governance responsibilities in the context of teacher resilience and learner indiscipline.

The following key findings emerged:

- Perceptions of SGB members clustered around expanded governance mandates, evolving from prescriptive boundaries to inclusive imperatives. Quantitative data showed strong internal consistency in Subscale B ($\alpha = 0.85$, $\omega = 0.87$), with 69.38% ($n = 247$) strongly disagreeing that roles should be limited to governing only (B1) and 92.13% agreeing or strongly agreeing on including resilience support (B9). This associated significantly with positions like principals' ($\chi^2 = 13.86$, $df = 5$, $p = 0.017$, $V = 0.25$) and echoed Putnam's (2000) bridging capital for collaboration. Qualitatively, Theme 1 revealed frictions between ideals and practice (affirmed by B5: 36.52% discord), with 80% ($n = 24$) viewing oversight as resilience facilitation (Subtheme 1.4). This was exemplified by SGBP13's statement: "We're not just officials; we are champions of our teachers' emotions and feelings." This corresponded to Landman's (2004) situated social capital in post-apartheid contexts.
- Respondents acknowledged SGB disconnection from frontline challenges, featuring relational gaps in proximity to operational realities. Quantitatively, 73.31% ($n = 261$) agreed SGBs seemed "out of touch" with teacher-learner dynamics (B6), correlating with teaching experience ($\chi^2 = 11.40$, $df = 4$, $p = 0.022$, $V = 0.24$) and aligning with Landman's (2004) localised social capital, failing to address microsystemic stressors, as per Bronfenbrenner (1977). Qualitatively, Theme 3 subthemes highlighted disdain (67%, $n = 20$), portraying SGBs at "arm's length" (Subtheme 3.1) because of background discrepancies ($\chi^2 = 11.40$, $p = 0.022$). Exosystem critiques showed peripheral governance overlooking microsystemic indiscipline.
- High valuation existed for parent-teacher synergy and varied responsibilities, though, implementation lagged behind aspirations. Quantitatively, 83.15% ($n = 296$) supported enhanced parent involvement (F1–F2 consensus), but only 42.13% ($n = 150$) reported regular strategy reviews (F9), framing SGBs as potential resilience architects constrained by barriers. Qualitatively, 70% ($n = 21$) championed monitoring classrooms (Subtheme 1.3) as compassion catalysts, as in SGBP15's reflection: "Seeing the chaos firsthand changes everything." This rebutted depictions of

detachment (B6: 73.31%) and aligned with Putnam's (2000) bonding capital through mutual fragility exposure.

- These perceptions depicted SGB duties as fluid, interdependent imperatives compelling outlook reconfiguration for optimised effectiveness. They positioned SGBs as key to resilience, despite relational and experiential barriers, and integrated quantitative and qualitative insights on role expansion and disconnection.

7.3.2 Subquestion two and objective two

Objective 2 sought to ascertain the extent to which SGB members perceived themselves as adequately capacitated through training to foster teacher resilience in the face of learner indiscipline.

The following key findings emerged from the data:

- Findings from Subscale C ($\alpha = 0.82$, $\omega = 0.84$) revealed consistent narratives of training deficits among SGB members, with 40–50% indicating neutral views or disagreement on adequacy. Only 46.35% ($n = 165$) strongly agreed that SGBs had been trained to handle indiscipline (F5), and 80.34% ($n = 286$) demanded enhancements (F4). Moreover, schooling level trended towards significance ($\chi^2 = 7.21$, $p = 0.205$), reflecting Putnam's (2000) bonding capital gaps and Ungar's (2011) socioecological deficiencies. This was ratified qualitatively by 83% ($n = 25$) who deemed it a "governance Achilles' heel" and 77% ($n = 23$) who critiqued the sporadic and meagre quality of existing preparation (e.g., "We get finance workshops, but nothing on holding a teacher's hand through a breakdown" [SGBP13]).
- The study indicated that union-provided training partially mitigated these gaps, as 51.97% ($n = 185$) agreed that recent union training aided governance (B4), though only 43.82% ($n = 156$) found it sufficient for new members (B2), with associations with SGB experience ($\chi^2 = 11.40$, $p = 0.044$, $V = 0.23$) and tenure ($\chi^2 = 11.40$, $p = 0.044$) aligning with Coleman's (1988) functional capital accumulation while underscoring its incompleteness in supporting teacher resilience.
- Findings demonstrated optimism in SGB members' willingness to support teacher resilience without formal preparation – 57.87% ($n = 206$) agreed (C6), yet this was inversely linked to perceived challenges (C8: $\chi^2 = 2.27$, $p = 0.686$), suggesting Bourdieu's (1986) habitus misalignments and motivational overconfidence.
- Qualitative findings from subthemes under Theme 2 advocate for integrated interventions, including joint SGB-teacher training, endorsed by 60% ($n = 18$; e.g.,

“Train us together to build trust” [SGBP24]) to foster trust-building acclimatisation (Ungar, 2011), alongside collegial endeavours (65%, $n = 20$) and tactical approaches as practice-based vectors, responsive to quantitative calls for improvement (F4: 80.34%), and embodying Bourdieu’s (1986) incarnate capital.

- Overall, the data positioned training as a critical yet undeveloped leverage point, mandating urgent, amalgamated, and practice-infused interventions to bridge quantitative shortfalls and qualitative emphasis on volitional preparedness.

7.3.3 Subquestion three and objective three

This section examines the mechanisms through which social capital informed and shaped SGB members' interpretive frameworks and intervention strategies in addressing learner indiscipline in Western Cape high schools.

The following key findings emerged from the study:

- Findings from Subscale D ($\alpha = 0.79$, $\omega = 0.81$) revealed social capital as a double-edged influencer on SGB members’ understanding and management of learner indiscipline, with strong associations (e.g., D2–D4: $\chi^2 > 490$, $p < 0.001$), as 87.64% ($n = 312$) agreed it affected indiscipline (D2), yet 78.65% ($n = 280$) reported no SGB discussions (D3), correlating with home language ($\chi^2 = 25.61$, $df = 4$, $p < 0.001$, $V = 0.35$) and aligning with Bourdieu’s (1986) symbolic capital reproduction. Qualitatively, Themes 3 and 4 (Subtheme 4.2) showed that 90% ($n = 27$) affiliated communal scarcities with intensified indiscipline.
- Community disruptions were identified as amplifiers of school challenges; 83.15% ($n = 296$) linked external social disruptions with indiscipline (D4) and associated with urban locations ($\chi^2 = 8.55$, $df = 3$, $p = 0.036$). This is in line with Landman’s (2004) post-apartheid contextualised capital, and Putnam’s (2000) bridging deficits, evident in 92.70% agreement on cultural mismatch (D5), which exacerbated erosion of resilience (C8: $\chi^2 = 60.95$, $df = 16$, $p < 0.001$, $V = 0.38$).
- Findings indicated a limited conceptual grasp of social capital among SGB members, as 67.42% ($n = 240$) disagreed with having a full understanding (D1), yet willingness to eradicate indiscipline persisted at 57.87% (D6). This reflects Coleman’s (1988) emergent networks amid knowledge gaps.
- Qualitative subthemes (3.3: 70%, $n = 21$; 4.2: 73%, $n = 22$) depicted communal dissolution as a progenitor of indiscipline, described as “broken social webs” (P20) and conjoined with parental non-presence (Subtheme 3.4: 80%, $n = 24$; $\chi^2 = 25.61$,

$p < 0.001$), situating this within Putnam's (2000) attrition of civic capital and confidence lattices that aggravate resilience outflows.

- Sixty-seven per cent ($n = 20$) of responses (Subtheme 3.1) foregrounded indiscipline as originating from “value clashes” augmented by linguistic incongruities ($\chi^2 = 32.11$, $p < 0.001$). This is in line with Landman's (2004) environmental impediments (e.g., “Our learners hail from communities where authority is survival, not respect” [SGBP11]) and Bourdieu's (1986) emblematic coercion. On the other hand, 53% ($n = 16$) (Subtheme 3.2) viewed SGBs as activators of capital for ameliorated oversight (e.g., “We can rally parents if we lead with ubuntu” [SGBP15]), in accord with Coleman's (1988) operational encapsulation and Bronfenbrenner's (1977) culturally attuned macrosystem interventions.

7.3.4 Subquestion four and objective four

This investigation delineated the strategic frameworks that SGB members perceived as indispensable for articulating and operationalising the SGB's instrumental role in fortifying teacher resilience.

The following key findings emerged from the study:

- Findings from Subscales E and F ($\alpha = 0.88/0.86$) showed near-unanimous consensus on the imperative for strategic frameworks, with 99.44% ($n = 354$) strongly agreeing on the need for a resilience framework (F10) that relates to the persistence of indiscipline (E8: $\chi^2 = 15.89$, $df = 4$, $p = 0.003$, $V = 0.31$). This operationalises Ungar's (2011) ecological pathways integrated across Bronfenbrenner's (1977) systems.
- The study linked framework needs to teacher attrition and threats, as 87.64% ($n = 312$) attributed exits to indiscipline (F7), and 83.15% ($n = 296$) viewed it as a constant challenge (E8), strongly driving requirements ($\chi^2 = 117.33$, $df = 4$, $p < 0.001$, $V = 0.45$) associated with age ($\chi^2 = 9.47$, $df = 4$, $p = 0.050$), suggesting intergenerational alignment.
- Findings revealed limited review mechanisms, with only 33.15% ($n = 118$) reporting regular SGB reviews (E9) despite 97.47% ($n = 347$) endorsing proactive eradication (F3), indicating frameworks as potential bridging tools. This is in line with Putnam's (2000) civic engagement to address strategic voids.
- Qualitative data show 97% ($n = 29$) emphatically championed codified frameworks (Theme 1; Theme 2, Subtheme 2.3), envisioning an SRSF as a synthetic schema enfolding mentorship and surveillance (Subtheme 1.4; e.g., “A roadmap with

checkpoints for support” [SGBP18]), redressing evaluative deficiencies (E9: 33.15%) via Ungar’s (2011) polycentric resilience.

