THE ROLE OF SCHOOL GOVERNING BODIES IN SCHOOL GOVERNANCE IN QUINTILE 1 TO 3 SCHOOLS WITHIN THE MANKWENG CIRCUIT.

by

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ABSTRACT

This study examined the role of School Governing Bodies (SGBs) in school governance in Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province. School Governing Bodies are central to promoting democratic governance, accountability, and stakeholder participation in South African public schools. However, schools in resource-constrained communities often experience governance challenges that may affect the effectiveness of SGBs. The research was motivated by the need to understand how SGBs contribute to governance within these contexts and to explore the practices, challenges, and strategies that influence their effectiveness. Guided by an interpretivist paradigm, the research adopted a qualitative approach and a case study design. Purposive sampling was used to select nine participants comprising three principals, three SGB chairpersons, and three SGB treasurers from three selected Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province. Data were collected through semi-structured face-to-face interviews and analysed using thematic analysis. The findings indicated that SGBs contribute significantly to governance through stakeholder participation, shared decision-making, financial accountability, resource mobilisation, community engagement, and compliance with legislative and policy requirements. Participants generally expressed positive perceptions regarding the effectiveness of their SGBs and reported reasonable levels of compliance with governance procedures despite operating in resource-constrained environments. The findings also highlighted the importance of continuous capacity building, principal support, collaborative leadership, transparent financial management, and community partnerships in strengthening SGB effectiveness. Nevertheless, governance remained constrained by inadequate funding, limited resources, ageing infrastructure, and broader socio-economic challenges that limited the ability of schools and SGBs to fully realise their governance objectives. Stakeholder Theory and the Theory of Organisational Readiness to Change provided the theoretical lens for interpreting these findings by explaining how stakeholder collaboration, organisational capacity, leadership support, and institutional readiness contribute to effective governance. The results support existing literature on stakeholder participation, financial accountability, and capacity development while demonstrating that some Quintile 1 to 3 schools within the Mankweng Circuit have established effective governance practices characterised by accountability, collaboration, and compliance despite contextual challenges. These findings challenge the view that SGBs in disadvantaged schools are generally ineffective and instead demonstrate their

potential to promote effective governance when supported through continuous training, institutional support, stakeholder collaboration, and improved resource mobilisation. The research contributes context-specific knowledge on the functioning of SGBs and offers practical recommendations for strengthening governance in Quintile 1 to 3 schools within the Mankweng Circuit.

Keywords: School Governing Bodies; school governance; stakeholder participation; financial accountability; Quintile 1 to 3 schools; Mankweng Circuit; Limpopo Province.

ACRONYMS

DBE	Department of Basic Education
HOD	Head of Department
ICT	Information And Communication Technology
LTSM	Learning and Teaching Support Materials
NGOs	Non-Governmental Organizations
NNSSF	National Norms and Standards for School Funding
TORC	Theory of Organisational Readiness for Change
SASA	South African Schools Act, 1996
SGB	School Governing Body
SMT	School Management Team

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CHAPTER 1: Introduction

School governance is fundamental to the effective functioning of public schools as it provides the framework through which decisions are made, accountability is maintained, and educational objectives are achieved. In South Africa, democratic school governance is promoted through the South African Schools Act (Act 84 of 1996), which assigns governance responsibilities to School Governing Bodies (SGBs). These responsibilities include adopting school policies, overseeing school finances, promoting stakeholder participation, and supporting the overall development of schools. Through these statutory functions, SGBs contribute to ensuring that schools are governed in a transparent, accountable, and participatory manner (Moorosi, Bantwini, Molale, & Diko 2020; Kruger, Beckmann, & Du Plessis, 2022).

The governance role of SGBs is particularly significant in Quintile 1 to 3 schools, which serve communities characterised by high levels of poverty, limited resources, and persistent socio-economic challenges. Although these schools receive additional government support to address historical educational inequalities, they continue to operate within contexts that may influence the manner in which governance responsibilities are carried out (Department of Basic Education [DBE], 2024; Department of Basic Education [DBE], 2025). Understanding how SGBs fulfil their governance responsibilities within these settings is therefore important for strengthening democratic school governance and improving educational outcomes.

This study focuses on the role of School Governing Bodies in school governance in Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province. It explores how SGB members perform their statutory governance responsibilities, the contextual factors that influence governance practices, and the strategies that support effective school governance in resource-constrained schools. This chapter presents the background to the study, problem statement, purpose, research objectives, research questions, significance of the study, and the organisation of the dissertation.

1.2. Background to the Study

School governance provides the framework through which schools are managed, decisions are made, and accountability is maintained. An important aspect of school governance is the development and implementation of school policies, which provide direction for teaching and

learning, learner discipline, admissions, finance, safety, language, and relationships with the wider school community. Research indicates that well-developed school policies promote consistency, accountability, and effective school management while enabling schools to respond to the needs of their communities (Cheng, 2022; Constantinides, 2022). However, effective school governance depends not only on the existence of sound policies but also on the capacity of those responsible for governing schools to oversee them effectively.

Internationally and across Africa, governments have introduced educational reforms aimed at strengthening school governance and improving educational quality. Despite these reforms, many schools continue to experience governance challenges, particularly in disadvantaged communities where limited financial resources, inadequate infrastructure, and socio-economic pressures affect effective school functioning (Heystek, 2022). Studies by Sibanda and Beckmann (2021) and King and Mestry (2023) report challenges relating to inclusive education, admission policies, financial management, and governance capacity. These studies consistently emphasise that effective school governance depends on active collaboration among key stakeholders, including parents, educators, school leaders, learners, and local communities (Mohapi & Chombo, 2021; Aina & Du Plessis, 2023).

In South Africa, the South African Schools Act (Act 84 of 1996) institutionalised democratic school governance by establishing SGBs as the statutory governance structures of public schools. SGBs comprise elected representatives of parents, educators, non-teaching staff, learners in secondary schools, and the principal serving as an ex officio member. Their legislated responsibilities include adopting school policies, overseeing financial management, promoting accountability, safeguarding school resources, and supporting the overall development of schools (South African Schools Act [SASA], 1996; Deliwe, 2025). These responsibilities position SGBs as central role players in promoting effective school governance.

The governance responsibilities of SGBs are particularly important in Quintile 1 to 3 schools, which primarily serve historically disadvantaged communities. Following the introduction of the school quintile system after 1994, these schools received additional government funding to reduce historical inequalities and improve educational opportunities (Chanee, 2020; Sayed, Motala, Carel, & Ahmed, 2020). Nevertheless, many continue to experience challenges associated with poverty, limited financial and physical resources, ageing infrastructure, and increasing governance demands placed on school leadership and governing structures (Lumadi,

2020; Maistry & Africa, 2020). These contextual realities may influence how SGBs perform their governance responsibilities and support effective school governance.

Although previous studies have examined school governance, educational leadership, stakeholder participation, financial accountability, and policy implementation in South African schools (Matolo & Rambuda, 2022; King & Mestry, 2023), limited empirical research has specifically explored how SGBs perform their governance responsibilities within resource-constrained Quintile 1 to 3 schools in the Mankweng Circuit, Limpopo Province. Most existing studies have focused on broader governance challenges or policy implementation across provinces without providing an in-depth understanding of the governance experiences of SGBs in this specific context. This constitutes the research gap that the present study seeks to address.

Addressing this gap is important because understanding how SGBs perform their statutory governance responsibilities within resource-constrained schools can provide valuable evidence for strengthening governance practices, stakeholder participation, financial accountability, and institutional support. Such evidence may also assist the Department of Basic Education (DBE), school leaders, and SGB members in developing context-responsive strategies that enhance democratic school governance in Quintile 1 to 3 schools.

1.3. Rationale for the Study

Since the advent of democracy, South Africa has introduced several education reforms aimed at promoting equity, improving the quality of education, and addressing historical inequalities. Lawrence (2022) and Motala (2020) note that these reforms were intended to redress past inequalities and enhance educational outcomes. Despite these reforms, many Quintile 1 to 3 schools continue to experience challenges associated with poverty, inadequate resources, and limited institutional capacity, which affect effective school governance (Sayed et al., 2020; Mkhize & Davids, 2023). According to Dlomo, Buthelezi, Mhlongo, & Ajani (2022), SGBs are expected to promote accountability, support school management, and oversee financial matters, while Pakade and Chilenga-Butao (2021) emphasise their contribution to strategic decision-making and school development. Understanding how SGBs perform these governance responsibilities is therefore important for improving the functioning.

The South African Schools Act (SASA), Act 84 of 1996, assigns SGBs important governance responsibilities, including adopting school policies, overseeing financial management, promoting accountability, and supporting the school's long-term development (SASA, 1996). Adams (2024) further argues that these responsibilities are essential for promoting effective and democratic school governance. However, carrying out these responsibilities is often challenging in Quintile 1 to 3 schools because of limited resources and socio-economic pressures (Mkhize & Davids, 2023). According to Mmako (2024), these contextual challenges may affect the ability of SGBs to fulfil their governance responsibilities effectively. Examining these governance experiences can therefore provide valuable insights into the realities faced by SGBs in disadvantaged school contexts (Davids, 2023).

Although previous studies have examined school governance, educational leadership, stakeholder participation, and the functioning of SGBs in South African schools, Kruger et al., (2022) and Xaba (2021) collectively highlight the importance of collaborative governance and stakeholder involvement in school improvement. However, Simeon (2023) notes that limited empirical research has focused specifically on how SGBs carry out their governance responsibilities in Quintile 1 to 3 schools. As Mkhize and Davids (2023) argue, these schools operate within unique socio-economic conditions that may influence governance practices differently from those in better-resourced schools. Addressing this gap will contribute to a better understanding of SGB governance in disadvantaged school contexts and provide insights that may inform policy and practice.

1.4. Problem Statement

SGBs play a statutory role in school governance in terms of the South African Schools Act (SASA, 1996). According to Aina and Bipath (2020), SGBs are expected to contribute to effective school governance through policy development and stakeholder participation. Dwangu and Mahlangu (2021) further emphasise the responsibility of SGBs in promoting accountability and supporting effective school management, while Karlsson, McPherson, and Pampallis (2020) highlight their oversight role in school governance processes. However, evidence suggests that many schools, particularly those located in disadvantaged communities, continue to experience governance challenges that affect the effective execution of these responsibilities (Davids, 2023; Simeon, 2023). Studies by Mohapi and Chombo (2021) and Mkhize and Davids (2023) indicate that limited governance capacity, inadequate training,

resource constraints, and socio-economic challenges often hinder SGBs from fulfilling their governance responsibilities effectively.

Although previous studies have examined school governance and the functioning of SGBs in South Africa, Khanyile and Mpuangnan (2024), King (2020), and Mmako (2024) mainly focus on broad governance issues and SGB functioning across different school contexts. However, there remains limited empirical understanding of how SGB members experience and carry out their governance responsibilities within Quintile 1 to 3 schools in the Mankweng Circuit. Mlambo (2023) and Du Plessis and Mestry (2024) suggest that contextual factors such as resource limitations and socio-economic conditions may significantly influence governance practices in disadvantaged schools. This context-specific knowledge gap therefore necessitates an investigation into the governance role of SGBs by examining the experiences and perspectives of SGB members regarding the factors that influence the performance of their governance responsibilities in these resource-constrained school environments.

1.5. Purpose of the Study

The purpose of this study was to explore the role of SGBs in school governance in Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province. Specifically, the study sought to examine how SGB members perform their statutory governance responsibilities, explore the contextual factors that influence the execution of these responsibilities, and identify the governance practices and strategies that support effective school governance in resource-constrained school environments. By investigating the experiences and perspectives of principals, SGB chairpersons, and SGB treasurers, the study aimed to generate context-specific evidence that contributes to a better understanding of school governance in disadvantaged schools and informs policy, practice, and capacity-building initiatives for strengthening SGBs.

1.6. Research Questions

For this investigation, the following is the research question:

Main research question: What are the experiences of School Governing Bodies regarding the governance of Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province?

Sub-questions:

1. What governance roles do School Governing Bodies perform in Quintile 1 to 3 schools within the Mankweng Circuit?
2. What challenges do School Governing Bodies experience in carrying out their governance responsibilities in Quintile 1 to 3 schools?
3. What strategies can strengthen the governance role of School Governing Bodies in Quintile 1 to 3 schools within the Mankweng Circuit?

1.7. Research Objectives

The objectives of this study were to:

1. Explore the governance roles performed by SGBs in Quintile 1 to 3 schools within the Mankweng Circuit.
2. Examine the challenges experienced by SGBs in fulfilling their governance responsibilities in Quintile 1 to 3 schools within the Mankweng Circuit.
3. Identify strategies that can strengthen the governance role of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit.

1.8. Significance of the Study

This study is significant because it contributes to a better understanding of the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, Limpopo Province. By examining how SGB members perform their statutory governance responsibilities, the study provides context-specific evidence on the governance practices, challenges, and strategies that influence effective school governance in resource-constrained school environments. This contribution is important because effective school governance has been associated with improved accountability, stakeholder participation, financial oversight, and school effectiveness (Kruger et al., 2022; King & Mestry, 2023).

The findings of this study may benefit the DBE, school principals, SGBs, policymakers, and other education stakeholders by providing evidence that can inform governance support programmes, policy implementation, and capacity-building initiatives for SGBs. The findings may also assist schools in strengthening stakeholder participation, collaborative leadership, financial accountability, and resource mobilisation to enhance governance practices in Quintile 1 to 3 schools. In addition, the study contributes to the existing body of knowledge on school

governance by addressing a context-specific gap relating to the governance role of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit. The findings may serve as a useful reference for researchers undertaking future studies on school governance, democratic participation, educational leadership, and the functioning of SGBs in Quintile 1 to 3 schools.

1.9. Definition of Key Concepts

Some concepts which will be used in this research need to be defined to give clarity to their meanings as defined in this study.

School Governance refers to systems of decision-making, strategic direction, accountability, and stakeholder participation through which governing structures oversee the affairs of schools (Gann, 2015; Malunga, 2023). It encompasses the processes and structures through which stakeholders, including parents, educators, learners, and community members, participate in setting policies, ensuring accountability, and promoting the effective functioning of schools (Davids, 2023). In the South African context, governance functions are vested in SGBs, while the professional management and day-to-day administration of schools remain the responsibility of principals under the authority of the Head of Department (HOD), as stipulated in the SASA (SASA, 1996). For the purpose of this study, school governance refers specifically to the roles, responsibilities, and practices of SGBs in providing strategic oversight, facilitating stakeholder participation, ensuring accountability, and supporting effective school functioning in Quintile 1 to 3 schools within the Mankweng Circuit.