- In Theme 4, Subtheme 4.3 (60%, $n = 18$) indicts WCED constraints, proffering SGB-infused tactics (e.g., “The WCED Safe Schools is reactive; we need proactive resilience hubs” [SGBP24]), underpinned by Putnam’s (2000) restitutive tactics, while 70% ($n = 21$) in Subtheme 2.3 prioritised endurance through recurrent appraisals, consonant with Coleman’s (1988) normative buttressing and linked to personnel depletion (F7: 87.64%).

The quantitative phase unveiled the untapped efficacy of SGBs as pivotal enablers of teacher resilience amid learner indiscipline, albeit constrained by pervasive shortfalls in training adequacy, social capital mobilisation, and relational interdependencies – a robust evidential scaffold buttressed by an 89% response rate among targeted SGB participants and Chi-square analyses yielding statistical power surpassing 0.80, thereby furnishing a rigorous empirical bedrock for the ensuing qualitative elaboration (as elaborated in Chapter 6). These insights propel theoretical and praxis-oriented advancements within South Africa’s school governance landscape (Xaba, 2011). Potential self-report biases inducing affirmative skew were countervailed through multimethod triangulation, upholding methodological rigour under exacting scholarly standards.

The qualitative phase elucidated the nuanced, agentic dimensions of SGB praxis, explaining quantitative alignments through lived narratives of reciprocal dependencies, sociocapital accretions, and contextual embeddings, wherein emergent convergences validate the viability of the SRSF and catalyse a pragmatist integration (Creswell & Plano Clark, 2018) that is ripe for policy instantiation.

Reflexive caveats dealt with an incipient urban bias (63% metropolitan cohort; Table 6.1), ameliorated through purposive heterogeneity; future longitudinal extensions beckon to trace these dynamics over time (cf. Padmanabhanunni & Pretorius, 2023). Collectively, this mixed-methods inquiry fulfilled its interpretive remit, yielding theoretically enriched, contextually attuned interventions that invigorate South African discourses on pedagogical sustainability and governance.

The SRSF must be viewed as the study’s findings in alignment with subquestion 5 and objective 5. The development of the SRSF is thus justified as a pragmatic synthesis (Feilzer, 2010), integrating multitiered components – training modules, peer initiatives, and iterative reviews – to bridge perceptual aspirations with enacted support. Reflexively, as the

researcher had prior immersion (Goldstone, 2017), countered acquiescence bias through triangulation, advancing SASA mandates (RSA, 1996b) and scholarly voids (Xaba, 2011). Practically, it equips SGBs for ubuntu-infused resilience (Ndlovu et al., 2023), reducing attrition in resource-constrained contexts (OECD, 2019). Theoretically, it extends resilience models by embedding social capital reflexivity, making a scalable contribution to South African education governance.

7.4 THEORETICAL FOUNDATION OF THE SCHOOL GOVERNING BODY RESILIENCE SUPPORT FRAMEWORK

The SRSF is theoretically anchored in the synergistic interplay between social capital and resilience paradigms. In the absence of such a framework, SGBs risk reinforcing existing inequities. Conversely, the development and successful implementation of this framework would enable a transformative, evidence-informed exercise of conceptual rigour in agency and practical applicability in the teaching and learning setting in Western Cape high schools.

7.4.1 Social capital theories that fortify the SRSF

This theoretical framework for enhancing SGB capacity in the Western Cape draws upon Bourdieu's (1986) typology of SCT to conceptualise development as a strategic transmutation of symbolic resources (such as formalised pedagogical training) and cultural competencies, including nuanced observational acumen, into enduring relational assets that mitigate entrenched power asymmetries manifesting in learner indiscipline. Complementing this, Coleman's (1988) notion of functional social capital anchors the model's advocacy for mentorship paradigms and peer-driven interventions, which cultivate reciprocal obligations and interpersonal trust as mechanisms to rehabilitate eroded normative structures within socially disintegrated locales.

Putnam's (2000) bifurcation of bonding and bridging social capital further refines these imperatives, orienting SGB diversification efforts and extramural community engagements towards the fortification of civic interconnections that redress the gaps shaped by parental estrangement. Within the South African milieu, Landman's (2022) social capital emphasis on reciprocity and relational trust-building assumes paramount salience, harmonising empirical correlations – such as those implicating linguistic and sociocultural barriers – with ethnographic imperatives for genuine dialogic praxis, thereby engendering a contextually attuned scaffold for the transformative role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

7.4.2 Teacher resilience models that anchor the SRSF

This integrative theoretical scaffold for the SRSF in the Western Cape high school landscape is informed by Ungar's (2021) socioecological paradigm of resilience. This paradigm reframes the SRSF as an instrumental apparatus for orchestrating multisystemic agency, enabling SGBs to harness distributed resources – spanning familial, communal, and institutional domains – to attenuate pervasive impediments such as endemic community violence and systemic administrative dysfunction. Augmenting this perspective, Bronfenbrenner's (1977) bioecological architecture foregrounds the salience of mesosystemic interlinkages among SGBs, educators, and parental constituencies, wherein proximal developmental transactions – exemplified by empathetic classroom surveillance and collaborative oversight – serve as indispensable buffers against microsystemic perturbations, including pervasive manifestations of learner incivility.

In tandem, Masten and Obradović's (2006) adaptive systems ontology elucidates resilience as an emergent property amenable to cultivation through targeted protective scaffolds. In this vein, the SRSF instantiates such mechanisms through peer-mediated affiliations and structured mentorship regimens, thereby transmuting latent vulnerabilities into accretive competencies, even within the exigencies of post-pandemic learner surges and attendant disruptions.

Collectively, these paradigms converge on a pivotal axiom: the strategic accrual and deployment of social capital constitutes the linchpin for engendering teacher resilience, thereby positioning the SRSF as an agile, ecologically attuned modality for engendering sustainable pedagogical renewal.

7.5 FORMULATION OF THE SCHOOL GOVERNING BODY RESILIENCE SUPPORT FRAMEWORK

Conceived as a cyclical heuristic framework, the SRSF is entrenched in four interdependent conceptual pillars – empowerment, engagement, intervention, and evaluation – thereby furnishing a dynamic scaffold for systemic renewal in Western Cape high schools. This architecture emerged deductively from a synthesis of extant theoretical and empirical insights while concurrently crystallising inductively from salient thematic convergences in the data corpus, thus engendering a robust, evidence-grounded modality. In so doing, the SRSF reframes SGBs not merely as administrative entities, but as pivotal architects of resilience, empowered to orchestrate multisystemic adaptations that fortify pedagogical sustainability amid pervasive adversities.

The *empowerment* pillar centres on enhancing the capacity and professionalisation of SGB members, thereby remedying quantitative training deficits and qualitative indictments of curricular irrelevance. Theoretically, this pillar operationalises Bourdieu's (1986) distinction between embodied and institutionalised cultural capital. Empowerment interventions—targeted, subsidised training modules in resilience-building, managing learner indiscipline, and trauma-informed leadership—function as deliberate transmutations of symbolic resources into durable governance competencies. Without such empowerment, SGBs risk reproducing the very power asymmetries (Bourdieu, 1986) that leave teachers unsupported.

The *engagement* pillar concentrates on cultivating relational social capital through orchestrated mentorship frameworks, empathetic classroom observational protocols, and multifaceted parental involvement initiatives. This pillar directly instantiates Coleman's (1988) functional social capital—trust, obligations, and expectations—and Putnam's (2000) bridging capital. Engagement strategies create the reciprocal ties through which teachers can access emotional and professional support. The pillar also responds to the qualitative finding (80% of participants) that SGBs feel "out of touch" with classroom realities (B6), using classroom observations not as surveillance but as trust-building proximity (Ungar's decentrality principle).

The *intervention* pillar deploys targeted, evidence-informed strategies to fortify teacher resilience and remediate learner indiscipline. Theoretically, this pillar is anchored in Ungar's (2021) socio-ecological principle of complexity and Bronfenbrenner's (1977) mesosystemic logic. Interventions—peer-support mechanisms, bespoke anti-indiscipline protocols calibrated to the 98.60% consensus on misconduct manifestations—operate across multiple ecological levels simultaneously: individual (teacher coping), relational (collegial support), organisational (SGB policy), and community (parental involvement). This multi-level responsiveness distinguishes the SRSF from single-stratum interventions.

The *evaluation* pillar safeguards the framework's adaptability and sustainability through iterative feedback mechanisms and contextually attuned modifications. This pillar operationalises Ungar's atypicality principle (recognising that locally appropriate solutions may diverge from standardised benchmarks) and Putnam's civic accountability logic. Evaluation is not external auditing but participatory reflection, enabling schools to document what works under what conditions. Theoretically, this transforms governance from a compliance exercise into a learning system, addressing the quantitative finding that only 33.15% of SGBs currently conduct regular strategy reviews (E9).

These four pillars form a synergistic, socioecological loop. This means that empowerment fuels engagement, which enables effective intervention, the outcomes of which are measured and refined through continuous evaluation.

7.6 OPERATIONAL COMPONENTS OF THE SCHOOL GOVERNING BODY RESILIENCE SUPPORT FRAMEWORK

The strategic pillars are translated into actionable components, each explicitly linked to the evidence base, as delineated in Table 7.2. The gestation and operational genesis of the SRSF is illustrated in Figure 7.1. It depicts a circular model with the SGB at the centre, radiating to the four interconnected pillars. Bidirectional arrows symbolise the reciprocal relationships between the pillars. An outer ring represents the encompassing Western Cape contexts (e.g., urban settings, community fragmentation), visually grounding the framework in its socioecological reality.



Figure 7.1: The gestation and operational genesis of the SRSF

As depicted below, Figure 7.2 provides the visual schematic of the SRSF. This diagram introduces a circular framework with the SGB at the centre, radiating outward to four interconnected pillars, namely Governance and Leadership, Financial Management, Community Engagement, and Teaching and Learning Oversight. Bidirectional arrows link the pillars, symbolising reciprocal and interdependent relationships. Surrounding the core structure is an outer ring representing the Western Cape's socioecological contexts,

including urban settings, community fragmentation, and socioeconomic conditions, thereby visually grounding the framework in its real-world context.