School Governing Bodies (SGBs) refer to democratically elected statutory structures established in terms of the South African Schools Act 84 of 1996 to govern public schools and promote stakeholder participation in school decision-making (SASA, 1996). SGBs comprise representatives of parents, educators, non-educator staff, learners in secondary schools, and the principal in an ex officio capacity, and are responsible for functions such as policy formulation, strategic planning, financial oversight, accountability, and supporting the effective functioning of schools (Malunga, 2023; SASA, 1996). In the context of this study, SGBs refer specifically to the governance structures in Quintile 1 to 3 schools within the Mankweng Circuit that oversee school affairs, facilitate stakeholder participation, and contribute to effective school governance and decision-making processes.

Quintile 1 to 3 (No-Fee) schools refer to public schools serving learners from the poorest socio-economic communities in South Africa and are classified according to the National Norms and Standards for School Funding (NNSSF) based on the socio-economic status of the communities in which they are located (National Treasury of South Africa [NTSA], 2021; Sayed et al., 2020; Van Schalkwyk, 2022). These schools are designated as no-fee schools because parents are exempted from paying school fees in order to promote equitable access to education and address historical inequalities in resource distribution (Department of Basic Education [DBE], 2006; Mabulele, 2023; Soudien, 2024). Quintile 1 schools represent the poorest communities, followed by Quintile 2 and Quintile 3 schools, which also experience significant socio-economic disadvantages and resource constraints (Mestry, 2022; Motala & Carel, 2019). In the context of this study, Quintile 1 to 3 schools refer specifically to no-fee public schools within the Mankweng Circuit that operate under conditions of socio-economic disadvantage and limited resources, which may influence the effectiveness of school governance practices and the functioning of SGBs.

Governance roles refer to the legally prescribed responsibilities, duties, and decision-making functions performed by school governing bodies and other educational stakeholders to ensure effective school management, accountability, policy implementation, financial oversight, strategic planning, and stakeholder participation in promoting quality education (SASA, 1996; King & Mestry, 2023). These roles further seek to enhance transparency, collaboration, and compliance with educational policies to improve school effectiveness and learner outcomes (Aina & Du Plessis, 2023). In this study, governance roles specifically refer to the responsibilities undertaken by SGBs in Quintile 1 to 3 schools within the Mankweng Circuit in facilitating effective school governance and supporting the overall functioning of schools.

1.10. Organisation of the Study

Chapter 1: Introduction and Background to the Study

This **c**hapter introduces the study by presenting the background of the study, rationale, problem statement, purpose of the study, research questions, research objectives, significance of the study, definitions of key concepts, and the organisation of the study. The chapter also establishes the context by focusing on the role of SGBds in school governance in Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province.

Chapter 2: Literature Review

This **c**hapter reviews relevant national and international literature on school governance, the roles and responsibilities of SGBs, stakeholder participation, governance challenges, and governance practices in public schools. The chapter further discusses the theoretical framework underpinning the study and identifies the research gap that informed the investigation.

Chapter 3: Research Design and Methodology

This **c**hapter outlines the research methodology adopted for the study. It describes the interpretivist paradigm, qualitative research approach, and case study design. The chapter further discusses the study population, sampling procedures, data collection through semi-structured face-to-face interviews, data analysis using thematic analysis, trustworthiness, ethical considerations, and the limitations of the study.

Chapter 4: Data Presentation and Analysis

This **c**hapter presents the findings generated from the semi-structured interviews conducted with principals, SGB chairpersons, and SGB treasurers. The findings are organised into themes that address the research questions and objectives, providing an overview of the governance roles, challenges, and strategies identified during the study.

Chapter 5: Discussion of Findings

This **c**hapter discusses the findings in relation to the reviewed literature and the theoretical framework. The chapter interprets the results by comparing them with previous studies and explains how the findings contribute to an understanding of the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

Chapter 6: Conclusions and Recommendations

This **c**hapter presents the conclusions drawn from the study based on the research findings. The chapter summarises the key findings in relation to the research objectives and research questions, highlights the contribution of the study to knowledge, acknowledges the limitations of the study, and provides recommendations for policy, practice, capacity building, and future

research aimed at strengthening the role of SGBs and improving school governance in Quintile 1 to 3 schools.

1.11. Chapter Summary

This chapter introduced the study by presenting the background, rationale, and problem statement underpinning the investigation of the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, Limpopo Province. It outlined the purpose of the study, research objectives, research questions, and the significance of the study. The chapter also defined the key concepts, described the scope of the study, and provided an overview of the theoretical framework, research methodology, and ethical considerations that guide the investigation. These elements establish a clear foundation for examining the experiences, perceptions, and governance practices of SGBs in disadvantaged school contexts. The next chapter reviews the relevant literature and theoretical perspectives that inform the study and situates it within the broader body of knowledge on school governance.

Keywords: School Governing Bodies, school governance, governance roles, stakeholder participation, decision-making, Quintile 1 to 3 schools, no-fee schools, under-resourced schools, organisational readiness to change, educational accountability.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

School governance plays a significant role in promoting effective teaching and learning, ensuring accountability, and facilitating the efficient functioning of schools in accordance with legislative and policy requirements (Kruger et al., 2022). Within the South African context, SGBs are recognised as important structures for democratic participation and shared decision-making because they provide opportunities for parents, educators, learners, and communities to participate in school governance processes (Moorosi et al., 2020). However, the literature suggests that the effectiveness of SGBs in fulfilling their governance responsibilities is often influenced by contextual conditions. In particular, schools located in socio-economically disadvantaged communities frequently experience governance challenges arising from poverty, resource shortages, and limited governance capacity (Blose, 2024; Lombo & Subban, 2024). These findings indicate that the effectiveness of school governance cannot be understood independently of the context in which it operates.

The literature further demonstrates that effective school governance depends on several interrelated factors, including stakeholder participation, leadership support, governance capacity, and the availability of institutional resources. While some studies emphasise the importance of democratic participation and collaborative decision-making in promoting effective governance, others argue that socio-economic inequalities and inadequate institutional support often constrain the ability of SGBs to perform their statutory responsibilities effectively (Dlomo et al., 2022; Ntuli, Mncube, & Mkhasibe, 2023). Consequently, there is increasing recognition that legislative provisions alone are insufficient to guarantee effective school governance.

This study is guided by the Theory of Organisational Readiness to Change, which posits that organisational effectiveness is influenced by stakeholders' collective commitment, leadership support, organisational capacity, and the availability of resources necessary to implement desired actions (Weiner, 2009; Wang, Olivier, & Chen, 2023, Baloyi, Meyer, & Rossouw, 2026). The theory provides a useful lens for understanding how organisational and contextual factors influence the functioning of SGBs in lower-quintile schools. Studies informed by organisational readiness perspectives suggest that schools characterised by strong

collaboration, adequate support structures, and sufficient resources are more likely to implement governance practices effectively, whereas schools operating under conditions of resource scarcity and weak institutional support may experience difficulties in fulfilling governance responsibilities (Aldridge & McLure, 2024; Kalbermatten, 2024). This perspective is particularly relevant to Quintile 1 to 3 schools, which frequently operate within contexts characterised by socio-economic disadvantage and limited educational resources.

Contemporary scholarship increasingly emphasises collaborative governance and stakeholder participation as important mechanisms for strengthening school governance structures (Maqhubela, 2022; Khantsi, 2024). Studies indicate that partnerships among SGBs, school management teams, communities, and external stakeholders may enhance resource mobilisation, accountability, and school improvement initiatives (Mkhize & Hungwe, 2022; Nkambule, Ngubane, & Mashiane-Nkabinde, 2024). Nevertheless, evidence also suggests that schools in disadvantaged communities often experience difficulties in sustaining meaningful stakeholder participation because of poverty, unemployment, and limited governance capacity. These contrasting findings highlight the need for context-specific investigations into how SGBs perform their governance responsibilities within Quintile 1 to 3 environments.

Although school governance has been widely investigated within South Africa, relatively limited empirical attention has been devoted to understanding how SGBs perform their governance responsibilities specifically within Quintile 1 to 3 schools. This literature review therefore examines existing scholarship on school governance and the role of SGBs, with particular attention to governance responsibilities, stakeholder participation, organisational factors, resource constraints, and strategies for strengthening governance in disadvantaged schools. The review further provides the theoretical and empirical foundation for understanding the role of SGBs in school governance and identifies gaps that justify the present study.

2.2. Theoretical Framework

A theoretical framework provides the conceptual foundation for a study by explaining the theories that guide the interpretation of the research problem, the analysis of the findings, and the understanding of the relationships among the key concepts under investigation (Creswell & Creswell, 2017; Kumar, 2018; Njenga, 2023). This study is underpinned by Stakeholder Theory and the Theory of Organisational Readiness to Change (TORC). These theories were

selected because they offer complementary perspectives for understanding the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, Limpopo Province. Stakeholder Theory emphasises the importance of stakeholder participation, collaboration, and shared decision-making in promoting effective school governance (Freeman, 1984; Stoelhorst & Vishwanathan, 2024), while TORC explains how organisational readiness, leadership support, institutional capacity, and collective commitment influence the ability of SGBs to fulfil their statutory governance responsibilities (Weiner, 2020; Wang, Olivier, & Chen, 2023). Together, these theories provide a comprehensive framework for examining the governance roles, challenges, and strategies that shape the effectiveness of SGBs in disadvantaged schools.

2.2.1. Stakeholder Theory

Stakeholder Theory, originally developed by Freeman (1984), provides a useful framework for understanding school governance by emphasising the importance of inclusive participation, collaboration, and shared responsibility among stakeholders in achieving organisational objectives. The theory proposes that organisations function more effectively when the interests and contributions of all stakeholders are recognised and incorporated into decision-making processes (Stoelhorst & Vishwanathan, 2024). In the context of education, key stakeholders include parents, educators, learners, school management teams, SGBs, education authorities, and community members, all of whom contribute to the governance of schools (Khadija, 2022).

Within school governance, Stakeholder Theory emphasises that effective governance depends on meaningful stakeholder participation, collaborative decision-making, transparency, and accountability. These principles align closely with the SASA, which promotes democratic school governance by assigning governance responsibilities to SGBs and encouraging the active participation of parents, educators, learners in secondary schools, and local communities in school affairs (SASA, 1996; DBE, 2025). Through collaborative governance, stakeholders contribute to policy development, financial oversight, strategic planning, and school improvement initiatives that support effective school functioning.

Although Stakeholder Theory highlights the importance of participation and collaboration, empirical studies suggest that meaningful stakeholder engagement is often influenced by contextual factors. In disadvantaged school communities, socio-economic inequalities, unequal power relations, limited governance capacity, and resource constraints may restrict the ability

of stakeholders to participate effectively in governance processes (Nkambule, 2023; Du Plessis & Mestry, 2024). These contextual realities indicate that stakeholder participation is influenced not only by formal governance structures but also by the organisational and socio-economic conditions within which schools operate.

Despite these limitations, Stakeholder Theory provides an appropriate framework for this study because it explains how collaboration, shared responsibility, and stakeholder participation contribute to effective school governance. The theory is particularly relevant to this study as it provides a basis for examining how SGBs engage with principals, educators, parents, and other stakeholders in fulfilling their statutory governance responsibilities within Quintile 1 to 3 schools in the Mankweng Circuit. It also provides a useful lens for understanding the governance practices, challenges, and collaborative strategies that influence the effectiveness of SGBs in similar environments.

2.2.2. Theory of Organisational Readiness to Change (TORC)

This study is guided by the TORC, developed by Weiner (2009), as the theoretical framework for understanding the role of SGBs in school governance. TORC conceptualises organisational readiness as the shared commitment and collective capability of organisational members to implement and sustain change successfully (Weiner, 2020). Recent studies further emphasise that organisational readiness is shaped by organisational culture, leadership support, stakeholder collaboration, and institutional capacity, all of which influence an organisation's ability to achieve its goals (Sager & Gofen, 2022; Wang et al., 2023). Within the context of this study, the theory provides a useful lens for understanding how SGBs develop the commitment, capacity, and organisational support required to perform their statutory governance responsibilities effectively.

The theory is particularly relevant to school governance because effective governance depends on the collective efforts of principals, SGB members, educators, parents, and other stakeholders. Previous studies have shown that stakeholder participation, collaborative leadership, governance capacity, and institutional support contribute significantly to effective school governance (Kruger et al., 2022; Ntuli & Mncube, 2023). However, the extent to which these factors influence governance practices differs across school contexts, particularly in disadvantaged communities where limited resources and socio-economic challenges affect

organisational functioning (Miake-Lye, Delevan, Ganz, Mittman, & Finley, 2020). TORC therefore provides an appropriate framework for examining how organisational readiness influences the ability of SGBs to fulfil their governance responsibilities in Quintile 1 to 3 schools within the Mankweng Circuit.

The theory further recognises that organisational readiness is influenced by both psychological and structural factors. Psychological readiness refers to the shared commitment and confidence of organisational members to achieve common goals, while structural readiness relates to the availability of resources, institutional support, leadership, and organisational systems required for effective implementation (Weiner, 2020). In the South African context, these dimensions are particularly relevant because SGBs often operate in schools characterised by inadequate resources, limited governance training, and socio-economic challenges that may affect their ability to carry out their statutory responsibilities effectively (Ntuli et al., 2023). Consequently, TORC provides a valuable framework for understanding how organisational and contextual factors shape school governance practices.

Although the TORC offers valuable insights into organisational capacity and collective readiness, it has certain limitations. The theory was primarily developed to explain organisational change and does not explicitly address democratic school governance or the broader structural inequalities associated with poverty, historical disadvantage, and unequal resource distribution. These contextual realities may also influence the effectiveness of SGBs in Quintile 1 to 3 schools. Nevertheless, the theory's emphasis on stakeholder commitment, collective efficacy, leadership support, and organisational capacity makes it highly relevant for examining the factors that enable or constrain SGBs in fulfilling their governance responsibilities. Accordingly, TORC guided the interpretation of the findings by providing a framework for understanding how organisational readiness, stakeholder commitment, leadership support, and institutional capacity influence the governance practices of SGBs in Quintile 1 to 3 schools. The theory therefore offers a suitable theoretical lens for explaining how governance capacity and contextual conditions shape effective school governance.

2.3. School Governance and Role of SGBs

School governance refers to the system through which schools are directed, regulated, and held accountable to ensure that educational objectives are achieved effectively. It encompasses the

structures, processes, and relationships through which decisions are made, resources are managed, and accountability is maintained within schools (Davids, 2023; Mlambo, 2023). In South Africa, democratic school governance is founded on SASA, which introduced SGBs as representative governance structures to decentralise decision-making and promote stakeholder participation in public schools (SASA, 1996; Davids, 2022). The Act assigns governance responsibilities to parents, educators, non-teaching staff, learners in secondary schools, and local community representatives, thereby promoting shared responsibility, accountability, and participatory decision-making in school affairs.

SGBs play a central role in ensuring that schools operate in accordance with legislative and policy requirements while responding to the needs of their communities. Their statutory responsibilities include developing and reviewing school policies, overseeing financial management, supporting school development planning, recommending staff appointments, safeguarding school assets, and promoting collaboration between schools and communities (SASA, 1996; Simeon, 2023). These responsibilities position SGBs as key governance structures responsible for strengthening accountability, transparency, democratic participation, and effective school governance (Kruger et al., 2022; Mmako, 2024).

The literature further indicates that effective school governance extends beyond compliance with legislation and depends on the capacity of SGBs to execute their responsibilities effectively. Governance effectiveness is influenced by members' knowledge of legislation, financial management skills, strategic planning, communication, and stakeholder engagement (Mlambo, 2023). Furthermore, collaborative relationships among principals, educators, parents, learners, and communities strengthen collective decision-making, accountability, and school development (Mohapi & Chombo, 2021). These findings are consistent with Stakeholder Theory, which emphasises that organisations function more effectively when stakeholders participate meaningfully in governance processes and contribute to shared decision-making (Freeman, 1984).

Although SGBs operate under the same legislative framework, their effectiveness varies according to the context within which schools' function. Schools serving disadvantaged communities often experience poverty, inadequate infrastructure, resource shortages, and limited institutional support, which influence the ability of SGBs to fulfil their governance responsibilities effectively (Gamede, 2020). The quintile funding system was introduced to

reduce educational inequalities by providing increased financial support to poorer schools (DBE, 2004). Nevertheless, studies indicate that many Quintile 1 to 3 schools continue to face persistent socio-economic and organisational challenges that affect governance capacity (Maistry & Africa, 2020; Lombo & Subban, 2024). Consequently, SGBs in these schools frequently balance their statutory governance responsibilities with addressing immediate operational and resource-related challenges (Chauke, 2017).

The effectiveness of SGBs is also shaped by governance capacity, institutional support, and stakeholder participation. Research indicates that many SGB members, particularly in disadvantaged schools, assume governance responsibilities with limited prior experience and insufficient training in financial management, legislative interpretation, strategic planning, and collaborative leadership (Makhuvele, 2019; Faku & Mulaudzi, 2024). At the same time, poverty, unemployment, low educational attainment, and demanding work commitments often limit meaningful participation by parents and community members, thereby constraining collaborative governance processes (Myende & Nhlumayo, 2022). Studies further report that unclear distinctions between governance and management responsibilities may create tensions between principals and SGB members, affecting accountability and decision-making (Kruger et al., 2022). These findings suggest that legislative provisions alone do not guarantee effective governance; rather, governance outcomes depend on the interaction between governance capacity, institutional support, stakeholder participation, and contextual realities.

Despite these constraints, evidence suggests that many SGBs demonstrate resilience by mobilising community resources, establishing partnerships with local organisations and businesses, and strengthening stakeholder relationships to support school development initiatives (Mkhize & Hungwe, 2022). Such adaptive strategies illustrate that effective school governance depends not only on legislative mandates but also on collaborative leadership, community participation, and the capacity of SGBs to respond to local challenges. From the perspective of TORC, governance effectiveness is strengthened when schools possess adequate leadership support, governance capacity, stakeholder commitment, and institutional resources to implement governance responsibilities successfully (Wang et al., 2023).

Overall, the literature demonstrates that SGBs are fundamental to democratic school governance because they promote accountability, stakeholder participation, and shared decision-making while supporting school development (Davids, 2022, 2023). However, their

effectiveness is shaped by legislative mandates, governance capacity, stakeholder engagement, institutional support, leadership, and the socio-economic conditions within which schools operate (Jama, Buka, Naidoo, & Moloi, 2024; Kern, 2025). Although these factors have been examined in various contexts, limited research has explored how they interact within Quintile 1 to 3 schools. This gap justifies the present study, which seeks to examine the role of SGBs in school governance in Quintile 1 to 3 schools.

2.4. School Governance Responsibilities in Policy Development and Implementation

SGBs perform various statutory governance responsibilities that contribute to the effective functioning of schools, one of which is policy development and oversight of policy implementation. Within the South African education system, the SASA assigns SGBs responsibility for developing and adopting key school policies that support school governance (SASA, 1996). Through these statutory responsibilities, SGBs promote democratic governance, accountability, stakeholder participation, and effective school management (King & Mestry, 2023; Simeon, 2023). Although the day-to-day implementation of school policies is primarily the responsibility of principals and School Management Teams (SMTs), SGBs provide strategic direction by approving policies, monitoring their implementation, and ensuring compliance with legislative requirements (SASA, 1996; Adams, 2024).

The literature consistently recognises that effective policy development and implementation depend on collaborative governance involving parents, educators, school management, learners, and the broader community (Tao, 2022; Moyo, Litshani, Mashau, Sebopetsa, & Mohale, 2023). While these studies agree that participatory governance strengthens accountability, transparency, and shared ownership of school decisions, they also indicate that the effectiveness of SGBs is shaped by factors such as governance capacity, stakeholder participation, leadership support, and the availability of financial and institutional resources (Ngema, Lukhele, & Lumadi, 2024). This suggests that policy development and implementation are not isolated administrative processes but governance functions that require collaboration, organisational readiness, and clearly defined roles among school stakeholders. Given the focus of this study on the role of SGBs in school governance, it is important to examine how SGBs fulfil their responsibilities in policy development and implementation. Understanding these governance responsibilities provides a basis for exploring how SGBs contribute to accountability, stakeholder participation, and effective school governance.

2.4.1. Conceptualising School Policies within School Governance

School policies are fundamental governance instruments that provide a framework for regulating school operations, promoting accountability, and ensuring consistency in decision-making. Within the South African education system, school policies guide key governance areas such as learner discipline, admissions, language, financial management, school safety, and stakeholder participation. Clear procedures and standards established through school policies contribute to transparency, democratic governance, and the effective functioning of schools (King & Mestry, 2023; Simeon, 2023).

The literature distinguishes between policy development and policy implementation as complementary but distinct processes within school governance. King and Mestry (2023) argue that policy development involves formulating, approving, and adopting policies that guide school operations, while policy implementation refers to translating these policies into practice through the coordinated efforts of principals, SMTs, educators, and other stakeholders. Similarly, SASA assigns SGBs responsibility for developing and approving school policies, whereas principals and SMTs are primarily responsible for their day-to-day implementation and administration. Kruger et al. (2022) further emphasise that SGBs fulfil an oversight role by monitoring policy implementation, ensuring compliance with legislative requirements, and providing strategic direction for school governance.

Although these scholars differ in their emphasis, they collectively agree that policy development and policy implementation are interdependent governance processes. King and Mestry (2023) and SASA (1996) focus on the statutory responsibilities of SGBs in policy formulation, whereas Kruger et al. (2022) highlight the importance of governance oversight and maintaining a clear distinction between governance and management responsibilities. The literature suggests that school policies should not be viewed merely as administrative documents but as governance mechanisms that promote accountability, stakeholder participation, legislative compliance, and effective school functioning. Their effectiveness depends on collaborative participation among governance stakeholders and the capacity of schools to implement approved policies consistently. In the context of this study, conceptualising school policies within school governance is important because it provides a foundation for understanding how SGBs fulfil their statutory responsibilities in policy development and oversight within Quintile 1 to 3 schools. This discussion establishes the basis

for examining the extent to which SGBs contribute to democratic governance, accountability, and effective policy implementation.

2.4.2 Legislative Mandate of SGBs in School Policy Development

The legislative framework governing SGBs establishes their responsibility for developing school policies and promoting democratic school governance in South Africa. The promulgation of SASA marked a significant shift from the centralised governance system of the apartheid era towards a decentralised and participatory model that encourages stakeholder involvement, accountability, and shared decision-making in schools. The literature indicates that prior to 1994, school governance was characterised by centralised decision-making, unequal resource distribution, and limited participation by school communities, particularly those serving Black learners (du Plessis, 2020; Veit, 2022). Following the democratic transition, SASA established SGBs as statutory governance structures comprising parents, educators, non-teaching staff, principals, and learner representatives in secondary schools to strengthen democratic participation and shared responsibility for school development (Adams, 2024; Moyo et al., 2023). Furthermore, SASA assigns SGBs responsibility for developing and adopting key school policies, including admission, language, religion, finance, and learner discipline policies (King & Mestry, 2023). These policies must comply with national legislation and promote the best interests of the school

The policy development role of SGBs is underpinned by democratic governance principles such as representation, consultation, transparency, and accountability. Tao (2022) argue that involving diverse stakeholders in policy formulation enhances community ownership, strengthens the legitimacy of governance decisions, and improves accountability within schools. Similarly, King and Mestry (2023) contend that SGB participation in policy development promotes governance practices that are responsive to local school needs while remaining aligned with legislative requirements. However, Ngema et al. (2024) caution that the successful execution of these legislative responsibilities depends on SGB members' knowledge of educational legislation, governance procedures, and access to continuous institutional support and capacity-building programmes.

Collectively, the literature demonstrates that although scholars emphasise different aspects of the legislative mandate of SGBs, they agree that democratic school governance depends on

both clearly defined statutory responsibilities and the capacity of SGB members to execute those responsibilities effectively. While SASA provides the legal authority for SGBs to develop school policies and promote stakeholder participation, the effectiveness of this mandate is influenced by governance knowledge, leadership support, and ongoing institutional assistance. This suggests that legislative provisions alone are insufficient to ensure effective school governance without adequate implementation support. In the context of this study, understanding the legislative mandate of SGBs provides a basis for examining how these statutory responsibilities are exercised in Quintile 1 to 3 schools.

2.4.3 SGB Participation in Policy Implementation and Governance Oversight

SGBs play an important governance role in supporting policy implementation and providing oversight to ensure that approved school policies are implemented effectively, consistently, and in accordance with legislative requirements. Although SGBs are not responsible for the day-to-day management of schools, they contribute to effective school governance by providing strategic direction, monitoring policy implementation, promoting accountability, and safeguarding the interests of stakeholders. This distinction between governance and management is fundamental to ensuring that school's function efficiently while maintaining democratic accountability.

The literature consistently distinguishes the governance responsibilities of SGBs from the management responsibilities of principals and SMTs. Kruger et al. (2022) and King and Mestry (2023) explain that governance involves policy development, strategic planning, accountability, and stakeholder representation, whereas school management focuses on the professional administration and daily implementation of school policies and programmes. Similarly, Mmako (2024) argues that SGBs contribute to policy implementation by monitoring compliance with approved policies, reviewing their effectiveness, supporting resource allocation, and ensuring that financial management, learner discipline, and school safety practices are aligned with established governance objectives. Furthermore, King and Mestry (2023) emphasise that effective governance oversight enables SGBs to strengthen accountability and ensure that school resources are managed responsibly.

Although these scholars recognise the complementary roles of SGBs and school management, they also highlight challenges that may undermine effective governance oversight. Dwangu

and Mahlangu (2021) argue that unclear distinctions between governance and management responsibilities often lead to role ambiguity, conflict, and weakened accountability within schools. In such situations, SGB members may become involved in operational matters that fall within the professional responsibilities of principals and SMTs, while principals may dominate governance decisions that should involve broader stakeholder participation. In addition, Weiner (2009) through the TORC, contend that successful governance oversight depends on organisational readiness characterised by collective commitment, leadership support, stakeholder collaboration, organisational efficacy, and adequate resources. Collectively, these studies suggest that effective policy implementation is strengthened when governance and management responsibilities are clearly defined and collaborative relationships are maintained. They further indicate that schools require adequate organisational capacity to fulfil their statutory obligations effectively. The discussion provides a basis for exploring how SGBs monitor policy implementation, support accountability, collaborate with principals, and contribute to effective school governance.

2.4.4. Challenges Affecting SGBs' Policy Development and Implementation Responsibilities

SGBs encounter several challenges that influence their ability to fulfil their statutory responsibilities in policy development, policy implementation oversight, and school governance. Although SASA provides SGBs with a clear legislative mandate, the effective execution of these responsibilities depends on governance capacity, stakeholder collaboration, institutional support, and the socio-economic conditions within which schools operate. The literature identifies numerous challenges that affect the governance role of SGBs. Davids (2023) and Garcer, Mestry, and Motala (2024) argue that inadequate governance training, limited financial management skills, unclear governance roles, ineffective communication, insufficient stakeholder participation, and resource constraints undermine the ability of SGBs to perform their statutory functions effectively. Similarly, Nyambane (2024) contend that inadequate knowledge of educational legislation and governance procedures often limits SGB members' ability to develop, interpret, and monitor school policies effectively.

Beyond internal governance challenges, the literature demonstrates that the broader socio-economic context significantly influences the effectiveness of SGBs. Mphosi and Chauke (2025) and Nyathi (2025) argue that poverty, unemployment, inadequate infrastructure, and

limited institutional support reduce the capacity of SGBs to move beyond addressing immediate operational concerns towards strategic governance and long-term school development. Likewise, Ndwandwe (2023) suggest that socio-economic hardship limits parental participation and community involvement, thereby weakening collaborative governance and reducing opportunities for collective decision-making. In addition, Zwane and Matsepe (2025) highlight that unequal power relations, political interference, and unclear authority structures may create tensions among stakeholders, undermine transparency, and weaken democratic governance processes. These studies collectively demonstrate that governance challenges are not only organisational but are also shaped by wider contextual and political factors that affect stakeholder participation and institutional effectiveness.

While scholars identify different factors influencing SGB effectiveness, they agree that governance challenges are interconnected and cannot be addressed through legislative reforms alone. Effective policy development and implementation require well-trained SGB members, clearly defined governance roles, meaningful stakeholder participation, adequate institutional support, and sufficient financial and material resources. The TORC further supports this view by emphasising that organisations are more likely to achieve their objectives when they possess collective commitment, leadership support, organisational capacity, and the resources necessary to implement change effectively. Without these enabling conditions, SGBs may struggle to fulfil their governance responsibilities despite the existence of supportive legislative frameworks. This discussion provides a basis for exploring the governance realities experienced by SGBs and identifying strategies that may strengthen their capacity to promote effective governance, accountability, and stakeholder participation in Quintile 1 to 3 schools.