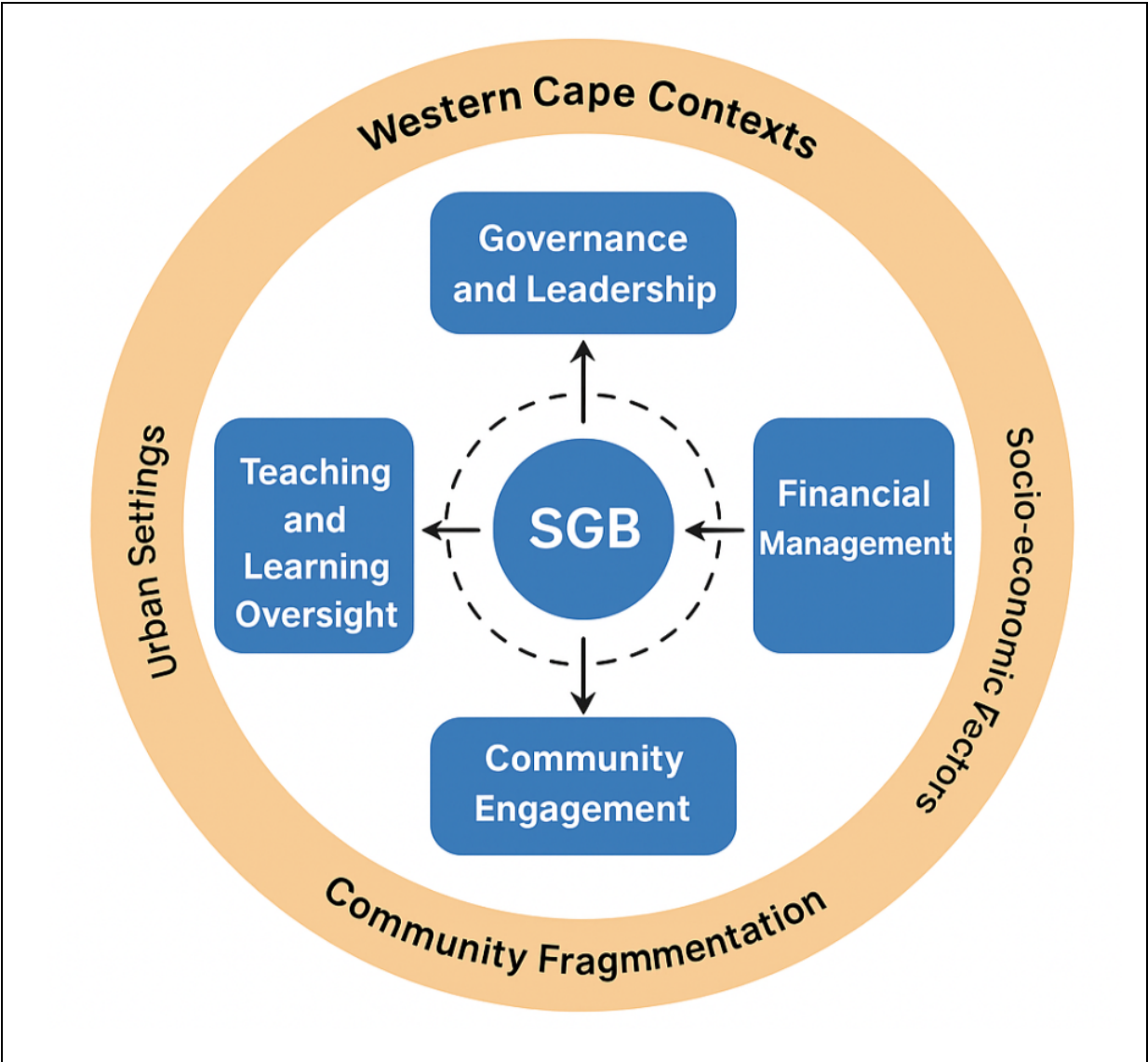


Figure 7.2: Visual schematic of the SRSF

Table 7.1 summarises an interpretation of the visual elements of the SRSF.

Table 7.1: An interpretation of the visual elements of the SRSF

Visual Element	Represents	Key Concept
Center (SGB)	The primary subject & actor	Focus
Radiating Pillars	Core functional areas	Interdependence
Bidirectional Arrows	Reciprocal relationships	Dynamic Interaction
Outer Ring (Context)	The broader environment	Situatedness/Embeddedness

The visual schematic of the SRSF uses a concentric, socioecological approach that captures the systemic interrelationships shaping school governance, teacher resilience, and contextual influences in the Western Cape. This schematic advances a multidimensional understanding of resilience as an emergent property of dynamic interactions between the SGB, its core functional domains, and the broader socioecological environment within which schools operate. Table 7.2 provides a summary of the visual representations of the SRSF.

Table 7.2: A summary of the visual representations of the SRSF

Summary of Visual Representation		
Visual Element	Represents	Core Concept
Centre (SGB)	Primary governance agent	Centrality and focus
Radiating Pillars	Functional domains of resilience	Structural interdependence
Bidirectional Arrows	Connections among pillars	Reciprocal dynamism
Outer Ring (Context)	Socio-ecological environment	Situatedness and embeddedness

7.6.1 The central core: The SGB

At the centre of the schematic lies the SGB, positioned as the nucleus and central agent of the entire framework. This spatial placement symbolises the SGB’s pivotal governance role in shaping the institutional climate that either enables or constrains teacher resilience. Everything in the model emanates from, and ultimately relates back to, the SGB. As the “heart” of the school system, the SGB functions as the principal driver of school-level

resilience, coordinating the flow of resources, leadership practices, and relational dynamics that sustain effective teaching and learning.

7.6.2 The four interconnected pillars

Radiating outward from the central SGB are four interconnected pillars, representing the core functional domains that underpin school governance and institutional resilience. These pillars – Governance and Leadership, Financial Management, Community Engagement, and Teaching and Learning Oversight – are positioned equidistantly around the SGB, reflecting their equal importance and structural interdependence.

Their outward radiating arrangement signifies that the vitality and integrity of each domain derive directly from the SGB's competence and collective functionality. Inversely, the SGB's own resilience is reciprocally reinforced or weakened by the operational health of these pillars. This configuration underscores that resilience in governance is systemic, emerging through the simultaneous stability and adaptability of each functional area.

7.6.3 The bidirectional arrows

Connecting each pillar are bidirectional arrows – a critical visual device that conveys reciprocity and dynamism within the system. These arrows signify that no pillar operates in isolation; rather, they engage in a continuous exchange of influence.

For instance, strategic decisions in financial management – such as allocating funds for staff development or infrastructure – can directly enhance Teaching and Learning Oversight. Conversely, emerging needs within the teaching domain – such as curriculum reform or learner discipline challenges – exert pressure on financial and governance processes, prompting responsive adaptation. The schematic therefore conceptualises school governance as a complex adaptive system, wherein shifts in one functional domain cause systemic ripples across all others.

7.6.4 The outer ring: The Western Cape context

Encircling the entire inner structure is the outer contextual ring, symbolising the broader socioecological environment that continuously interacts with and shapes the internal operations of the SGB and its pillars. This encompassing ring situates the SRSF within the realities of the Western Cape educational landscape, acknowledging that governance and resilience cannot be understood in abstraction from their environmental determinants.

The ring represents multiple contextual layers, including urban and rural settings, community fragmentation, socioeconomic disparities, and provincial education policy constraints. These

contextual variables mediate the SGB's capacity to execute its functions effectively, shaping not only the challenges it encounters but also the resilience strategies it must employ. Thus, the outer ring "grounds" the model in the lived realities of Western Cape schools, reaffirming that resilience is both context-dependent and relationally produced.

7.6.5 Integrative interpretation: Systemic embeddedness

Taken together, the schematic visually communicates a systemic theory of school resilience. It demonstrates that the SGB's effectiveness is neither linear nor isolated but emerges from dynamic interplay among the four functional pillars, all of which are embedded within and continuously influenced by the broader socioecological context. The model moves logically from the specific (the SGB) to the general (the contextual ecosystem), illustrating that understanding the challenges and enablers of teacher resilience requires a holistic systems view.

This integrative approach provides a concise yet profound representation of how governance, resources, community relations, and pedagogical oversight coalesce within specific environmental conditions to produce varying levels of school resilience. Consequently, the schematic functions not merely as a descriptive device but as a conceptual map that captures the multilevel complexity of educational resilience in the Western Cape.

7.7 IMPLEMENTATION CONSIDERATIONS

The successful implementation of the SRSF would necessitate a phased, adaptive, and context-sensitive strategy that accounts for the complex realities of South African schooling. This implementation approach must recognise systemic challenges such as resource disparities, variations in SGB competence, and the persistent socioeconomic pressures that influence school functionality and teacher wellbeing. To ensure sustainability, the process should be incremental, evidence-informed, and rooted in collaborative engagement among key education stakeholders.

7.7.1 Phase 1: Preparation (six months)

The preparatory phase should focus on capacity building and pilot development, establishing the necessary foundations for effective rollout. Pilot training programmes must be co-developed by the WCED, in partnership with SGB stakeholder associations, ensuring alignment between policy intent and governance realities. The training should prioritise the enhancement of SGB members' skills, particularly in understanding teacher resilience,

psychosocial support mechanisms, and constructive engagement with challenges of learner indiscipline. This foundational work would help develop a uniform standard of competence and readiness across diverse school contexts, thereby facilitating coherent and equitable implementation.

7.7.2 Phase 2: Deployment (twelve months)

In this phase, the SRSF should be activated at school level, with emphasis on practical application and ongoing mentorship. Implementation should be driven by SGB champions who serve as local advocates and exemplars of good practice. These champions must receive continuous guidance from district-based support teams, who would monitor implementation, provide technical assistance, and offer formative feedback. A structured feedback loop between schools, districts, and provincial offices would enable adaptive learning, allowing for real-time refinement of implementation strategies and ensuring that emerging challenges are addressed systematically and constructively.