2.5. Challenges in Quintile 1 To 3 Schools

Quintile 1 to 3 schools were established as no-fee public schools to address the historical educational inequalities created by the apartheid education system through the equitable allocation of resources according to the socio-economic status of school communities (NTSA, 2021; Sayed et al., 2020). Under the South African school quintile system, these schools receive increased government funding through the National Norms and Standards for School Funding (NNSSF) to improve access to education, strengthen school operations, and provide essential teaching and learning resources (DBE, 2004). The introduction of the quintile system

therefore represented a significant policy intervention aimed at promoting educational equity and reducing disparities between historically disadvantaged and more affluent schools.

Despite these policy interventions, the literature consistently indicates that Quintile 1 to 3 schools continue to experience persistent socio-economic, infrastructural, governance, and institutional challenges that affect their functioning and development. Studies report that poverty, unemployment, inadequate infrastructure, overcrowded classrooms, shortages of teaching and learning resources, limited governance capacity, and insufficient institutional support continue to constrain school effectiveness and place additional demands on SGBs (Mestry, 2022; Lombo & Subban, 2024). These contextual challenges often limit the ability of SGBs to fulfil their statutory governance responsibilities effectively, particularly in disadvantage school environments where immediate operational needs frequently take precedence over long-term strategic governance and school development.

The literature further suggests that these challenges are interconnected rather than occurring in isolation. Socio-economic disadvantage influences stakeholder participation, resource limitations affect governance, while inadequate institutional support and governance capacity reduce the ability of SGBs to respond effectively to complex school challenges (Faku & Mulaudzi, 2024; Lombo & Subban, 2024). Consequently, understanding the broader contextual realities of Quintile 1 to 3 schools is essential for explaining variations in school governance effectiveness and the capacity of SGBs to perform their governance responsibilities.

2.5.1. Socio-economic Challenges in Quintile 1 to 3 Schools

Quintile 1 to 3 schools operate within communities characterised by significant socio-economic disadvantage, which continues to influence school functioning and governance despite post-apartheid educational reforms. The South African quintile system was introduced as a redistributive mechanism to address historical inequalities by allocating resources according to the socio-economic status of school communities (Mokhosi, 2023). Under this system, Quintile 1 to 3 schools are classified as no-fee schools and receive increased government funding to improve educational access and support school operations (Maistry & Africa, 2020). While this policy has contributed to reducing financial barriers to education, many disadvantaged schools continue to experience conditions that hinder effective school governance.

The literature consistently identifies poverty, unemployment, and low levels of parental education as major socio-economic challenges affecting Quintile 1 to 3 schools. These conditions often limit parents' ability to support learners academically, contribute financially to school initiatives, and participate actively in school governance activities (Myende & Nhlumayo, 2022; Ndwandwe, 2023). Furthermore, financial hardship and demanding work commitments frequently prevent parents from attending SGB meetings and other governance activities, thereby reducing opportunities for meaningful stakeholder participation and collaborative decision-making (Gamede & Uleanya, 2021). As a result, SGBs in disadvantaged schools may struggle to mobilise community support and secure additional resources.

Although the quintile funding system has improved educational access and provided additional financial support to disadvantaged schools, scholars argue that funding alone has not eliminated the effects of persistent socio-economic inequalities. Maistry and Africa (2020) contend that significant disparities continue to exist between lower- and higher-quintile schools, while Mokhosi (2023) argues that the socio-economic conditions of school communities continue to shape school performance and governance capacity. Similarly, Myende and Nhlumayo (2022) demonstrate that poverty and unemployment weaken stakeholder participation and limit the ability of schools to build strong partnerships with parents and local communities. Collectively, these studies suggest that the effectiveness of school governance depends not only on financial support but also on the socio-economic environment within which schools operate.

The socio-economic challenges experienced by Quintile 1 to 3 schools provide important context for understanding the governance role of SGBs in disadvantaged educational settings. In schools within the Mankweng Circuit, persistent poverty, limited community resources, and constrained parental participation may affect the ability of SGBs to fulfil their governance responsibilities effectively. Examining these contextual realities is therefore essential for understanding how socio-economic conditions influence school governance and the effectiveness of SGBs in supporting school development within Quintile 1 to 3 schools.

2.5.2. Resource and Infrastructure Challenges

Resource and infrastructure challenges remain among the most significant barriers affecting the functioning of Quintile 1 to 3 schools in South Africa. Although NNSSF and the quintile funding system were introduced to address historical inequalities by providing additional

financial support to disadvantaged schools, many lower-quintile schools continue to experience inadequate infrastructure, overcrowded classrooms, shortages of teaching and learning support materials (LTSM), limited access to information and communication technology (ICT), poor sanitation facilities, and inadequate maintenance of school infrastructure (DBE, 2004; Mestry, 2022). These conditions not only affect the quality of teaching and learning but also place considerable pressure on school governance structures.

The literature consistently demonstrates that inadequate infrastructure and resource shortages remain widespread in Quintile 1 to 3 schools despite increased government investment. Lombo and Subban (2024) report that many disadvantaged schools continue to operate with overcrowded classrooms, insufficient educational facilities, and limited teaching and learning resources, while Mncube (2023) highlights persistent shortages of ICT infrastructure that restrict opportunities for effective teaching, learning, and school administration. Similarly, Chauke (2025) observes that poor sanitation facilities, deteriorating infrastructure, and inadequate maintenance continue to undermine the creation of safe and conducive learning environments. These challenges often require schools to prioritise immediate operational needs over long-term educational development and improvement initiatives.

Although government funding has expanded access to education and improved the provision of essential resources in many disadvantaged schools, scholars argue that existing funding mechanisms remain insufficient to address the diverse and complex needs of Quintile 1 to 3 schools. Sayed et al. (2020) contend that the quintile funding model does not always reflect the actual needs of individual schools, resulting in continued disparities in resource availability and infrastructure development. Likewise, Soudien (2024) maintains that significant inequalities persist between lower- and higher-quintile schools despite redistributive funding policies, while Mestry (2022) argues that many SGBs continue to face financial constraints that limit their ability to support school development effectively. These studies suggest that although funding policies have improved educational access, they have not eliminated the structural inequalities that continue to affect disadvantaged schools.

These resource and infrastructure challenges are particularly relevant to the present study because they shape the context within which SGBs perform their governance responsibilities. Limited financial resources, inadequate infrastructure, and persistent shortages of educational facilities may constrain the ability of SGBs to focus on strategic governance and long-term

school development, as considerable effort is often directed towards addressing immediate operational needs. Understanding these contextual challenges is therefore essential for examining how resource limitations influence the governance role and effectiveness of SGBs in Quintile 1 to 3 school.

2.5.3. Governance Capacity and Institutional Support Challenges

Effective school governance depends not only on legislative frameworks but also on the governance capacity of SGBs and the institutional support available to enable them to fulfil their statutory responsibilities. Governance capacity encompasses the knowledge, skills, and competencies required for financial management, strategic planning, policy interpretation, decision-making, and accountability. Institutional support, including training, mentorship, and guidance from education authorities, further strengthens the ability of SGBs to perform these responsibilities effectively (Mlambo, 2023; Wang et al., 2023). In disadvantaged school contexts, however, limitations in governance capacity and institutional support often constrain the effectiveness of school governance.

The literature consistently identifies inadequate governance training as a major challenge affecting SGB effectiveness, particularly in Quintile 1 to 3 schools. Faku and Mulaudzi (2024) report that many SGB members assume office with limited knowledge of educational legislation, financial management, and strategic planning, making it difficult for them to execute their governance responsibilities effectively. Similarly, Dwangu and Mahlangu (2021) found that limited expertise in financial management and accountability processes constrains the ability of SGBs to make informed governance decisions and utilise available resources efficiently. These challenges are compounded in disadvantaged schools, where SGB members often have limited access to professional expertise and ongoing governance support.

Although DBE provide governance training for newly elected SGB members, several studies argue that these programmes are frequently generic, short-term, and insufficiently responsive to the contextual realities of lower-quintile schools. Faku and Mulaudzi (2024) contend that existing training initiatives often fail to equip SGB members with the practical skills required to address the complex governance challenges encountered in resource-constrained environments. Likewise, Hlongoane and Enwereji (2024) emphasise that weaknesses in financial reporting and accountability procedures are partly attributable to inadequate capacity-

building and limited institutional support. Collectively, these studies suggest that while governance training exists, its quality, relevance, and sustainability remain inadequate for strengthening SGB effectiveness in disadvantaged schools.

The importance of governance capacity is further supported by the TORC, which proposes that organisational effectiveness depends on collective capability, leadership support, and access to the resources necessary to achieve organisational goals (Wang et al., 2023). From this perspective, effective governance is more likely when SGB members possess the knowledge and confidence to perform their statutory responsibilities and receive continuous support from education authorities. Conversely, inadequate training, weak institutional support, and limited governance capacity may reduce organisational readiness and undermine effective decision-making, accountability, and strategic planning within schools. These governance capacity and institutional support challenges are particularly relevant to the present study because they influence the ability of SGBs to perform their governance responsibilities.

2.5.4. Stakeholder Participation Challenges

Meaningful stakeholder participation is a fundamental principle of democratic school governance in South Africa. Through SASA, parents, educators, learners, principals, and community members are encouraged to participate in school governance and decision-making processes. However, despite this legislative commitment to participatory governance, stakeholder participation remains uneven, particularly in Quintile 1 to 3 schools, where socio-economic and contextual challenges often limit active involvement in governance activities (Myende & Nhlumayo, 2022; Nyathi, 2025). These barriers reduce opportunities for collaborative decision-making and may weaken the effectiveness of SGBs.

The literature consistently identifies poverty, unemployment, and demanding work commitments as major factors limiting stakeholder participation in disadvantaged school communities. Myende and Nhlumayo (2022) argue that many parents are unable to attend school meetings or participate consistently in governance activities because they face financial hardship, unstable employment, and competing family responsibilities. Similarly, Greenhalgh (2022) found that long working hours, limited access to transport, and economic pressures reduce opportunities for meaningful engagement between schools and their communities. These socio-economic constraints often weaken communication between schools and

stakeholders, making it difficult for SGBs to encourage sustained parental involvement and collective participation in governance processes.

In addition to socio-economic barriers, the literature highlights unequal participation and power relations as important challenges affecting stakeholder engagement. Ntuli et al. (2023) notes that differences in knowledge and access to information may result in certain stakeholder groups participating more actively than others during governance processes. Likewise, King and Mestry (2023) argue that unequal power relations within governance structures may allow more influential stakeholders to dominate decision-making, while the views of less influential parents and community members receive limited consideration. Nyathi (2025) further contends that these inequalities may undermine the democratic principles underpinning school governance by limiting inclusive participation and reducing stakeholder confidence in governance processes. These studies suggest that while SASA promotes democratic participation, meaningful stakeholder engagement is often constrained by socio-economic conditions, communication barriers, and unequal power dynamics.

These stakeholder participation challenges are particularly relevant to the present study because effective school governance depends on meaningful collaboration among parents, educators, school management, and community members. In Quintile 1 to 3 schools within the Mankweng Circuit, persistent poverty, unemployment, communication challenges, and unequal participation may affect the ability of SGBs to promote inclusive governance and represent the interests of all stakeholders effectively. Examining these contextual barriers will therefore provide a better understanding of how stakeholder participation influences the governance role and effectiveness of SGBs.

2.5.5. Organisational and Leadership Challenges

Effective school governance depends on collaborative leadership, clearly defined governance structures, and organisational readiness to support the implementation of governance responsibilities. Within South African schools, SGBs and SMTs are expected to work collaboratively while maintaining a clear distinction between governance and management responsibilities. Governance focuses on providing strategic direction, promoting accountability, and representing stakeholder interests, whereas management concerns the day-to-day administration of schools. When these responsibilities are clearly understood and

supported by effective leadership, schools are better positioned to achieve sound governance and improved educational outcomes (Kruger et al., 2022; Malunga, 2023).

The literature indicates that tensions between governance and management remain a significant organisational challenge, particularly in disadvantaged school contexts. Kruger et al. (2022) argue that unclear role boundaries between SGBs and principals frequently result in misunderstandings, conflicts, and duplication of responsibilities, thereby weakening accountability and collaborative decision-making. Similarly, Malunga (2023) found that productive relationships between SGBs and school management are essential for effective governance, but these relationships may be undermined by poor communication, uncertainty regarding authority, and limited leadership support. These findings suggest that governance effectiveness depends not only on statutory responsibilities but also on the quality of collaboration and mutual understanding among school leaders.

In addition to internal organisational challenges, the literature highlights the influence of power relations and political interference on school governance. Adolfsson and Alvunger (2020) argue that governance processes are shaped by interactions among different stakeholders, where differences in authority, influence, and competing interests may affect decision-making and organisational effectiveness. Political or external interference in governance processes may further weaken transparency, accountability, and stakeholder trust, particularly when governance decisions are influenced by interests that do not prioritise the educational needs of schools. Collectively, these studies suggest that effective governance requires transparent leadership structures, clearly defined responsibilities, and collaborative relationships that minimise conflict and strengthen accountability.

The TORC provides a useful framework for understanding the importance of organisational and leadership factors in school governance. According to Weiner (2009), organisational effectiveness depends on collective commitment, organisational efficacy, leadership support, and the availability of resources required to achieve organisational goals. Wang et al. (2023) further emphasise that organisations characterised by supportive leadership, effective collaboration, and shared commitment are more likely to implement governance responsibilities successfully. Conversely, weak leadership support, organisational conflict, and limited institutional capacity may reduce organisational readiness and constrain the effectiveness of SGBs in fulfilling their statutory responsibilities. These organisational and

leadership challenges are directly relevant to the present study because they influence how SGBs perform their governance responsibilities in Quintile 1 to 3 schools within the Mankweng Circuit. Examining the extent to which governance structures promote collaboration, accountability, leadership support, and organisational readiness will provide context-specific insights into the organisational factors that strengthen or constrain effective school governance.