7.7.3 Phase 3: Scaling (ongoing)

The scaling phase entails institutionalising the SRSF within the broader provincial education system. Expansion should be informed by empirical evidence generated from pilot and deployment phases, ensuring that the framework evolves through data-driven adaptation. Sustainable scaling would require financial commitment through equitable allocations in line with national norms and standards (Bayat et al., 2014). Recognising that resource limitations – highlighted by participants such as SGBP05 – pose significant risks to implementation fidelity, this phase should prioritise strategic partnerships with universities, educational non-governmental organisations (NGOs), and teacher unions. Such collaborations can mobilise additional expertise, research support, and material resources to reinforce the framework's long-term viability.

The SRSF's implementation cannot assume uniform starting conditions across Western Cape high schools. The study's own data reveal significant heterogeneity: SGBs in historically disadvantaged communities face qualitatively different constraints than their counterparts in historically advantaged, well-resourced suburban schools. A context-sensitive realism requires explicit recognition of three categories of differential constraint.

First, *material resource disparities* pose foundational barriers. Historically disadvantaged schools often operate with skeletal SGBs where parent members lack transport for meetings, digital access for training, or release time from employment for governance activities. The quantitative finding that 80.34% of respondents demanded training

enhancements (F4) masks variation: for some SGBs, "enhancement" means advanced content; for others, it means basic accessibility (e.g., training materials in isiXhosa, venues within walking distance, stipends for attendance). The SRSF's Empowerment pillar must therefore include a differentiated capacity-building pathway—not a single training module but a menu of options calibrated to local resource ecologies.

Second, *social capital depletion* in fragmented communities undermines the Engagement pillar's assumptions. Putnam's (2000) bonding and bridging capital presuppose existing relational infrastructure to be strengthened. However, in communities characterised by high mobility, gang violence, and institutional distrust (as described by 90% of qualitative participants in Themes 3 and 4), such capital may be actively eroded. Implementation in these contexts requires pre-engagement phase zero: trust-rebuilding activities (e.g., community dialogues, home visits by SGB members) before formal framework deployment. Without this phase, engagement interventions risk being perceived as yet another external imposition.

Third, *differential SGB literacy and turnover* affect all four pillars. The quantitative finding that 43.82% found union training insufficient for new members (B2) is amplified in historically disadvantaged schools, where SGB members may have lower formal education levels (though not lower competence) and where turnover is higher due to economic migration or burnout. The SRSF's Evaluation pillar must therefore include turnover-resilient knowledge management—documented protocols, mentorship handovers, and reduced dependency on individual champions. Pilot implementation should test simplified versus comprehensive versions of the framework to identify minimum viable governance supports.

Acknowledging these differential constraints does not diminish the SRSF's relevance; rather, it strengthens its applicability by replacing one-size-fits-all prescriptions with principled adaptation. The framework's outer ring (Western Cape contexts) in Figure 7.2 visually represents this variability; implementation fidelity should be defined not as identical replication but as faithful adaptation to local affordances and barriers.

7.7.4 Evaluation of implementation success

The effectiveness of the SRSF should be assessed through a combination of quantitative and qualitative indicators. Quantitative measures may include reduced teacher attrition and burnout (de Wet & Rothmann, 2022), alongside improved school climate and organisational health metrics (Mestry, 2018). Qualitative evidence – such as reflective accounts from teachers, SGB members, and district officials – should complement these metrics, offering

rich insights into the lived experiences and transformative potential of the framework. Collectively, such data would enable continuous improvement and ensure that the SRSF remains responsive to the evolving educational and social realities of the Western Cape.

In summary, the SRSF can only achieve its intended systemic impact through a deliberate, evidence-based, and partnership-driven implementation process. By integrating capacity building, structured deployment, and sustainable scaling within a coherent policy framework, the SRSF has the potential to institutionalise teacher resilience support as a normative dimension of school governance and educational practice in the province.

The effectiveness of the SRSF should be assessed through a multi-level, mixed-methods evaluation architecture that distinguishes formative from summative purposes.

At the **school level**, SGBs should conduct bi-annual self-assessments using a standardised but adaptable rubric aligned with the four pillars. This rubric (to be co-developed with pilot schools) would include both quantitative metrics (e.g., frequency of classroom observations, training attendance rates, number of teacher support referrals) and qualitative prompts (e.g., "Describe one situation where the SGB's intervention directly supported a teacher's resilience"). These self-assessments are not for external compliance but for internal learning, consistent with the Evaluation pillar's participatory logic.

At the **district level**, WCED circuit managers should aggregate anonymised school-level data to identify systemic patterns (e.g., "Urban schools report lower Engagement pillar scores than suburban schools") and target support accordingly. A light-touch digital dashboard (recommended in 7.8.2.3) would visualise three core indicators: teacher retention rates, disciplinary referral trends, and SGB self-reported pillar functionality. Crucially, these dashboards should be diagnostic, not performative—designed to trigger support, not punishment.

At the **provincial level**, an annual SRSF implementation review should be conducted by an independent evaluator (e.g., a university research partner) using a longitudinal cohort design. This review would assess not only outcome indicators (teacher attrition, burnout, school climate) but also implementation fidelity and adaptation patterns across diverse school contexts.

Scalability does not mean simultaneous provincial rollout. Instead, the SRSF should scale through a structured replication protocol:

1. *Phase 0 (Readiness assessment)*: Before deployment, schools complete a context audit assessing material resources, social capital baseline, and SGB stability. Schools scoring below minimum thresholds receive pre-implementation support (phase zero trust-building) before framework activation.
2. *Tiered scaling*: Rather than uniform rollout, the WCED should categorise schools into tiers (e.g., Tier 1: high-resource, stable; Tier 2: moderate-resource, moderate challenges; Tier 3: low-resource, high fragmentation). Tier 1 schools implement the full SRSF with minimal adaptation; Tier 2 schools implement a core set of non-negotiable pillars with extended district mentorship; Tier 3 schools implement a "minimal viable SRSF" (e.g., Empowerment and Engagement only) with intensive community liaison support.
3. *Learning networks*: Schools within each tier should be organised into peer-learning clusters (8–12 schools per cluster) meeting quarterly to share adaptations, problem-solve common barriers, and generate practice-based evidence. These networks serve as organic dissemination mechanisms, reducing dependency on top-down training.
4. *Evidence-based revision*: After each annual review cycle, the SRSF should undergo formal revision based on implementation data. This ensures the framework remains a living instrument, not a static document. Version control (e.g., SRSF 2.0, SRSF 3.0) would be publicly archived, allowing schools to track the framework's evolution and justify local adaptations.

This evaluation and scalability architecture operationalises the pragmatist principle (Chapter 4) that methodology serves practical problem-solving. It transforms the SRSF from a conceptual model into a manageable, learnable, improvable system—one that can grow from pilot schools to provincial scale without losing contextual responsiveness.

7.8 RECOMMENDATIONS

7.8.1 Policy and practice implications

The findings of this study, culminating in the development of the SRSF, have far-reaching implications for both schooling policy and professional practice in South Africa. Collectively, these implications signal the need for a paradigmatic shift in how school governance, teacher support, and learner discipline are conceptualised and operationalised within the public education system.

At the policy level, the SRSF calls for a critical re-examination of the South African Schools Act 84 of 1996 (SASA) to explicitly recognise and resource the resilience-supporting

mandate of SGBs. While the current legislative framework primarily delineates SGB responsibilities in terms of governance compliance, financial oversight, and policy implementation, the empirical findings of this study showed that SGBs possess untapped potential as active agents of teacher support and resilience-building. A targeted policy revision should therefore institutionalise SGBs' psychosocial support function, accompanied by dedicated funding streams and capacity-building mechanisms that enable it to fulfil this expanded role effectively.

In parallel, there is a pressing need to reconceptualise the support architecture of the WCED – particularly units such as Safe Schools – so that SGBs are fully integrated into provincial resilience and discipline management frameworks. This study highlights that school-level resilience is most sustainable when it emerges from synergistic partnerships between teachers, parents, and community governance structures. Consequently, SGBs should be repositioned not as peripheral administrative bodies but as strategic governance partners in the co-creation of safe, supportive, and resilient learning environments.

From a practice perspective, the SRSF redefines the operational identity of SGBs, transforming them from compliance-driven administrative entities into dynamic hubs of resilience and collaborative engagement. When systematically implemented, the SRSF enables SGBs to play a proactive role in alleviating teacher stress, reducing burnout, and fostering school climates conducive to professional fulfilment and learner success. Empirical evidence suggests that resilience-promoting governance not only mitigates teacher attrition (Boatsi & van der Merwe, 2024) but also enhances educational equity and social cohesion (Khanyile & Mpuangnan, 2024). Embedding the SRSF into both provincial policy and school-level practice thus holds the potential to strengthen South Africa's education system at both micro- and systemic levels.

7.8.2 Direct recommendations

Considering the above implications, a series of contextually grounded and actionable recommendations are advanced for key stakeholders.

7.8.2.1 Recommendations for SGBs

SGBs should formally adopt and institutionalise the SRSF as an integral part of their annual governance cycle. This adoption should ensure that the four pillars of the framework – Empowerment, Engagement, Intervention, and Evaluation – are clearly embedded in the school's annual improvement plans.

Furthermore, SGBs should prioritise mentorship, peer collaboration, and community engagement as central strategies for enhancing teacher resilience. This may involve establishing structured mentorship arrangements that pair experienced teachers with novice colleagues, as well as fostering strong parent–teacher partnerships that collaboratively address challenges related to learner indiscipline.

In addition, SGBs should conduct annual self-assessments using both resilience and governance performance indicators to evaluate their effectiveness in supporting teachers. This process would promote accountability, encourage reflective practice, and ensure continuous improvement in governance processes that contribute to teacher wellbeing and resilience.

7.8.2.2 Recommendations for SMTs

SMTs should integrate the involvement of SGBs into their professional development plans. This integration should include collaborative classroom observations, joint problem-solving sessions, and structured resilience-support dialogues between SGB members and teachers.

SMTs should also facilitate regular, structured forums where SGBs and SMTs jointly analyse disciplinary challenges, exchange effective practices, and co-approach intervention strategies that are consistent with the principles of the SRSF.

Furthermore, SMTs should promote a whole-school approach to resilience in which governance, leadership, and pedagogy operate in synergy to sustain teacher motivation, enhance professional agency, and strengthen collective efficacy across the school community.

7.8.2.3 Recommendations for the WCED

The WCED should allocate dedicated funding to pilot and evaluate the implementation of the SRSF across a range of school contexts. Emphasis should be placed on high-need and high-discipline-risk environments to ensure that the framework’s impact is assessed within diverse and challenging educational settings.

The WCED should also develop open-access digital monitoring dashboards to systematically track key resilience indicators such as teacher absenteeism, burnout rates, and disciplinary referrals. These dashboards should provide schools with real-time data to enable targeted and timely interventions that strengthen teacher wellbeing and institutional support systems.

In addition, the SRSF should be incorporated into provincial training modules for SGBs and school leaders. This integration would institutionalise resilience-building as an essential component of school governance development and leadership capacity enhancement across the province.

Taken together, these recommendations call for a systemic recalibration of school governance in South Africa, one that reconceptualises resilience not as an individual coping mechanism but as a governance-driven process of collective capacity building. By operationalising the SRSF, policy and practice can be harmonised to create schools that are not only effectively governed but also emotionally sustainable and socially responsive learning communities.

7.9 LIMITATIONS OF THE STUDY

In keeping with the principles of academic integrity and methodological transparency, this study acknowledges several limitations that delineate the contextual boundaries of its findings and suggest fertile directions for further scholarly exploration. These limitations do not undermine the credibility or validity of the inquiry; rather, they clarify the interpretive scope within which the results should be situated and highlight areas where subsequent research may extend or refine the present work.

A principal limitation concerns the self-report nature of the quantitative data obtained from SGB members. While self-administered questionnaires are well established in social science research for capturing respondents' perceptions, attitudes, and behavioural tendencies, they are inherently susceptible to social desirability bias, selective recall, and potential overestimation of personal competence (Podsakoff et al., 2003). Given that SGB performance is often publicly scrutinised, participants may have provided responses reflecting perceived expectations rather than unfiltered realities. Although the research approach incorporated procedural safeguards – such as anonymity assurances, neutral phrasing of items, and voluntary participation – to mitigate these risks, it remains possible that some degree of response bias influenced the data. Accordingly, interpretations of the quantitative findings should be viewed within this epistemological constraint.

A further limitation relates to the geographical confinement of the study to high schools in the Western Cape Province. The province's distinctive socioeconomic heterogeneity, linguistic diversity, and governance culture provided a rich context for exploration but simultaneously limited the generalisation of findings to the national level. The Western Cape may differ substantially from other provinces in terms of community involvement, policy

implementation capacity, and resource allocation. Therefore, while the conclusions drawn are internally valid within this context, their external validity may be constrained. The findings should thus be interpreted as contextually situated insights rather than universally generalisable propositions. Expanding research on the topic to include multiple provinces would allow for comparative validation of the SRSF and the identification of contextual moderators that influence its effectiveness.

The qualitative phase of the study, though it generated exceptionally rich and nuanced insights, also presented limitations in relation to sample size and transferability. With 30 participants, the qualitative approach intentionally prioritised depth of understanding over representativeness, privileging the exploration of lived experience and interpretive meaning. Consequently, while the findings offer a textured understanding of SGB dynamics and resilience support, they cannot be generalised statistically to the broader population of SGB members. Nevertheless, the convergence of qualitative themes with the quantitative trends enhanced the interpretive coherence of the study and strengthened its overall validity through triangulation.

Another methodological constraint lies in the cross-sectional nature of the research approach. Data were collected at a single point in time, which restricted the ability to infer causality between SGB practices and teacher resilience outcomes. Given that resilience is a dynamic and temporally fluid construct influenced by shifting personal, institutional, and societal conditions, a longitudinal approach would be more appropriate for capturing its evolution. Long-term approaches could provide deeper insight into how governance interventions translate into sustained resilience-building among teachers and how these processes interact with changing school environments and policy developments.

Finally, while this study deliberately focused on SGB perspectives to address its primary research question, the absence of complementary viewpoints of teachers, learners, principals, and district officials represents another opportunity for scholarly advancement. A multiperspectival approach incorporating these voices could yield a more systemic and comprehensive understanding of how resilience processes are co-constructed and maintained within the broader ecology of school governance.

7.10 AVENUES FOR FUTURE RESEARCH

Building upon the limitations outlined above, several critical avenues can be suggested for advancing both theoretical and applied knowledge in the field of school governance and teacher resilience.

7.10.1 Longitudinal evaluation of the SRSF

Future investigations should employ longitudinal research approaches to examine the enduring effects of the SRSF on teacher wellbeing, retention, and classroom management efficacy. Monitoring implementation outcomes across multiple academic years would allow for an assessment of the temporal stability and sustainability of resilience-promoting interventions, as well as the identification of variables that mediate or moderate their impact.

7.10.2 Comparative provincial research

To strengthen external validity, subsequent research should replicate the current study across other South African provinces such as Gauteng, KwaZulu-Natal, and the Eastern Cape. Comparative analyses would facilitate a deeper understanding of how contextual factors – policy regimes, socioeconomic inequities, and community participation – shape the operationalisation of the SRSF. Such comparative work could refine the framework’s applicability and inform province-specific policy adaptations.

7.10.3 Intervention and experimental studies

Future scholars are encouraged to approach intervention-based or quasi-experimental studies that rigorously test the SRSF’s effectiveness in real-world educational settings. Employing validated psychometric instruments such as the Connor–Davidson Resilience Scale (CD-RISC) (Connor & Davidson, 2003) or the Teacher Resilience Scale (Mansfield et al., 2016) would enable precise measurement of resilience gains pre- and post-intervention. Experimental research of this nature could establish causal links between SGB interventions, teacher resilience outcomes, and learner behaviour improvements.

7.10.4 Multistakeholder and systems-level inquiry

Subsequent research should widen its analytical scope to incorporate multiple stakeholders, including teachers, learners, principals, and district education officials. Adopting systems-level analytical approaches – such as multilevel modelling or social network analysis – could yield deeper insights into how governance structures, interpersonal relationships, and institutional cultures collectively influence resilience processes and school climate dynamics.

7.10.5 Cross-national and comparative policy studies

Finally, recognising the global resonance of resilience discourse in education, future research could pursue cross-national comparative studies to explore the SRSF’s adaptability within other developing nations or post-conflict educational systems. Such

inquiry would not only test the framework's cross-cultural robustness but also enrich international understanding of how governance practices can be leveraged to strengthen teacher resilience in diverse educational contexts.

In conclusion, while this study offers a rigorous and contextually grounded examination of the SGB's role in supporting teacher resilience amid learner indiscipline, it simultaneously lays the foundation for continued scholarly exploration. Addressing the identified methodological and contextual limitations through longitudinal, comparative, and experimental approaches would further refine the theoretical underpinnings, empirical robustness, and practical relevance of resilience-based governance frameworks. In doing so, future research can consolidate this study's contribution into both national education discourse and the broader global scholarship on resilience and school governance.

7.11 CONTRIBUTIONS OF THE STUDY

7.11.1 Contribution to scholarly knowledge

This study makes a substantial and multidimensional contribution to the scholarly discourse on educational governance, teacher resilience, and learner indiscipline in South African secondary education. Theoretically, it advances knowledge by synthesising SCT (Bourdieu, 1986; Coleman, 1988; Putnam, 2000; Landman, 2022) and resilience theory (Bronfenbrenner, 1977; Masten & Obradović, 2006; Ungar, 2021) into an integrative, contextually embedded analytical framework. This dual-theoretical approach extends the boundaries of the current research by illuminating the intricate interdependencies between governance structures and resilience processes. It conceptualises the SGB as not merely a regulatory entity, but also a dynamic conduit of relational, cultural, and institutional capital that fortifies teacher resilience amid endemic learner indiscipline. In doing so, the study reframes resilience as a socially mediated construct, grounded in the collective capacities and relational networks that permeate the school ecosystem.

Regarding its empirical contribution, the study presents a rare quantitative lens for an area of inquiry traditionally dominated by qualitative approaches. Drawing on a comprehensive sample of 355 Western Cape high schools, it presents statistically robust evidence of systemic patterns in SGB members' perceptions, competencies, and governance practices. The high internal consistency of the measurement instrument (Cronbach's α and McDonald's ω coefficients, exceeding 0.79 across all subscales) affirms the reliability of the findings. Crucially, the results substantiate significant associations between SGB training adequacy, willingness to address learner indiscipline, and the perceived necessity for

strategic frameworks to support teacher resilience. By employing statistical triangulation, the study enhances methodological sophistication in educational governance research, setting a new empirical benchmark for future investigations in the South African context and beyond.

Furthermore, the qualitative phase enriches theoretical understanding by situating SGB practices within their lived, socioecological realities. The narratives of SGB members reveal how leadership efficacy and resilience-supporting capacity are shaped by contextual adversities, such as socioeconomic deprivation, community violence, and the residual challenges of post-Covid school overcrowding. This nuanced insight expands prevailing conceptions of resilience from an individual attribute to a dynamic, interactional process influenced by social ecology. It also reconceptualises SGBs as active resilience brokers – agents who mediate between systemic constraints and teacher wellbeing through collective, context-sensitive governance practices.

Finally, the development of the School Governing Body Resilience Support Framework (SRSF) is a distinctive scholarly innovation. The SRSF translates the study's theoretical insights into a cyclical, four-pillar model – Empowerment, Engagement, Intervention, and Evaluation – which operationalises the mechanisms through which SGBs can systematically promote teacher resilience. This framework bridges the gap between abstract theorisation and practical governance application, offering both a conceptual tool for academic inquiry and a strategic blueprint for policy formulation and institutional practice. By embedding resilience-building mechanisms in governance processes, the SRSF enriches the corpus of international scholarship on school resilience systems and offers a replicable model for educational improvement in comparable socio-educational contexts.

7.11.2 Contribution to policy development

This study makes an important and timely contribution to educational policy discourse in South Africa, particularly in the domains of school governance, teacher support, and learner discipline management. By foregrounding the SGB as a pivotal agent in fostering teacher resilience, the study generated evidence-based insights that could inform the refinement of existing education policies under the South African Schools Act 84 of 1996 (RSA, 1996b) and the Western Cape Education Department's (WCED) governance guidelines. The findings indicated that SGB members' preparedness, training adequacy, and collaborative ethos were decisive factors in determining how effectively schools responded to escalating learner indiscipline and its impact on teaching and learning.