2.6. Empirical Studies on SGB And School Governance

Empirical studies provide valuable evidence on how SGBs perform their statutory governance responsibilities within different educational contexts and contribute to effective school governance. Existing research has examined various aspects of SGB functioning, including policy development, financial oversight, stakeholder participation, accountability, leadership, and governance capacity, highlighting both the achievements and challenges associated with democratic school governance in South Africa (Kruger et al., 2022; Adams, 2024). International studies have similarly emphasised the importance of collaborative governance, organisational capacity, and stakeholder engagement in strengthening governance effectiveness across diverse educational settings (Wang et al., 2023).

Although numerous South African and international studies have advanced understanding of school governance, comparatively few have specifically examined the governance experiences of SGBs operating within resource-constrained Quintile 1 to 3 schools. Much of the existing literature focuses on broader governance trends, legislative compliance, and educational management at national or provincial levels, with limited attention given to the contextual realities of rural and disadvantaged schools such as those in the Mankweng Circuit (Nyawo, Buthelezi, Khumalo, & Ajani, 2024; Faku & Mulaudzi, 2024). Consequently, there remains insufficient empirical evidence regarding how socio-economic conditions, organisational capacity, institutional support, and stakeholder relationships collectively influence the effectiveness of SGBs in fulfilling their governance responsibilities within these contexts.

This section therefore reviews empirical studies on SGBs and school governance to examine the current state of knowledge regarding SGB effectiveness. It synthesises evidence from previous studies, identifies areas of consensus and divergence in the literature, and highlights the conceptual and empirical gaps that justify the present study. In doing so, the section

establishes the need for context-specific qualitative research that explores the role of SGBs in school governance within Quintile 1 to 3 schools.

2.6.1. Empirical Evidence on the Governance Roles of SGBs

Empirical studies consistently demonstrate that SGBs play a central role in promoting democratic school governance. They fulfil statutory responsibilities relating to policy development, financial oversight, accountability, stakeholder participation, and strategic decision-making. Since the introduction of SASA, numerous studies have examined how SGBs execute these governance responsibilities and the factors that influence their effectiveness in different school contexts (Simeon, 2023; Garcer et al., 2024). Although the legislative framework clearly defines the governance functions of SGBs, empirical evidence indicates that the successful execution of these responsibilities varies considerably across schools because of differences in governance capacity, leadership support, institutional resources, and contextual conditions (Kruger et al., 2022; Adams, 2024).

Studies by Simeon (2023) and Adams (2024) found that SGBs contribute significantly to school governance through the development and approval of school policies, oversight of financial management, and the promotion of accountability. These studies further highlight the role of SGBs in facilitating stakeholder participation in school decision-making processes. These studies indicate that effective governance is characterised by collaborative relationships between SGBs, principals, educators, parents, and communities, which strengthen transparency and ensure that school decisions reflect legislative requirements and the needs of school communities. Similarly, Mlambo (2023) reported that productive collaboration between SGBs and SMTs promotes strategic planning, responsible resource management, and improved governance practices. Likewise, Davids (2023) emphasised that meaningful stakeholder participation enhances democratic governance by encouraging shared responsibility and collective ownership of school development initiatives.

Although these studies consistently recognise SGBs as fundamental to democratic school governance, they also demonstrate that governance effectiveness is influenced by contextual and organisational factors. Kruger et al. (2022) observed that role ambiguity between governance and management responsibilities may create tensions between SGBs and school management, thereby affecting decision-making and accountability. Likewise, Mestry (2022)

found that inadequate governance training, limited financial management skills, and insufficient institutional support may constrain the ability of SGBs to perform their statutory responsibilities effectively. Adams (2024) further argued that the effectiveness of SGBs depends not only on legislative mandates but also on the governance capacity of members, leadership support, and the availability of resources required to implement governance decisions. Collectively, these findings suggest that while SGBs perform similar statutory functions across South African schools, their effectiveness differs according to governance capacity, school context, and institutional support.

Despite the valuable contributions of these empirical studies, relatively limited research has examined how SGB members experience and execute their governance responsibilities within resource-constrained Quintile 1 to 3 schools, particularly in the Mankweng Circuit. Much of the existing literature focuses on broader national or provincial governance trends, with comparatively less attention given to the lived experiences of SGB members operating in disadvantaged rural contexts. Consequently, this study seeks to address this gap by exploring the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, thereby providing context-specific insights into the factors that influence governance effectiveness in these settings.

2.6.2. Empirical Evidence on Factors Influencing SGB Effectiveness

Empirical research consistently demonstrates that the effectiveness of SGBs is shaped by a combination of organisational, socio-economic, and institutional factors. Although SASA provides SGBs with clearly defined governance responsibilities, their ability to perform these responsibilities effectively depends on governance capacity, leadership support, stakeholder participation, financial management competence, and the organisational conditions within which schools operate. These factors collectively influence the quality of governance practices and the ability of SGBs to contribute to school development, particularly in resource-constrained educational settings (Faku & Mulaudzi, 2024; Wang et al., 2023).

Studies by Faku and Mulaudzi (2024) and Dwangu and Mahlangu (2021) found that governance capacity is a critical determinant of SGB effectiveness. Their findings indicate that many SGB members assume governance responsibilities with limited knowledge of education legislation, strategic planning, and financial management, which constrains their ability to

make informed governance decisions. Although provincial education departments provide governance training, these studies suggest that training programmes are often generic, insufficient, and inadequately tailored to the contextual realities of disadvantaged schools. Similarly, Mkhize and Davids (2023) reported that socio-economic challenges, including poverty, inadequate infrastructure, and limited community resources, further reduce the capacity of SGBs to fulfil their governance mandate by diverting attention towards addressing immediate operational concerns rather than long-term strategic development.

Leadership support and stakeholder participation have also been identified as important contributors to effective school governance. Pakade and Chilenga-Butao (2021) found that collaborative relationships among principals, educators, parents, and community members strengthen accountability, communication, and shared decision-making within schools. Their study suggests that meaningful stakeholder engagement promotes collective ownership of governance decisions and enhances the ability of SGBs to respond to school challenges effectively. Similarly, Wang et al. (2023), drawing on the TORC, argue that organisational effectiveness depends on collective commitment, leadership support, organisational confidence, and the availability of resources required to achieve institutional goals. Within school governance, these organisational conditions influence the readiness of SGBs to implement governance responsibilities and respond effectively to changing educational needs.

Collectively, these studies demonstrate broad agreement that governance capacity, training, financial management skills, leadership support, stakeholder participation, and organisational readiness are essential determinants of SGB effectiveness. However, the literature has generally examined these factors independently, with comparatively limited attention given to how they interact within disadvantaged school contexts. As a result, existing empirical evidence provides only a partial understanding of the complex organisational and contextual conditions that shape school governance in Quintile 1 to 3 schools. This study addresses this gap by examining these interrelated organisational, socio-economic, and institutional factors collectively within the Mankweng Circuit.

2.6.3. Empirical Evidence from Quintile 1 to 3 and Rural School Contexts

Empirical studies conducted in Quintile 1 to 3 and rural school contexts consistently demonstrate that the socio-economic and institutional environments within which schools

operate significantly influence the effectiveness of SGBs (Pakade & Chilenga-Butao, 2021; Mlambo, 2023). Although SGBs across South Africa are expected to fulfil the same statutory governance responsibilities, schools located in disadvantaged communities often face contextual challenges that constrain their ability to promote effective governance and sustainable school development. Although legislative requirements provide the framework for school governance, its effectiveness in disadvantaged schools is also influenced by poverty, resource availability, institutional support, and community capacity (Gamede, 2020).

Studies by Gamede (2020) and Sebidi (2025) found that schools serving disadvantaged communities frequently experience persistent poverty, inadequate infrastructure, shortages of teaching and learning resources, and limited financial capacity. These conditions often require SGBs to prioritise immediate operational concerns, such as infrastructure maintenance, resource procurement, and basic school functionality, rather than focusing on long-term strategic planning and governance initiatives. Similarly, Mphosi and Chauke (2025) reported that socio-economic inequalities continue to undermine governance effectiveness by limiting access to essential resources, reducing stakeholder participation, and restricting opportunities for sustainable school development. These findings suggest that the governance responsibilities of SGBs become increasingly complex in disadvantaged schools.

The literature further indicates that weak parental participation and limited institutional support present significant challenges for SGBs in Quintile 1 to 3 schools. Jama et al. (2024) found that poverty, unemployment, and low levels of educational attainment often reduce parents' ability to participate actively in school governance, thereby weakening collaborative decision-making and community ownership of school initiatives. In addition, Zwane and Mestry (2025) observed that inadequate institutional support, limited governance training, and insufficient financial and administrative assistance from education authorities constrain the ability of SGBs to execute their statutory responsibilities effectively. These studies highlight the importance of strengthening governance capacity and providing sustained institutional support to schools operating under disadvantaged conditions.

Although these empirical studies consistently identify poverty, inadequate infrastructure, resource shortages, weak parental participation, and limited institutional support as major factors influencing governance effectiveness, they primarily describe these contextual challenges (Maistry & Africa, 2020; Lombo & Subban, 2024). These studies provide limited

explanation of how SGBs overcome these challenges through their governance practices. Consequently, there is limited empirical evidence regarding the adaptive strategies, collaborative approaches, and governance processes that enable some SGBs to function effectively despite operating within resource-constrained environments. This gap creates a need for context-specific research that explores the governance experiences of SGB members within disadvantaged schools. The present study examines how SGBs navigate socio-economic and institutional challenges while fulfilling their governance responsibilities in Quintile 1 to 3 schools. In doing so, it seeks to provide a deeper understanding of the contextual factors that influence school governance in these school contexts.

2.6.4. Research Gaps and Justification for the Present Study

Although school governance has received considerable scholarly attention in South Africa and internationally, important conceptual and empirical gaps remain regarding the role of SGBs in school governance within disadvantaged school contexts. Existing research has contributed significantly to understanding democratic governance, legislative compliance, stakeholder participation, and accountability in schools. However, much of the available literature focuses on broad governance trends and general educational challenges, with comparatively limited attention given to how SGBs execute their governance responsibilities within resource-constrained Quintile 1 to 3 schools (Adams, 2024; Nyawo et al., 2024). Consequently, there remains insufficient understanding of how contextual realities influence governance.

Previous empirical studies have identified several factors that influence SGB effectiveness, including governance capacity, stakeholder participation, leadership support, financial management, and institutional support (Davids, 2023; Faku & Mulaudzi, 2024). However, these studies have generally examined these governance variables independently, providing only a partial understanding of the complex interaction between organisational, socio-economic, and institutional factors that shape school governance. Furthermore, much of the existing evidence is derived from national or provincial studies, with relatively few investigations focusing specifically on rural Quintile 1 to 3 schools or providing context-specific qualitative insights into the governance experiences of SGB members. As a result, limited empirical evidence exists regarding how SGBs navigate governance responsibilities within communities characterised by persistent poverty, inadequate infrastructure, resource constraints, and limited institutional support.

The literature also reveals limited application of the TORC within the field of school governance. While the theory has been widely used to explain organisational effectiveness and change in institutional settings, comparatively little research has explored how organisational readiness, including collective commitment, leadership support, governance capacity, and resource availability, influences the effectiveness of SGBs in fulfilling their statutory governance responsibilities (Wang et al., 2023). Similarly, although previous studies have largely adopted deficit-oriented perspectives by emphasising governance challenges and institutional weaknesses, comparatively less attention has been given to the resilience, adaptive governance strategies, and collaborative practices that enable some SGBs to function effectively despite operating in disadvantaged school environments. This suggests that existing knowledge provides an incomplete understanding of both the constraints and the enabling factors influencing school governance.

Overall, the reviewed literature demonstrates that governance effectiveness is shaped by the interaction of organisational, contextual, and socio-economic factors. Nevertheless, existing research provides limited understanding of how these factors operate simultaneously within disadvantaged schools and influence the day-to-day governance experiences of SGB members. This gap is particularly evident in relation to rural schools within the Mankweng Circuit, where little context-specific qualitative research has been undertaken. The present study addresses these identified gaps by exploring the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. Using a qualitative research approach informed by Stakeholder Theory and the Theory of Organisational Readiness to Change, the study seeks to generate context-specific evidence on how organisational, socio-economic, and institutional factors collectively influence SGB effectiveness. In doing so, the study aims to contribute to the existing body of knowledge by providing practical insights and evidence-based recommendations for strengthening democratic school governance, enhancing governance capacity, and supporting sustainable school development.

2.7. Summary And Research Gap

This chapter reviewed the literature on the role of SGBs in school governance, with particular emphasis on democratic school governance, the legislative mandate of SGBs, governance responsibilities, stakeholder participation, governance challenges, and the contextual realities of Quintile 1 to 3 schools. The review demonstrated that SGBs play a critical role in promoting

accountability, policy development, financial oversight, stakeholder participation, and strategic decision-making in South African public schools, as envisaged by the SASA (SASA, 1996). However, the literature indicates that the effectiveness of SGBs is shaped by the interaction of socio-economic, organisational, and institutional factors. These include poverty, inadequate infrastructure, limited governance capacity, insufficient institutional support, and weak stakeholder participation (Zwane & Mestry, 2025).

The review further revealed that although the quintile system has contributed to improving educational access and directing additional funding to disadvantaged schools, significant disparities continue to exist between Quintile 1 to 3 schools and more affluent schools. Persistent resource shortages, inadequate infrastructure, limited financial and human resources, and socio-economic inequalities often constrain the ability of SGBs to fulfil their governance responsibilities effectively (Sebidi, 2025). Internal governance challenges, including inadequate training, role ambiguity, ineffective communication, and limited financial management skills, further influence the effectiveness of governance structures and collaborative decision-making within schools (King & Mestry, 2023; Kruger et al., 2022). These findings suggest that effective school governance requires more than legislative mandates, as it is also dependent on organisational capacity, stakeholder collaboration, and sustained institutional support.

The literature also highlighted the importance of stakeholder participation in strengthening democratic school governance. Meaningful involvement of parents, educators, learners, school management teams, and community members promotes transparency, accountability, shared decision-making, and collective ownership of school development initiatives (Moyo et al., 2023; Ngobeni, 2024). However, socio-economic pressures such as poverty, unemployment, demanding work commitments, and limited understanding of governance responsibilities frequently restrict meaningful stakeholder participation in disadvantaged communities (Jama et al., 2024). Consequently, governance effectiveness depends not only on the existence of participatory structures but also on creating enabling conditions that support inclusive and sustained stakeholder engagement.