From a policy perspective, the research underscores the necessity for systemic professionalisation and capacitation of SGBs. The empirical results revealed consistent associations between SGB members' governance competencies and their ability to implement supportive interventions that sustained teacher resilience. This substantiates the argument for policy frameworks that go beyond compliance-based governance to embrace developmental governance – an approach that integrates psychosocial awareness, contextual sensitivity, and relational leadership into the policy architecture of school management.

Furthermore, the study's theoretical synthesis of social capital and resilience theories provides a new conceptual lens for education policymakers. It suggests that resilience-building should be embedded as an explicit policy objective rather than treated as a peripheral concern. In this regard, the SRSF offers a policy-informing blueprint capable of guiding provincial and national departments in developing structured, multitiered interventions that link SGB training, teacher wellbeing, and school climate improvement. The study thus contributes to shifting policy thinking from reactive disciplinary measures towards proactive resilience-building mechanisms that strengthen both teacher sustainability and school effectiveness.

7.11.3 Contribution to professional practice

In practical terms, this study provides actionable insights and a structured implementation tool that can meaningfully inform school-level governance and leadership practices. The SRSF is specifically approached to translate theoretical concepts into practical strategies, offering schools a cyclical process grounded in four operational pillars, namely Empowerment, Engagement, Intervention, and Evaluation. Each pillar encapsulates a set of implementable actions that collectively enhance the SGB's capacity to foster teacher resilience and manage learner indiscipline through constructive, collaborative processes.

The Empowerment pillar emphasises the need for targeted capacity-building programmes for SGB members, enabling them to understand the psychosocial dimensions of teaching under stress and the importance of relational support mechanisms. Engagement focuses on strengthening partnerships among SGBs, teachers, parents, and community stakeholders to build shared responsibility for learner conduct and teacher wellbeing. Intervention advocates for structured resilience-promoting initiatives such as mentorship systems, peer-support forums, and classroom visitation protocols that align with the broader objectives of school improvement. Finally, Evaluation ensures reflective monitoring and iterative

refinement of these practices, fostering a culture of accountability and adaptive learning within the governance process.

Through this practical orientation, the study presents a replicable model that can be adopted, adapted, and scaled across different schooling contexts within South Africa and other emerging economies that face similar socioeducational challenges. The framework empowers schools to internalise resilience-building as part of their governance ethos, thereby reducing teacher burnout, improving school morale, and mitigating the detrimental effects of learner indiscipline. Moreover, it offers a platform for training institutions and district officials to approach professional development programmes that are empirically grounded and contextually responsive.

Ultimately, the study's practical contribution lies in its capacity to operationalise resilience theory in the lived realities of South African schools. It equips educational leaders and policymakers with a coherent, evidence-based framework for action, one that repositions the SGB as a proactive partner in cultivating resilient teaching environments and sustaining quality education under challenging conditions.

7.12 CONCLUDING REMARKS

This chapter presented the SRSF, a strategic model that transformed the empirical synthesis of this study's findings into an actionable guide for governance. By positioning SGBs as catalysts for resilient teaching amid the complex challenge of learner indiscipline in the Western Cape, the framework answers the urgent call from participants for structured, context-sensitive support. Through the cyclical processes of empowering members, engaging networks, intervening strategically, and evaluating adaptively, the SRSF offers a pathway to heal fragmented schooling ecologies. In addition, this study contributes to the decolonisation of schooling practice (Ndlovu et al., 2023) by championing a locally relevant, theoretically robust, and empirically grounded approach. It is a conclusive argument for the systemic enactment of this framework to foster equitable, resilient, and thriving school environments.

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APPENDIX A: LETTER TO SCHOOL PRINCIPALS REQUESTING PERMISSION TO CONDUCT RESEARCH



Cyril Goldstone
Flat 10, Cumnor Court
292 Main Road
Kenilworth
Cape Town
7708
20 September 2022

The Principal
XXXXXXXX High School

Dear Sir,

Re: Request to conduct research at XXXXXXXX High School

I am a Doctor of Philosophy (PhD) student at the University of South Africa where I am conducting research in the field of Education Management under the supervision of Professor R.J. Botha.

The title of my PhD thesis is: **The role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.**

This mixed-methods research study that is embedded in the pragmatic paradigm following an explanatory, sequential approach has met the stringent requirements of the Research Ethics Committee of the University of South Africa. I have also been granted written

permission by the Western Cape Education Department to conduct research in Western Cape high schools.

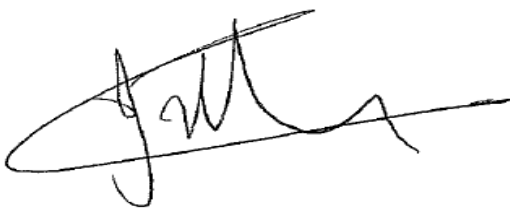
The aim of the study is to explain the role of the SGB in supporting teacher resilience the face of learner indiscipline in Western Cape high schools. The following research objectives will inform the study to:

- determine the ways in which teacher resilience is being negotiated in the face of learner indiscipline in Western Cape high schools;
- explore how SGBs perceive their role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools;
- investigate how teachers perceive their role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools;
- understand the way in which teacher resilience can be maintained in a school environment that appears dissonant and culturally unfamiliar to the teacher; and
- explain how SGBs can action a strategic framework for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

I hereby seek your permission to involve SGB members currently associated XXXXXXXX high school.

Thank you for giving my kind request your consideration. I kindly await your response in connection with my request.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Cyril Goldstone', with a long horizontal line extending from the end of the signature.

Cyril Goldstone

UNISA PhD Research Candidate

Mobile no.: 079 109 0389

E mail address: 48314730@mylife.unisa.ac.za

APPENDIX B: LETTER TO THE SGB RESPONDENTS WHO PARTICIPATED IN THE QUANTITATIVE PHASE



Cyril Goldstone
Flat 10, Cumnor Court
292 Main Road
Kenilworth
Cape Town
7708
18 January 2023

Dear SGB Respondent,

Re: The Quantitative Phase Survey

Thank you for your willingness to take part in the quantitative phase of this study. For further information, kindly click on the link provided here [_____](#).

The Google form will assign you an alpha-numeric pseudonym and grant you access to the information and questions related to the quantitative survey.

As you may know, I am a Doctor of Philosophy (PhD) student at the University of South Africa where I am conducting research in the field of Education Management under the supervision of Professor R.J. Botha.

The title of my PhD thesis is: **The role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.**

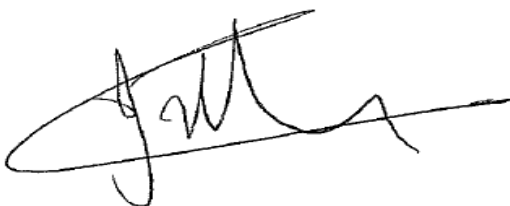
This mixed-methods research study that is embedded in the pragmatic paradigm following an explanatory, sequential approach has met the stringent requirements of the Research Ethics Committee of the University of South Africa. I have also been granted written permission by the Western Cape Education Department to conduct research in Western Cape high schools.

The aim of the study is to explain the role of the SGB in supporting teacher resilience the face of learner indiscipline in Western Cape high schools. The following research objectives will inform the study to:

- determine the ways in which teacher resilience is being negotiated in the face of learner indiscipline in Western Cape high schools;
- explore how SGBs perceive their role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools;
- investigate how teachers perceive their role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools;
- understand the way in which teacher resilience can be maintained in a school environment that appears dissonant and culturally unfamiliar to the teacher; and
- explain how SGBs can action a strategic framework for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Thank you once again for volunteering to take part in this quantitative survey.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Cyril Goldstone', with a long horizontal stroke extending to the right.

Cyril Goldstone

UNISA PhD Research Candidate

Mobile no.: 079 109 0389

E mail address: 48314730@mylife.unisa.ac.za

APPENDIX C: LETTER TO THE SGB PARTICIPANTS WHO PARTICIPATED IN THE QUALITATIVE PHASE SURVEY



Cyril Goldstone
Flat 10, Cumnor Court
292 Main Road
Kenilworth
Cape Town
7708
13 July 2023

Dear SGB Participant,

Re: The Qualitative Phase Survey

Thank you for your willingness to take part in the qualitative phase of this study. Kindly click on the link provided here [___](#) in order to fill in your biographical information. The Google form will assign you an alpha-numeric pseudonym for the qualitative phase of this study.

As you may know, I am a Doctor of Philosophy (PhD) student at the University of South Africa where I am conducting research in the field of Education Management under the supervision of Professor R.J. Botha.

The title of my PhD thesis is: **The role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.**

This mixed-methods research study that is embedded in the pragmatic paradigm following an explanatory, sequential approach has met the stringent requirements of the Research Ethics Committee of the University of South Africa. I have also been granted written

permission by the Western Cape Education Department to conduct research in Western Cape high schools.

The questions that will be propounded during the Zoom interview will be the following:

What are the ways in which teacher resilience is being negotiated in the face of learner indiscipline in Western Cape high schools?

- How do SGBs perceive their role in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?
- How do teachers perceive the role of the SGB in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?
- What are the ways in which teacher resilience in the face of learner indiscipline can be maintained in a school environment that appears dissonant and culturally unfamiliar to the teacher?
- How can SGBs action a SRSF for supporting teacher resilience in the face of learner indiscipline in Western Cape high schools?

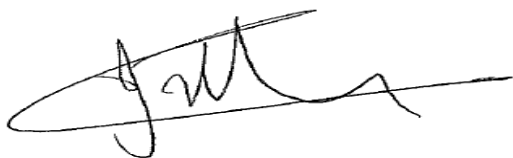
The study will also entail the following steps in order to ensure a high level of professionalism:

- Each Zoom interview with the individual participants will be approximately 20 minutes.
- Each interview will be digitally recorded.
- Interviews will be conducted after school hours so that the normal teaching and learning programs are not interrupted.
- Each participant will be assigned an alpha-numeric pseudonym. This will be done to secure anonymity. Hence, each participant will not be identifiable in any way from the results of the research.
- Participation in this study is strictly voluntary and participants may withdraw without any consequence.

Your clear, frank and robust expressions in connection with each of these questions will be most appreciated. Thank you in advance for mentally preparing to comment on each of these questions.

I really appreciate your willingness to be part of this qualitative survey.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Cyril Goldstone', with a long horizontal flourish extending to the right.

Cyril Goldstone

UNISA PhD Research Candidate

Mobile no.: 079 109 0389

E mail address: 48314730@mylife.unisa.ac.za

APPENDIX D: WCED RESEARCH APPROVAL LETTER



Directorate: Research

meshack.kanzi@westerncape.gov.za
Tel: +27 021 467 2350
Fax: 086 590 2282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20210518-3067
ENQUIRIES: Mr M Kanzi

Mr Cyril Goldstone
Flat 10; Cumnor Court
290 Main Road
Kenilworth
7708

Dear Cyril Goldstone,

RESEARCH PROPOSAL: THE ROLE OF THE SCHOOL GOVERNING BODY IN SUPPORTING TEACHER RESILIENCE IN THE FACE OF LEARNER INDISCIPLINE IN WESTERN CAPE HIGH SCHOOLS.

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **23 August 2022 till 30 September 2023**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Mr M Kanzi at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards,
Meshack Kanzi
Directorate: Research
DATE: 23 August 2022

A handwritten signature in black ink, appearing to be 'MK' or similar initials, followed by a horizontal line.

APPENDIX E: ETHICAL CLEARANCE CERTIFICATE

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2022/08/10

Ref: **2022/08/10/48314730/09/AM**

Name: Mr CG Goldstone

Student No.: 48314730

Dear Mr CG Goldstone

Decision: Ethics Approval from
2022/08/10 to 2027/08/10

Researcher(s): Name: Mr CG Goldstone
E-mail address: 48314730@mylife.unisa.ac.za
Telephone: 0791090389

Supervisor(s): Name: Prof RJ Botha
E-mail address: Botharj@unisa.ac.za
Telephone: 0824116361

Title of research:

The role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools.

Qualification: PhD Education 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 2022/08/10 to 2027/08/10.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2022/08/10 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.

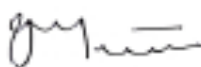


3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures 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 **2027/08/10**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2022/08/10/48314730/09/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 Motlhabane
CHAIRPERSON: CEDU RERC
 motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
 qakisme@unisa.ac.za

APPENDIX F: DATA ANALYSIS CERTIFICATE

NB DATA PTY LTD

NB DATA PTY LTD
112 NELSON, CLARINA, 0182

CERTIFICATE OF DATA ANALYSIS

This document certifies that NB Data PTY Ltd, under the direction of Cyril Goldstone, provided data analysis services in support of their doctoral research entitled:

"The role of the School Governing Body in supporting teacher resilience in the face of learner indiscipline in Western Cape high schools"

Scope of Services Provided:

The services included, but were not limited to:

- Data cleaning and preparation of the provided dataset.
- Application of statistical techniques (including but not limited to: Descriptive Statistics, independent t-tests, Chi and T squares).
- Generation of figures, tables, and visualizations as included in the thesis.
- Interpretation of statistical outputs in the context of the research questions.

The final analytical outputs, including processed data files, statistical code, and accompanying documentation, were delivered to Cyril Goldstone on 15 July 2025.

Important Disclaimer & Terms of Engagement:

1. **Role Definition:** The work was completed by Reshoketswe Matloga and Nkamogeleng Bogopa. We acted as data analysis consultants. Our role was to execute analytical procedures based on the research design, objectives, and data provided by the client.
2. **Data Integrity & Ownership:** The client retained full ownership of the raw data and is solely responsible for its original collection, ethical approval for its use, and its overall integrity and accuracy.
3. **Interpretation & Academic Content:** While I provided statistical interpretation, the client bears sole responsibility for the final academic interpretation, conclusions, theoretical framing, and narrative within their thesis. The integration of the analytical results into the thesis's argument is the client's intellectual work.

This certificate is issued in good faith to acknowledge the completion of the data analysis work as specified.

Sincerely,
Nkamogeleng Bogopa
Data Scientist, MBA
MD NB Data PTY Ltd



APPENDIX G: EDITING CONFIRMATION LETTER

DR JACKIE DE VOS 

ACADEMIC COPY EDITOR / LANGUAGE AND RESEARCH CONSULTANT

BA (Psychology and Communication Studies)
BAHons (Psychology)
MEd, PhD (Educational Psychology)
(NWU)

BAHons (Translation)
MA (Linguistics)
PhD (Languages, Linguistics and Literature)
(Unisa)

072 435 8024



acadwritingconsult@icloud.com



Jackie de Vos



Editing

29 January 2026

To whom it may concern

This letter serves to confirm that the following thesis was edited:

**The role of the School Governing Body in supporting teacher resilience in the face of
learner indiscipline in Western Cape high schools**

Much of the editing dealt with grammatical issues and typos. Editing also involved document layout and editing of the referencing style. Changes were proposed by means of Track Changes.

Clients might amend content/references after the editing process. Clients should make certain that all sources/references have been cited and that they (and their study supervisor, if applicable) are satisfied with the copy before submitting for review, publication, or examination.

Dr Jackie de Vos

APPENDIX H: BIOGRAPHICAL INFORMATION OF PARTICIPANTS

Date & Time	1. What is your gender?	2. What is your home language?	3. What is your age group?	4. What is your highest level of education?	5. What is your SGB experience?	6. What is your teaching experience?	7. What is your position at the school?	8. What is the learner population at your school?	9. What is the geographic location of your high school?	10. What is the language of learning and teaching at your high school?
2024/08/17 11:17:59 pm EEST	Male	English	46-55 years	Undergraduate degree	3-5 years	11-20 years	Departmental Head (HOD)	More than 1 301	Urban area	English
2024/08/17 11:19:34 pm EEST	Male	Nguni (Zulu; Xhosa; Swati; Ndebele)	36-45 years	Master's degree	3-5 years	6-10 years	Departmental Head (HOD)	1001-1 300	Suburban area	Xhosa
2024/08/17 11:20:22 pm EEST	Male	Afrikaans	46-55 years	Undergraduate degree	6-10 years	11-20 years	Deputy Principal	More than 1 301	Urban area	Afrikaans
2024/08/17 11:21:09 pm EEST	Female	Afrikaans	46-55 years	Undergraduate degree	6-10 years	11-20 years	Subject Leader	1001-1 300	Urban area	Afrikaans
2024/08/17 11:22:16 pm EEST	Female	Venda/Tsonga	36-45 years	Undergraduate degree	3-5 years	11-20 years	Subject Leader	1001-1 300	Urban area	English
2024/08/17 11:40:48 pm EEST	Female	English	46-55 years	Master's degree	6-10 years	11-20 years	Deputy Principal	More than 1 301	Urban area	English
2024/08/18 12:06:15 am EEST	Female	Sotho (Sepedi; Sesotho; Tswana)	36-45 years	Undergraduate degree	3-5 years	6-10 years	Subject Leader	1001-1 300	Urban area	English

Date & Time	1. What is your gender?	2. What is your home language?	3. What is your age group?	4. What is your highest level of education?	5. What is your SGB experience?	6. What is your teaching experience?	7. What is your position at the school?	8. What is the learner population at your school?	9. What is the geographic location of your high school?	10. What is the language of learning and teaching at your high school?
2024/08/18 12:24:38 pm EEST	Male	English	46-55 years	Master's degree	6-10 years	21-30 years	Deputy Principal	More than 1 301	Urban area	English
2024/08/18 12:25:28 pm EEST	Male	Afrikaans	46-55 years	Undergraduate degree	6-10 years	21-30 years	Departmental Head (HOD)	1001-1 300	Urban area	Afrikaans
2024/08/18 12:27:47 pm EEST	Female	Nguni (Zulu; Xhosa; Swati; Ndebele)	46-55 years	Undergraduate degree	3-5 years	11-20 years	Departmental Head (HOD)	More than 1 301	Suburban area	English
2024/08/18 12:28:42 pm EEST	Female	English	46-55 years	Undergraduate degree	6-10 years	11-20 years	Subject Leader	More than 1 301	Suburban area	English
2024/08/18 12:34:59 pm EEST	Female	English	46-55 years	Undergraduate certificate or diploma	6-10 years	21-30 years	Deputy Principal	More than 1 301	Urban area	English
2024/08/18 12:38:02 pm EEST	Female	English	56-65 years	Undergraduate degree	6-10 years	21-30 years	Departmental Head (HOD)	More than 1 301	Urban area	Afrikaans
2024/08/18 12:38:42 pm EEST	Female	Nguni (Zulu; Xhosa; Swati; Ndebele)	46-55 years	Undergraduate degree	6-10 years	21-30 years	Departmental Head (HOD)	More than 1 301	Urban area	Xhosa
2024/08/18 12:39:42 pm EEST	Female	Nguni (Zulu; Xhosa; Swati; Ndebele)	56-65 years	Undergraduate degree	6-10 years	21-30 years	Departmental Head (HOD)	1001-1 300	Suburban area	Xhosa

Date & Time	1. What is your gender?	2. What is your home language?	3. What is your age group?	4. What is your highest level of education?	5. What is your SGB experience?	6. What is your teaching experience?	7. What is your position at the school?	8. What is the learner population at your school?	9. What is the geographic location of your high school?	10. What is the language of learning and teaching at your high school?
2024/08/18 12:41:24 pm EEST	Male	English	56-65 years	Undergraduate degree	+10 years	21-30 years	Deputy Principal	801-1 000	Urban area	English
2024/08/18 12:42:22 pm EEST	Male	English	56-65 years	Doctoral degree	6-10 years	None	None of the above	801-1 000	Urban area	English
2024/08/18 12:43:25 pm EEST	Male	Afrikaans	56-65 years	Undergraduate degree	+10 years	21-30 years	Departmental Head (HOD)	1001-1 300	Urban area	Afrikaans
2024/08/18 12:44:40 pm EEST	Male	Nguni (Zulu; Xhosa; Swati; Ndebele)	26-35 years	Undergraduate degree	2-3 years	6-10 years	Subject Leader	More than 1 301	Suburban area	Xhosa
2024/08/18 12:45:31 pm EEST	Female	Nguni (Zulu; Xhosa; Swati; Ndebele)	26-35 years	Undergraduate degree	2-3 years	6-10 years	Subject Leader	1001-1 300	Suburban area	Xhosa
2024/08/18 12:48:57 pm EEST	Male	Afrikaans	26-35 years	Undergraduate degree	2-3 years	6-10 years	Subject Leader	More than 1 301	Suburban area	Afrikaans
2024/08/18 12:51:07 pm EEST	Male	Sotho (Sepedi; Sesotho; Tswana)	26-35 years	Undergraduate degree	2-3 years	6-10 years	Subject Leader	1001-1 300	Suburban area	English
2024/08/18 12:52:13 pm EEST	Male	English	26-35 years	Undergraduate degree	2-3 years	0-5 years	Class tutor	1001-1 300	Suburban area	Afrikaans