The theoretical perspectives underpinning this study further reinforce these findings. Stakeholder Theory emphasises that effective school governance depends on meaningful collaboration and shared responsibility among all stakeholders, while the Theory of

Organisational Readiness to Change explains that governance effectiveness is influenced by collective commitment, organisational efficacy, leadership support, governance capacity, and the availability of resources (Wang et al., 2023). Together, these theories provide a comprehensive framework for understanding the organisational and contextual conditions that enable or constrain the effectiveness of SGBs in performing their governance responsibilities.

Despite the extensive body of literature on school governance, important research gaps remain. Existing studies have largely focused on broad governance trends, legislative compliance, and general educational challenges, with comparatively limited attention given to how SGBs navigate their governance responsibilities within resource-constrained Quintile 1 to 3 schools (Kruger et al., 2022; Adams, 2024). Furthermore, previous research has frequently examined governance variables such as governance capacity, stakeholder participation, leadership support, and organisational readiness independently, providing limited understanding of how these factors interact within disadvantaged school contexts (Davids, 2023; Faku & Mulaudzi, 2024). There is also limited qualitative evidence concerning the lived governance experiences of SGB members in rural settings, particularly within the Mankweng Circuit, and relatively little application of TORC to school governance research (Wang et al., 2023). In addition, existing literature has tended to emphasise governance challenges. Comparatively less attention has been given to the resilience, adaptive governance practices, and collaborative strategies that enable some SGBs to function effectively.

The present study addresses these identified gaps by exploring the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. Using a qualitative research approach informed by Stakeholder Theory and TORC, the study seeks to generate context-specific evidence on how organisational, socio-economic, and institutional factors collectively influence the governance experiences and effectiveness of SGBs. In doing so, the study aims to contribute to the existing body of knowledge and provide evidence-based recommendations for strengthening democratic school governance, enhancing governance capacity, and supporting sustainable school development in Quintile 1 to 3 schools.

Keywords: School Governing Bodies (SGBs), school governance, governance responsibilities, governance capacity, Quintile 1 to 3 schools, stakeholder participation, accountability, socio-economic challenges, resource constraints, Stakeholder Theory, Theory of Organisational Readiness to Change.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents the research methodology adopted to investigate the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. The chapter outlines and justifies the research paradigm, research approach, and research design employed in the study. It further discusses the study area, population and sampling procedures, data collection methods, data analysis techniques, measures adopted to ensure trustworthiness, and the ethical considerations that guided the research process. The methodological choices were informed by the need to obtain an in-depth understanding of how SGBs execute their governance responsibilities and the factors influencing their effectiveness in resource-constrained school contexts.

School governance within Quintile 1 to 3 schools is often shaped by contextual challenges such as limited financial resources, socio-economic constraints, inadequate training opportunities, and varying levels of stakeholder participation (King & Mestry, 2023; Kruger et al., 2022). These challenges may influence the capacity of SGBs to fulfil their governance responsibilities effectively and affect decision-making processes, accountability mechanisms, and stakeholder collaboration within schools. Consequently, there is a need to explore how SGB members experience and navigate these challenges within their specific school contexts.

To address these concerns, the study adopted an interpretivist paradigm and a qualitative research approach. Qualitative research is appropriate for investigating complex social phenomena and for obtaining an in-depth understanding of participants' experiences, perceptions, and interpretations within their natural settings (Creswell & Poth, 2016; Hatch, 2023). The study specifically utilised a case study design because it enabled the researcher to explore school governance practices within their real-life context and to gain detailed insights into the experiences of individuals directly involved in governance processes.

The study focused on participants who were directly involved in school governance structures, namely three school principals serving as ex officio members of SGB, three SGB chairpersons, and three SGB treasurers, resulting in a total sample of nine participants. These participants were purposively selected because of their direct involvement in governance activities and their

ability to provide rich and informed insights into the functioning of SGBs within Quintile 1 to 3 schools in the Mankweng Circuit.

Data were collected through face-to-face semi-structured interviews, which provided participants with an opportunity to share their experiences and perspectives regarding school governance, SGB responsibilities, and the challenges encountered in executing these responsibilities. Semi-structured interviews allowed flexibility during the data collection process while ensuring that discussions remained aligned with the objectives of the study (Buys, Casteleijn, Heyns, & Untiedt, 2022; Tisdell, Merriam, & Stuckey-Peyrot, 2025). The use of face-to-face interviews also enabled the researcher to observe non-verbal cues, thereby enriching the depth and quality of the data collected.

The methodological approach adopted in this study was considered appropriate for generating rich, detailed, and context-specific information regarding SGB governance practices in disadvantaged school settings. The findings are expected to contribute to a better understanding of the factors influencing SGB effectiveness and to provide insights that may assist education stakeholders in strengthening democratic school governance and improving the functioning of School Governing Bodies in Quintile 1 to 3 schools within the Mankweng Circuit.

3.2. Research Paradigm

This study was guided by the interpretivist research paradigm. The interpretivist paradigm is based on the assumption that reality is socially constructed and that individuals attach different meanings to their experiences and interactions within specific social contexts (Creswell & Poth, 2016; Pervin & Mokhtar, 2023). Rather than seeking a single objective reality, interpretivism emphasises understanding how individuals interpret and make sense of their social worlds. The paradigm was considered appropriate for this study because it enabled the researcher to explore how SGB members and school principals understand and experience school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

Interpretivism recognises that human experiences are influenced by contextual, social, cultural, and organisational factors (Muzari, Shava, & Shonhiwa, 2022). In the context of this study, school governance practices are shaped by the socio-economic realities of disadvantaged communities, resource limitations, stakeholder relationships, and institutional conditions

affecting schools. Consequently, understanding the role of SGBs required an approach that could capture participants' subjective experiences, perceptions, and interpretations of governance processes. Creswell and Poth (2016) argue that interpretivist research enables researchers to develop a deeper understanding of complex social phenomena by focusing on participants' meanings and lived experiences.

The interpretivist paradigm further assumes that knowledge is generated through interaction between the researcher and participants and that meanings are co-constructed during the research process (Tisdell et al., 2025). This perspective was particularly relevant to the present study because it sought to understand how principals, SGB chairpersons, and SGB treasurers perceive their governance responsibilities and how they interpret the challenges and opportunities associated with school governance in disadvantaged environments. Engaging directly with participants enabled the researcher to gain rich and detailed insights into the realities of school governance and the factors influencing the effectiveness of SGBs.

The study therefore focused on participants directly involved in school governance, namely three school principals serving as ex officio members of SGBs, three SGB chairpersons, and three SGB treasurers, resulting in a total sample of nine participants. These participants were considered knowledgeable about governance practices and were therefore able to provide valuable insights into their experiences and perceptions of SGB functioning within Quintile 1 to 3 schools. Overall, the interpretivist paradigm provided an appropriate philosophical foundation for the study because it facilitated an in-depth exploration of participants lived experiences and enabled the researcher to understand school governance from the perspectives of those directly involved in governance processes. This approach enabled the study to capture the social and institutional realities of participants, generating contextually rich and meaningful insights into the role of SGBs in school governance in Quintile 1 to 3 schools.

3.2.1. Interpretivism Perspective

This study adopted an interpretivist perspective to investigate the role of SGBs in school governance in Quintile 1 to 3 schools within the Mankweng Circuit. Interpretivism is based on the assumption that reality is socially constructed and that understanding individuals' experiences, meanings, and interpretations is essential for comprehending social phenomena (Creswell & Poth, 2025). This perspective was considered appropriate because it enabled the

researcher to explore how participants understand and make sense of their governance roles and responsibilities within their specific school contexts. Interpretivist approaches facilitate an understanding of how individual actions and decisions are shaped by social, cultural, and institutional contexts, thereby providing deeper insights into complex educational environments (Muzari et al., 2022; Pervin & Mokhtar, 2023).

Interpretivism places considerable emphasis on the uniqueness of each social setting and recognises that school governance practices are influenced by contextual factors such as community participation, school culture, leadership dynamics, and socio-economic conditions (Merriam & Tisdell, 2016). In Quintile 1 to 3 schools, these contextual realities may significantly influence the functioning and effectiveness of SGBs (Zwane & Mestry, 2025). The interpretivist perspective therefore enabled the study to examine how local contexts shape participants' experiences of school governance and influence their understanding of governance responsibilities (Kruger et al., 2022). Creswell and Poth (2025) maintain that interpretivist research is particularly effective in exploring individuals lived experiences within specific contexts and generating rich, contextually grounded understandings of social phenomena.

The interpretivist perspective further asserts that meaning is constructed through social interaction and that individuals interpret their experiences based on the realities of their environments (Pervin & Mokhtar, 2023). These interpretations influence how participants understand and perform their governance responsibilities within schools. Consequently, this study sought to understand how school principals, SGB chairpersons, and SGB treasurers perceive their roles, responsibilities, and experiences in relation to school governance. Understanding these perceptions required consideration of the broader social and institutional contexts within which participants operate. Such an approach provided valuable insights into the factors influencing SGB effectiveness and the ways in which participants navigate governance challenges in resource-constrained educational environments (Hlungwani, 2023).

To capture these perspectives, the study engaged directly with participants through face-to-face semi-structured interviews. This method is particularly effective for understanding complex social issues where participants' experiences and interpretations play a central role (Creswell & Poth, 2025). Pervin and Mokhtar (2023) emphasise that qualitative research grounded in an interpretivist paradigm is essential for exploring participants lived experiences and understanding the meanings they attach to their social realities. The interpretivist perspective

therefore provided an appropriate framework for generating an in-depth understanding of how school principals, SGB chairpersons, and SGB treasurers experience and navigate school governance responsibilities in Quintile 1 to 3 schools. The study generated insights into the factors affecting SGB functioning by considering the personal, social, and contextual influences on participants' experiences. It also contributed to a deeper understanding of school governance practices in Quintile 1 to 3 schools.

3.3. Research Design

This study adopted a qualitative research design to investigate the role of SGBs in school governance in Quintile 1 to 3 schools within the Mankweng Circuit in Limpopo Province. Qualitative research designs are appropriate for exploring complex social phenomena and understanding participants' experiences, perceptions, and interpretations within their natural settings (Creswell & Poth, 2025; Hennink & Kaiser, 2022). The design enabled the researcher to obtain an in-depth understanding of the contextual factors influencing school governance and the functioning of SGBs in resource-constrained educational environments.

The study focused specifically on Quintile 1 to 3 schools because these schools operate within contexts characterised by socio-economic challenges, limited resources, and varying levels of stakeholder participation, all of which may influence governance practices and SGB effectiveness (Hlungwani, 2023; Kruger et al., 2022). By concentrating on this specific setting, the researcher was able to explore the unique social, economic, and institutional dynamics affecting school governance within the Mankweng Circuit. According to Muzari et al. (2022), qualitative research designs are valuable because they facilitate detailed investigations of social phenomena within their natural contexts and generate rich, contextually grounded insights.

3.3.1. Qualitative Case Study

To achieve these detailed insights, the study adopted a qualitative case study design. A case study design enables researchers to investigate contemporary phenomena within their real-life contexts and to develop a comprehensive understanding of complex social issues (Yin, 2018). The value of case study research lies in its ability to generate rich and detailed insights into specific situations and to uncover contextual factors that may not be evident through other

research approaches (Schoch, 2020). As Remenyi (2022) explains, case studies assist researchers in understanding how phenomena operate within particular settings and contexts.

In line with the characteristics of case study research, the study was bounded by geographical location, school context, and participant characteristics (Yin, 2018; Creswell & Poth, 2025). The case was limited to Quintile 1 to 3 schools within the Mankweng Circuit in Limpopo Province and focused specifically on school governance practices within these schools. The bounded nature of the study enabled the researcher to conduct an in-depth investigation of the contextual factors influencing the functioning and effectiveness of School Governing Bodies in resource-constrained educational settings.

The case study design facilitated an in-depth exploration of how SGB members perform their governance responsibilities, the challenges they encounter, and the contextual factors influencing their effectiveness. Data were collected through face-to-face semi-structured interviews, enabling participants to share their experiences and perceptions regarding school governance in their natural contexts (Dursun, 2023; Robinson, 2023). This approach generated rich and contextualised data concerning SGB practices and governance challenges within resource-constrained schools (Hennink & Kaiser, 2022; King & Mestry, 2023).

Furthermore, the case study design provided a holistic understanding of the relationship between participants' experiences and the contexts within which school governance occurs. By focusing on a specific educational setting, the study explored factors influencing SGB functioning, including resource limitations, stakeholder participation, leadership practices, and socio-economic conditions (King & Mestry, 2023; Kruger et al., 2022). This targeted approach enabled the researcher to generate contextually grounded insights that may otherwise have been overlooked in broader studies (Schoch, 2020; Yin, 2018).

The study specifically focused on a purposively selected group of participants comprising three school principals serving as ex officio members of SGB, three SGB chairpersons, and three SGB treasurers, resulting in a total sample of nine participants. These participants formed the boundaries of the case because of their direct involvement in school governance responsibilities and their ability to provide informed perspectives regarding SGB practices and experiences in Quintile 1 to 3 schools. The insights gained from these participants contributed to a deeper

understanding of school governance within the local context and informed practical recommendations for strengthening the effectiveness of SGBs.

3.4. Research Approach

This study adopted a qualitative case study research design to explore the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. A case study design is appropriate when a researcher seeks to obtain an in-depth understanding of a contemporary phenomenon within its real-life context, particularly where the boundaries between the phenomenon and the context are not clearly evident (Yin, 2018; Creswell & Poth, 2016). The design enabled the researcher to investigate school governance practices as they naturally occur within specific school environments and to examine the contextual factors influencing the functioning and effectiveness of SGBs.

The case study design was considered suitable because school governance is a complex social process influenced by multiple factors, including socio-economic conditions, stakeholder relationships, organisational capacity, and institutional support (Kruger et al., 2022; Mlambo, 2023). The study focused on selected Quintile 1 to 3 schools within the Mankweng Circuit to develop a detailed understanding of how SGB members experience and navigate their governance responsibilities. The design further allowed for an exploration of participants' perspectives regarding decision-making processes, stakeholder participation, financial management, accountability practices, and the challenges affecting school governance.

Qualitative case studies are particularly useful for generating rich and contextually grounded insights into participants' experiences and social interactions (Yin, 2018; Tisdell et al., 2025). In this study, the case study design facilitated the collection of detailed information from participants directly involved in governance processes, namely three school principals serving as ex officio members of SGBs, three SGB chairpersons, and three SGB treasurers. Their experiences and perceptions provided valuable insights into the realities of school governance in disadvantaged educational settings and enabled the researcher to examine how contextual factors shape governance practices within schools.

The case study design also allowed the researcher to examine governance issues holistically by considering the interaction between organisational, social, and contextual factors influencing

SGB effectiveness (Muzari et al., 2022). Schools do not operate in isolation but are embedded within broader community and institutional environments that significantly influence governance processes. The design therefore enabled an exploration of how factors such as poverty, limited resources, stakeholder participation, and institutional support collectively affect the functioning of SGBs in Quintile 1 to 3 schools.

Furthermore, the use of a case study design enhanced the depth and richness of the findings by allowing participants to describe their experiences and perceptions in detail. Through semi-structured interviews and document reviews, the study generated comprehensive data regarding the realities of school governance and the strategies employed by SGBs to address governance challenges. The design therefore provided a suitable framework for achieving the objectives of the study and for generating context-specific knowledge that may contribute to strengthening school governance practices in resource-constrained educational environments within the Mankweng Circuit.

3.5. Study Site/Context

The study was conducted in the Mankweng Circuit, which falls under the Capricorn South Education District in the Limpopo Province, South Africa. The circuit comprises public primary and secondary schools that serve predominantly rural communities characterised by varying socio-economic conditions. The study focused specifically on Quintile 1 to 3 schools, which are classified as no-fee public schools under the National Norms and Standards for School Funding. These schools primarily serve learners from economically disadvantaged communities and receive additional government funding to promote equitable access to education. The Mankweng Circuit was selected because it provides a suitable context for examining the role of SGBs in school governance within resource-constrained educational settings. Despite receiving additional government support, many Quintile 1 to 3 schools in the circuit continue to experience challenges such as limited financial resources, inadequate infrastructure, socio-economic inequalities, and varying levels of stakeholder participation. These contextual conditions influence how SGBs perform their statutory governance responsibilities, including policy development, financial oversight, accountability, and stakeholder engagement. The study site was therefore considered appropriate because it enabled an in-depth exploration of the experiences and perspectives of SGB members regarding school governance within their natural setting. Examining schools within the

Mankweng Circuit also provided context-specific insights into the governance practices, challenges, and strategies adopted by SGBs operating in disadvantaged school environments. These insights contribute to a better understanding of school governance in Quintile 1 to 3 schools and support the development of recommendations for strengthening governance practices in similar educational contexts.

3.6. Population And Sampling

Participant selection is an important component of qualitative research because it enables researchers to obtain rich and relevant information from individuals who possess direct knowledge and experience of the phenomenon under investigation (Creswell & Poth, 2025; Pascale, Lineback, Bates, & Beatty, 2022). The participant selection process in this study was guided by the purpose of the research and the need to obtain in-depth insights into the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. Careful participant selection enhanced the credibility and trustworthiness of the study by ensuring that participants possessed relevant experiences and could provide meaningful information regarding school governance practices (Hennink & Kaiser, 2022).

In line with the objectives of the study, specific inclusion criteria were established to identify participants who were directly involved in school governance structures. Participants were required to be active members of SGBs and to possess experience and knowledge regarding governance responsibilities, decision-making processes, stakeholder participation, and school development initiatives within Quintile 1 to 3 schools. The study specifically focused on three school principals serving as ex officio members of SGBs, three SGB chairpersons, and three SGB treasurers, resulting in a total sample of nine participants. These participants were selected because of their direct involvement in governance processes and their ability to provide informed perspectives regarding SGB functioning and the challenges affecting school governance effectiveness (SASA, 1996; King & Mestry, 2023).

Qualitative research places greater emphasis on obtaining depth and richness of information than on achieving large sample sizes (Creswell & Poth, 2025). Smaller samples are generally appropriate because they facilitate detailed exploration of participants' experiences, perceptions, and interpretations of social phenomena (Hennink & Kaiser, 2022; Vasileiou, Barnett, Thorpe, & Young, 2018). The selected participants therefore provided sufficient

information to generate rich, contextually grounded data regarding school governance practices and the realities experienced by SGBs.

The participant selection process further sought to ensure diversity of perspectives within school governance structures by including representatives occupying different governance positions. The inclusion of principals, SGB chairpersons, and treasurers enabled the study to capture multiple perspectives regarding governance practices, leadership dynamics, financial management, accountability processes, and stakeholder participation. This diversity of viewpoints contributed to a more comprehensive understanding of the factors influencing the effectiveness of SGBs within Quintile 1 to 3 schools in the Mankweng Circuit. Overall, the participant selection process sought to balance the need for rich and contextualised data with practical considerations such as accessibility, time, and resource constraints.

3.6.1. Purposive Sampling

The study employed purposive sampling, which is widely recognised and frequently used in qualitative research (Nyimbili & Nyimbili, 2024). Purposive sampling involves deliberately selecting participants who possess specific knowledge, experiences, and characteristics relevant to the phenomenon under investigation (Patton, 2015; Creswell & Poth, 2025). This sampling approach was considered appropriate because the study sought to obtain rich, detailed, and contextually grounded information regarding the role of School SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

The study specifically selected participants who were directly involved in school governance structures and who could provide informed insights into SGB practices and experiences. The participant group comprised three school principals, three SGB chairpersons, and three SGB treasurers, resulting in a total sample of nine participants. These participants were purposively selected because of their direct involvement in governance processes and their responsibilities relating to school decision-making, resource management, stakeholder participation, and accountability within schools (SASA, 1996; King & Mestry, 2023).

Purposive sampling enabled the researcher to gather information from participants who possessed firsthand experience of the governance challenges affecting Quintile 1 to 3 schools, including resource constraints, socio-economic pressures, limited stakeholder participation,

and governance capacity challenges (King & Mestry, 2023). According to Ahmad and Wilkins (2025), purposive sampling is particularly valuable in qualitative research because it enables researchers to obtain rich and meaningful data from individuals who are knowledgeable about the phenomenon under investigation. The participants' experiences and perspectives therefore provided valuable insights into how SGBs perform their governance responsibilities and navigate challenges within resource-constrained school settings (Hennink & Kaiser, 2022).

Inclusion criteria were established to ensure that participants possessed sufficient experience and knowledge regarding school governance. Participants were required to be actively serving in their respective governance positions and to have direct involvement in governance activities within Quintile 1 to 3 schools in the Mankweng Circuit. This criterion ensured that the information collected was relevant, credible, and aligned with the objectives of the study. Ultimately, purposive sampling provided a focused and systematic approach for selecting information-rich participants who could contribute meaningfully to the objectives of the study (Nyimbili & Nyimbili, 2024). The study selected participants with direct experience of school governance to obtain in-depth insights into the factors influencing the effectiveness of SGBs. These insights informed the development of practical recommendations aimed at strengthening school governance practices in Quintile 1 to 3 schools.

3.6.2. Participant Criteria

This study focused on individuals who were directly involved in school governance structures and who possessed relevant knowledge and experience regarding the functioning of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit. Selecting participants with direct experience of the phenomenon under investigation is consistent with qualitative research principles, as it enables researchers to obtain rich and meaningful information from individuals who can provide in-depth insights into the research topic (Creswell & Poth, 2025).

To participate in the study, individuals had to meet the following inclusion criteria:

- Be actively serving in a Quintile 1 to 3 school within the Mankweng Circuit;
- Hold a recognised governance position within the SGB structure;
- Have direct involvement in school governance activities, including decision-making, stakeholder participation, financial management, or school development initiatives; and

- Possess sufficient experience and knowledge to provide informed perspectives regarding SGB functioning and governance challenges.

The participant group comprised school principals serving as ex officio members of SGBs, SGB chairpersons, and SGB treasurers. These participants were selected because of their direct involvement in governance processes and their ability to provide informed perspectives regarding governance responsibilities, decision-making processes, stakeholder participation, and the challenges affecting the effectiveness of SGBs.

a) School Principals (Ex Officio Members)

School principals occupy an important leadership position within schools and serve as ex officio members of SGBs in terms of the South African Schools Act (SASA, 1996). Principals are responsible for providing professional leadership and supporting governance processes through collaboration with SGBs. Their involvement in school management and governance provides them with a comprehensive understanding of school operations, stakeholder relations, resource management, and accountability processes (Zwane & Mestry, 2025). As ex officio members of SGBs, principals are well positioned to provide insights into the challenges influencing SGB effectiveness, including resource constraints, stakeholder participation, governance capacity, and leadership practices within Quintile 1 to 3 schools (Kruger et al., 2022). Research on school governance highlights that principals play a critical role in bridging the functions of school management and governance by supporting collaboration between professional and elected governance structures (Moorosi et al., 2020). Their experiences therefore contributed significantly to understanding the functioning of SGBs within resource-constrained educational contexts.

b) SGB Chairpersons

SGB chairpersons were included in the study because they play a central role in leading governance activities and facilitating decision-making processes within schools. As elected representatives, chairpersons contribute to coordinating SGB activities, promoting stakeholder participation, and supporting compliance with legislative governance requirements (SASA, 1996). Their leadership positions provide them with firsthand knowledge of governance challenges experienced by schools, including issues relating to stakeholder involvement,

accountability, communication, and resource limitations. Previous studies have highlighted the important role played by SGB leadership structures in promoting effective school governance and strengthening relationships between schools and communities (Dlomo et al., 2022; King & Mestry, 2023). Their inclusion in the study therefore provided valuable insights into the factors influencing the effectiveness of SGBs.

c) SGB Treasurers

SGB treasurers were included because of their responsibility for supporting financial governance within schools. SGBs have statutory responsibilities relating to financial management, including budgeting, monitoring expenditure, and ensuring accountability for school funds (SASA, 1996). Treasurers therefore play an important role in supporting effective financial oversight and promoting responsible resource management within schools (King & Mestry, 2023). Given the socio-economic challenges affecting Quintile 1 to 3 schools, SGB treasurers were particularly well positioned to provide insights into the financial and resource-related challenges that influence school governance effectiveness. Their experiences contributed to understanding how SGBs manage limited resources, promote accountability, and fulfil their governance responsibilities within resource-constrained contexts (Kruger et al., 2022). Collectively, these participant groups provided diverse but complementary perspectives regarding school governance practices within Quintile 1 to 3 schools. Their direct involvement in governance processes enabled the study to obtain rich and contextualised information concerning the functioning, challenges, and effectiveness of SGBs in the Mankweng Circuit.

3.7. Data Collection Methods

This study employed qualitative data collection methods to obtain in-depth information regarding the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. Data collection methods in qualitative research are intended to enable researchers to explore participants' experiences, perceptions, and interpretations of social phenomena within their natural contexts (Creswell & Poth, 2025). Qualitative data collection is particularly useful when the aim is to understand how individuals make sense of their experiences and how social processes operate within specific settings (Tisdell et al., 2025).

The study utilised face-to-face semi-structured interviews as the primary method of data collection. This method was considered appropriate because it enabled participants to share detailed information regarding their experiences, perceptions, and understandings of school governance practices. The use of semi-structured interviews further provided the researcher with the flexibility to probe and seek clarification on issues relevant to the objectives of the study while maintaining focus on the research questions. The participants comprised three school principals serving as ex officio members of School Governing Bodies, three SGB chairpersons, and three SGB treasurers, all of whom possessed direct experience and knowledge of governance processes within Quintile 1 to 3 schools.

3.7.1. Semi-structured interviews

Semi-structured interviews were employed as the primary data collection method because they allow researchers to obtain rich, detailed, and contextually grounded information regarding participants' experiences and perceptions (Karatsareas, 2022). Semi-structured interviews involve the use of predetermined guiding questions while allowing sufficient flexibility for participants to elaborate on issues that emerge during the interview process (Creswell & Poth, 2025). This flexibility was particularly appropriate for the present study because school governance practices are influenced by various contextual factors, including resource availability, stakeholder participation, leadership practices, and socio-economic conditions.

Face-to-face interviews were conducted with three school principals serving as ex officio members of SGBs, three SGB chairpersons, and three SGB treasurers, resulting in a total sample of nine participants. These participants were selected because of their direct involvement in school governance and their ability to provide informed insights regarding SGB responsibilities, decision-making processes, accountability mechanisms, and governance challenges within Quintile 1 to 3 schools.

The use of face-to-face interviews enabled the researcher to establish rapport with participants and observe non-verbal cues such as facial expressions, gestures, and body language, which contributed to a deeper understanding of participants' responses (Buys et al., 2022; Tisdell et al., 2025). The interviews provided participants with an opportunity to express their views in their own words and to describe their experiences of school governance within their specific contexts. This approach generated rich and detailed data regarding the functioning of SGBs,

stakeholder relationships, resource management practices, and the challenges affecting governance effectiveness in resource-constrained educational settings.

The use of semi-structured interviews therefore contributed significantly to achieving the objectives of the study by providing an in-depth understanding of how participants experience and navigate their governance responsibilities within Quintile 1 to 3 schools in the Mankweng Circuit. The data generated through these interviews provided valuable insights into the factors influencing the effectiveness of SGBs and informed recommendations aimed at strengthening school governance practices in Quintile 1 to 3 schools.

3.8. Data Analysis

The data generated through the face-to-face semi-structured interviews were analysed using thematic analysis. Thematic analysis is a widely used qualitative data analysis method that enables researchers to systematically identify, organise, and interpret patterns of meaning within qualitative data (Braun & Clarke, 2023). According to Nowell, Norris, White, and Moules (2017), thematic analysis provides a structured and rigorous process for examining participants' experiences and perspectives by identifying recurring ideas and themes within the data. This method was considered appropriate for the present study because it facilitated an in-depth exploration of participants' experiences regarding the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. The analysis focused on understanding how SGB members fulfil their governance responsibilities and identifying the factors that influence their effectiveness within resource-constrained educational settings. Through thematic analysis, key themes relating to governance practices, stakeholder participation, leadership support, accountability, and resource constraints were identified.

3.8.1. Thematic Analysis

The study followed the six phases of thematic analysis proposed by Braun and Clarke (2023), namely familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. These phases provided a systematic framework for analysing the interview data and enabled the researcher to generate contextually grounded findings regarding school governance practices within Quintile 1 to 3 schools in the Mankweng Circuit. The flexibility of thematic analysis further allowed the

researcher to adapt the analytical process to the specific context of school governance while maintaining a systematic and rigorous approach to data interpretation (Byrne, 2022). The use of thematic analysis therefore contributed to the credibility and trustworthiness of the study by ensuring that the findings remained closely aligned with participants' experiences.