Date & Time	1. What is your gender?	2. What is your home language?	3. What is your age group?	4. What is your highest level of education?	5. What is your SGB experience?	6. What is your teaching experience?	7. What is your position at the school?	8. What is the learner population at your school?	9. What is the geographic location of your high school?	10. What is the language of learning and teaching at your high school?
2024/08/18 9:42:58 pm EEST	Female	English	56-65 years	Undergraduate degree	+10 years	21-30 years	Departmental Head (HOD)	More than 1 301	Urban area	English
2024/08/18 9:43:34 pm EEST	Female	English	36-45 years	Undergraduate degree	6-10 years	11-20 years	Departmental Head (HOD)	1001-1 300	Urban area	English
2024/08/18 9:44:08 pm EEST	Female	Afrikaans	56-65 years	Undergraduate degree	+10 years	21-30 years	Departmental Head (HOD)	More than 1 301	Suburban area	Afrikaans
2024/08/18 9:44:55 pm EEST	Female	Afrikaans	46-55 years	Undergraduate degree	6-10 years	11-20 years	Departmental Head (HOD)	More than 1 301	Urban area	Afrikaans
2024/08/18 9:45:40 pm EEST	Female	Nguni (Zulu; Xhosa; Swati; Ndebele)	36-45 years	Undergraduate degree	6-10 years	11-20 years	Deputy Principal	More than 1 301	Urban area	Xhosa
2024/08/18 9:47:10 pm EEST	Male	English	56-65 years	Undergraduate degree	+10 years	21-30 years	Deputy Principal	More than 1 301	Urban area	English
2024/08/18 9:47:51 pm EEST	Male	Afrikaans	56-65 years	Undergraduate degree	+10 years	21-30 years	Deputy Principal	More than 1 301	Urban area	Afrikaans

APPENDIX I: PROJECT DOCUMENTATION



Project Cyril V2
Data Analytics Report
31/03/2025

Introduction

The client requested and re-analysis of the data after the number of respondents were increased. The client requested:

1. Descriptive statistics
2. Custom tables
3. Chi-Square Test
4. T-Test

Overview of the Data

The dataset analysed in this study consists of responses collected through a structured quantitative instrument. The data primarily includes categorical variables, which represent participant perspectives, demographic information, and responses to survey questions.

Analysis Conducted

The analysis undertaken involved multiple stages, including:

1. **Exploratory Data Analysis (EDA)** – A preliminary review of the data structure, frequency distributions, and missing values. The discrepancies were discussed and agreed upon.

Table 1: Data Overview

Metric	Value
Total Responses	355
Total Columns	62
Duplicate Rows	0

Table 2: Missing Values

Column	Missing Values	Missing Percentage
A6. What is your teaching experience?	12	3,370786517

B4. In the past three years, a SGB union has provided professional training to SGB members at my school that has helped us to govern the school..1	353	99,15730337
---	-----	-------------

*Column B4 is a duplicate column with only 3 values, this will be deleted.

2. Descriptive Statistics

Descriptive statistics provide a summary of the main characteristics of a dataset, helping to understand its distribution and key patterns. This includes Frequency Distributions. Computation of frequency counts and percentages for categorical variables, summarized in tabular form for clarity.

Attached document: Descriptive_Stats

3. Visualization

Two documents were created, one with Bar charts (attached document: Categorical_Analysis_Bar Charts) and another with pie charts (attached document: Categorical Analysis_ Pie Charts) were generated to illustrate distributions and highlight trends.

4. Chi-Square Test – A statistical test performed to assess associations between categorical variables and determine whether observed differences are significant.

The T-test is used for comparing the means of numerical data between two groups. Since your dataset consists entirely of categorical data, a T-test is not applicable because there are no numerical values to compute means for. For categorical data, the Chi-Square Test is the preferred method because it checks for associations between categorical variables.

A T-Test is a statistical test used to compare the means of two groups to determine if there is a significant difference between them. It helps answer questions such as:

- Are the means of two groups significantly different from each other?
- Is a particular variable influencing outcomes in a dataset?

The T-Test assumes that the data is normally distributed and is commonly used in research to compare samples. There are different types of T-Tests:

- Independent (Unpaired) T-Test: Compares two separate groups (e.g., male vs. female responses).
- Paired T-Test: Compares the means of the same group before and after an intervention.

Chi-Square Test

The Chi-Square Test is a statistical method used to determine whether there is a significant association between two categorical variables. It helps answer questions like:

- Are two variables independent, or do they influence each other?
- Is there a pattern in the observed data that differs from what we'd expect by chance?

It is useful in survey analysis when comparing responses across different groups. For example, in your dataset, a Chi-Square Test can help determine whether factors like gender, age group, or location influence certain categorical responses (e.g., opinions on a topic, choices, or behaviours).

The test compares the observed frequencies (actual data) with the expected frequencies (what we'd expect if there was no relationship between the variables). If the difference between these values is large enough, we reject the assumption that the variables are independent and conclude there is an association.

Interpreting Results

If the $p\text{-value} < 0.05$, there is a statistically significant association between the variables. If the $p\text{-value} \geq 0.05$, the variables are likely independent (no significant relationship).

A document with all the results is attached. Below are the 10 related variables.

Variable 1	Variable 2	Chi-Square Statistic	p-value	Degrees of Freedom
C5. At present, SGB members are professionally trained to support teacher resilience in the face of learner	D6. Even without professional training, SGB members are willing to	642,9	1,3E-119	25

indiscipline in Western Cape high schools.	eradicate learner indiscipline at the school.			
C1. Teacher resilience may be defined as the capacity to overcome personal vulnerabilities and environmental stressors.	C2. Teacher resilience relates to the manner in which teachers confront and manage learner indiscipline in order to promote the successful outcomes of all learners.	545,9	8,0E-117	4
B5. At my school, there exists a rift (i.e. disunity) between SGB members and the teachers.	B6. At my school, SGB members seem out of touch with teacher-learner challenges experienced at the school.	596,1	7,8E-110	25
E5. At present, SGB members are professionally trained to handle instances of learner indiscipline in Western Cape high schools.	E6. Even without professional training, SGB members are willing to eradicate learner indiscipline in Western Cape high schools.	559,4	3,6E-102	25
C5. At present, SGB members are professionally trained to support teacher resilience in the face of learner indiscipline in Western Cape high schools.	C6. Even without professional training, SGB members are willing to support teacher resilience in the face of learner indiscipline in Western Cape high schools.	531,2	8,3E-100	20
C2. Teacher resilience relates to the manner in which teachers confront and manage learner indiscipline in order to promote the successful outcomes of all learners.	C3. Teacher resilience may best be described as a teacher's ability to stay in control of challenging learner behavioural circumstances whilst making their (i.e. the teacher's) dedication to teaching.	466,5	1,2E-99	4
B3. As an SGB member, I have received no professional training in connection with governing the school.	B5. At my school, there exists a rift (i.e. disunity) between SGB members and the teachers.	532,6	1,3E-96	25

C5. At present, SGB members are professionally trained to support teacher resilience in the face of learner indiscipline in Western Cape high schools.	F9. In Western Cape high schools, the SGB regularly reviews and discusses strategies to overcome learner indiscipline.	519,2	8,1E-94	25
E2. Teacher-targeted bullying, social media bullying and outright public defiance are some of the other forms of learner indiscipline that teachers nowadays have to endure.	E10. A strategic framework needs to be developed that outlines the role of the SGB in supporting teacher resilience at the school.	444,0	5,5E-90	9
B1. The role of the SGB should only involve governing the school.	D1. As an SGB member, I do not fully understand the concept of social capital influence as it applies to schooling.	490,2	8,2E-88	25

This table should help identify outliers with columns that where approached to be related. I suggest using the excel sheet to look at the different columns. For example, you can filter column one and see what relation it has.

Variable 1	Variable 2	Chi-Square Statistic	p-value	Degrees of Freedom
A10. What is the language of learning and teaching at your high school?	E10. A strategic framework needs to be developed that outlines the role of the SGB in supporting teacher resilience at the school.	183,7	4,3E-31	15
A10. What is the language of learning and teaching at your high school?	B1. The role of the SGB should only involve governing the school.	67,6	8,8E-06	25
A10. What is the language of learning and teaching at your high school?	E3. The role of the SGB does not involve supporting teacher resilience in the face of learner indiscipline.	49,3	2,6E-03	25

A10. What is the language of learning and teaching at your high school?	C4. At present, SGB members do not fully grasp the scope of teacher resilience at school.	40,2	2,8E -02	25
A10. What is the language of learning and teaching at your high school?	F5. In Western Cape high schools at present, SGB members are professionally trained to handle instances of learner indiscipline.	33,4	3,1E -02	20
A10. What is the language of learning and teaching at your high school?	F9. In Western Cape high schools, the SGB regularly reviews and discusses strategies to overcome learner indiscipline.	38,0	4,6E -02	25

Conclusion

Certain categorical variables exhibited strong response biases, with some options being significantly more selected than others. The Chi-Square test revealed statistically significant relationships between certain categorical variables, indicating possible interdependencies. The non-parametric tests suggested meaningful differences in responses across different groups, providing additional depth to the analysis.

This document provides a structured review of the data, methodologies used, and findings that contribute to a comprehensive understanding of the dataset.