3.8.2. Phases of Thematic Analysis

The first phase involved familiarisation with the data. The researcher repeatedly read the interview transcripts and listened to the audio recordings to develop a comprehensive understanding of participants' experiences and perceptions regarding school governance. Repeated engagement with the data enabled the researcher to identify preliminary patterns and meanings relating to governance responsibilities, stakeholder relationships, leadership practices, accountability mechanisms, and resource challenges affecting SGBs. Familiarisation with the data is an essential stage of qualitative analysis because it allows researchers to become immersed in the dataset and identify important issues that may otherwise be overlooked (Braun & Clarke, 2023; Nowell et al., 2017).

Following familiarisation, the researcher generated initial codes by identifying meaningful segments of information relevant to the research questions. Coding involved assigning labels to sections of interview data that reflected important ideas and experiences relating to school governance (Saldaña, 2021; Mohajan & Mohajan, 2022). Similar responses relating to governance challenges, leadership practices, stakeholder participation, resource management, and accountability were grouped under common codes. This iterative process enabled the researcher to identify relationships and recurring patterns within the data and contributed to the development of broader themes concerning the functioning and effectiveness of SGBs in Quintile 1 to 3 schools.

After generating the initial codes, the researcher examined the coded data to identify broader patterns and relationships. Similar codes were grouped into categories and subsequently developed into themes and sub-themes. The researcher continuously compared the emerging themes with the interview data to ensure that they accurately reflected participants' experiences and meanings attached to school governance practices. This process facilitated a deeper understanding of the factors influencing the effectiveness of SGBs and provided insights into governance practices within Quintile 1 to 3 schools in the Mankweng Circuit.

The identified themes were subsequently reviewed several times to determine whether they accurately represented the interview data and adequately addressed the research questions. During this process, certain themes were refined, merged, or reorganised to improve clarity and ensure coherence. The researcher continuously compared the themes with the coded extracts and the entire dataset to ensure that the findings remained grounded in participants' perspectives and experiences. This iterative review process contributed to the credibility and trustworthiness of the analysis by ensuring a close alignment between the data and the interpretations derived from it.

The final phase involved defining and naming the themes. This process required the researcher to identify the central organising concept of each theme and to develop concise and descriptive labels that accurately reflected participants' experiences and perceptions regarding school governance. Themes demonstrating conceptual overlap were refined or merged to enhance clarity and avoid duplication. The researcher ensured that the final themes remained closely aligned with the research questions and objectives of the study. This process facilitated the development of well-defined themes that provided a structured representation of the findings and contributed to a deeper understanding of the factors influencing the functioning and effectiveness of SGBs within Quintile 1 to 3 schools in the Mankweng Circuit.

3.9. Trustworthiness

This study sought to understand the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. To ensure the quality and integrity of the research process, attention was given to both trustworthiness and ethical considerations throughout the study. The researcher sought to accurately capture participants' experiences regarding SGB responsibilities, stakeholder participation, governance practices, accountability, and the challenges affecting effective school governance.

Ethical principles guided all stages of the study and included obtaining informed consent, ensuring voluntary participation, maintaining confidentiality and anonymity, and accurately representing participants' views and experiences (Creswell & Poth, 2025). In addition, the study applied the criteria of credibility, transferability, dependability, and confirmability to enhance the trustworthiness of the findings (Nowell et al., 2017). These strategies ensured that the findings were grounded in participants' experiences and provided a reliable and

contextually relevant understanding of SGB functioning within Quintile 1 to 3 schools. Through systematic data collection, rigorous analysis, and continuous reflexivity, the study aimed to ensure that the findings accurately reflected participants' perspectives and experiences rather than the assumptions of the researcher (Berger, 2015).

3.9.1. Credibility

Credibility was enhanced by ensuring that the findings accurately reflected the experiences and perspectives of participants regarding SGB functioning and school governance. Credibility refers to the extent to which qualitative findings represent participants' realities and are supported by evidence derived from the collected data (King & Mestry, 2023). In this study, credibility was strengthened through prolonged engagement with the research context, which enabled the researcher to develop a deeper understanding of the governance environment within Quintile 1 to 3 schools in the Mankweng Circuit.

Triangulation was employed by comparing the perspectives of school principals serving as ex officio members of SGBs, SGB chairpersons, and SGB treasurers. This process enabled the identification of areas of convergence and divergence regarding governance responsibilities, financial management, stakeholder participation, and challenges affecting SGB effectiveness. This approach contributed to a more comprehensive understanding of SGB functioning by ensuring that the findings reflected multiple participant perspectives rather than individual accounts alone (Creswell & Poth, 2025; Hennink & Kaiser, 2022).

Member checking was also utilised to allow participants to confirm whether the researcher's interpretations accurately represented their experiences and perspectives. This process assisted in identifying possible misunderstandings and ensured that the identified themes remained closely aligned with participants' intended meanings (Nowell et al., 2017). In addition, reflexivity was applied throughout the research process to enable the researcher to critically examine personal assumptions and potential biases, thereby ensuring that participants' voices remained central to the interpretation of the findings (Berger, 2015; Creswell & Poth, 2025).

3.9.2. Dependability

Dependability refers to the consistency and stability of the research process over time, ensuring that the study is conducted in a logical, traceable, and well-documented manner (Stalmeijer,

Brown, & O'Brien, 2024). To enhance dependability, an audit trail was maintained throughout the study to document all stages of the research process, including participant selection, data collection, coding, theme development, and data interpretation. Maintaining detailed records of methodological and analytical decisions ensured that the research process remained transparent, systematic, and consistent. Furthermore, the use of thematic analysis followed clearly defined procedures, enabling the findings to be traced back to the collected data and enhancing the overall consistency of the study (Nowell et al., 2017).

3.9.3. Confirmability

Confirmability refers to the extent to which the research findings are grounded in the participants' experiences rather than being influenced by the researcher's personal assumptions, values, or biases (Stalmeijer et al., 2024). Confirmability was strengthened through continuous reflexivity, whereby the researcher critically reflected on personal beliefs, experiences, and potential influences throughout the research process. This was particularly important because the study examined SGB functioning within school contexts familiar to the researcher. Reflexive practice helped ensure that the interpretation of the data remained grounded in participants' perspectives rather than preconceived expectations. In addition, regular consultation with the research supervisor provided opportunities to critically review the coding, theme development, and interpretation of the findings, ensuring that the conclusions were supported by the data. These strategies enhanced the objectivity and credibility of the findings by ensuring that they accurately reflected participants' experiences of SGB functioning and school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

3.9.4. Transferability

Transferability was addressed by providing a detailed description of the research context, participants, and conditions within which the study was conducted. In qualitative research, transferability does not refer to statistical generalisation; rather, it enables readers to determine the extent to which findings may be applicable to similar contexts based on the richness and depth of the contextual descriptions provided (Stalmeijer et al., 2024). In this study, detailed contextual information was provided regarding Quintile 1 to 3 schools within the Mankweng Circuit, including the socio-economic conditions, governance environment, and challenges experienced by SGBs.

Descriptions of participants' experiences relating to governance responsibilities, stakeholder relationships, capacity challenges, and resource limitations enabled readers to assess the relevance of the findings to other schools operating under comparable circumstances. Through an examination of disadvantaged school contexts, the study generated insights that may assist other schools facing similar challenges in strengthening SGB effectiveness. However, the researcher acknowledges that differences in school contexts, resource availability, community characteristics, and institutional conditions may influence the extent to which the findings are applicable to other settings (Liang, 2019; Creswell & Poth, 2025). Consequently, readers are provided with sufficient contextual information to make informed judgements regarding the potential applicability of the findings to similar educational environments.

3.10. Ethical Consideration

Ethical considerations were central to this study to ensure that participants were treated with respect, dignity, and fairness throughout the research process. Since the study explored the experiences of principals, SGB chairpersons, and SGB treasurers regarding the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, ethical principles were applied to protect participants' rights and ensure the integrity of the research process. Prior to data collection, participants were provided with written information explaining the purpose and objectives of the study, the research procedures, and the nature of their expected involvement. Written informed consent was obtained from all participants after the study had been fully explained to them. Participants were informed that their participation was voluntary and that they had the right to withdraw from the study at any stage without any negative consequences. They were also informed that they could decline to answer questions that they considered sensitive or uncomfortable (Klykken, 2022; Creswell & Poth, 2025).

Confidentiality and anonymity were maintained throughout the study by protecting participants' personal information and replacing their identities with pseudonyms during data presentation and reporting. Interview schedules and venues were arranged at times and locations convenient for participants to provide a safe and comfortable environment for sharing their experiences. All information collected during the study was securely stored and used solely for academic purposes, ensuring that participants' views regarding SGB functioning, governance challenges, stakeholder relationships, and institutional support remained protected (Liang, 2019; Creswell & Poth, 2025). Participants were further provided with interview

transcripts for verification and correction to ensure that their views had been accurately captured and represented.

The researcher also applied reflexivity throughout the study to remain aware of personal assumptions and potential biases that could influence data collection, analysis, and interpretation. This process assisted in ensuring that the findings reflected participants' experiences rather than the researcher's personal perspectives. By adhering to these ethical principles, the study protected participants' rights, privacy, and dignity throughout the research process and contributed to the production of credible and trustworthy findings regarding SGB functioning and school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

3.11. Limitations

This study was subject to several limitations that should be considered when interpreting the findings. The study was conducted in selected Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province; therefore, the findings are context-specific and cannot be generalised to all schools in South Africa. In addition, the study employed purposive sampling and a relatively small sample comprising principals, SGB chairpersons, and SGB treasurers, which limited the range of perspectives but enabled the collection of rich, in-depth data from participants with direct experience of school governance. The study also relied on semi-structured interviews, meaning that the findings were based on participants' perceptions and experiences, which may have been influenced by personal interpretations or social desirability. To minimise these limitations, participants were assured of confidentiality, and the researcher-maintained reflexivity throughout the study, documented methodological and analytical decisions through an audit trail, and engaged in regular consultation with the research supervisor to ensure that the findings remained grounded in the data. Despite these limitations, the study provides valuable context-specific insights into the role of School Governing Bodies in school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

3.12. Chapter Summary

This chapter presented the research methodology adopted to investigate the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, Limpopo Province. It described the research paradigm, research design, research approach, study site, population

and sampling procedures, and the data collection methods employed to generate rich and context-specific data. The chapter also explained the thematic data analysis process, measures implemented to ensure trustworthiness, ethical considerations, and the limitations of the study. Collectively, these methodological choices provided a rigorous and appropriate framework for addressing the research objectives and research questions.

Keywords: Interpretivist paradigm, qualitative research approach, phenomenological design, purposive sampling, semi-structured interviews, thematic analysis, coding, reflexivity, trustworthiness, ethical considerations.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1. Introduction

This chapter presents and discusses the findings of the study. The findings are organised into themes that emerged from the thematic analysis of participants' responses and are aligned with the research questions and objectives. The study sought to explore stakeholders' perceptions and experiences regarding the role of SGBs in promoting effective school governance in Quintile 1 to 3 schools. Data were collected through semi-structured interviews with three principals, three SGB chairpersons, and three SGB treasurers from selected schools within the Mankweng Circuit. Participants responded to questions relating to the functioning and effectiveness of SGBs, governance practices, the strategies used to promote effective school governance, the availability of resources, and approaches used to mobilise additional resources. During the interviews, participants also described issues relating to stakeholder collaboration, policy implementation, financial management, and challenges affecting effective school governance. The identification of these themes enabled the researcher to identify patterns, similarities, and differences in participants' experiences regarding school governance and the functioning of SGBs (Christou, 2022; King & Mestry, 2023).

The discussion of the findings is guided by the theoretical frameworks underpinning the study, namely Stakeholder Theory and the TORC. Stakeholder Theory emphasises the importance of collaboration, participation, and shared decision-making among stakeholders in achieving organisational effectiveness and governance objectives (Freeman, 1984; Dmytriyev, 2023; Freeman, 2023). Similarly, TORC provides a framework for understanding how institutional support, leadership commitment, organisational capacity, and collective readiness influence the successful implementation of change initiatives and organisational effectiveness (Weiner et al., 2020; Köhler, Ritter, & Kauffeld, 2024). These theories provide a lens through which the findings are interpreted and assist in explaining the extent to which SGBs contribute to school governance in Quintile 1 to 3 schools. The application of these theoretical perspectives also facilitates comparisons between the study findings and the existing body of knowledge, thereby highlighting areas where the findings corroborate, extend, or differ from previous studies.

Thematic analysis was adopted because it provides a systematic and flexible approach to analysing qualitative data and identifying meaningful patterns within participants' narratives. According to Jowsey, Deng, and Weller (2021), thematic analysis enables researchers to organise and interpret rich qualitative data effectively, while Braun and Clarke (2023) argue that it enhances the understanding and communication of participants' experiences. In this study, interview transcripts from participants were read repeatedly to ensure familiarity with the data. Initial codes were generated from participants' responses and then compared across the three participant groups to identify recurring similarities and differences. Codes that reflected similar meanings were grouped and merged into broader categories, from which themes were developed to represent recurring patterns and shared perceptions across the three participant groups. The inclusion of participants from different stakeholder groups enhanced the credibility and richness of the findings by providing multiple perspectives on school governance issues (Squires, 2023). Consequently, this chapter discusses the findings in relation to the study objectives, relevant literature, and the theoretical frameworks of Stakeholder Theory and the TORC to provide a comprehensive understanding of the role of SGBs in promoting effective school governance within Quintile 1 to 3 schools in the Mankweng Circuit.

4.2. Participant Profiles

This section presents the demographic and professional profiles of the participants who took part in the study. The purpose of providing participant profiles is to contextualise the findings by describing the participants' roles and experience in school governance. The study involved nine participants selected through purposive sampling from Quintile 1 to 3 schools within the Mankweng Circuit. The participants comprised three principals, three SGB chairpersons, and three SGB treasurers. These participants were selected because of their direct involvement in school governance and their knowledge of the roles, responsibilities, challenges, and practices of SGBs. The principals provided insights into school leadership, governance implementation, and support for SGBs. The SGB chairpersons contributed perspectives on governance leadership, stakeholder participation, and policy implementation, while the SGB treasurers provided information on financial management, budgeting, accountability, and resource management. To protect participants' identities and maintain confidentiality, pseudonyms were used throughout the study, and participants are referred to as Principal 1–3, SGB Chairperson 1–3, and SGB Treasurer 1–3. Their diverse governance positions provided multiple

perspectives on the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit, thereby contributing to a comprehensive understanding of the phenomenon under investigation.

4.3. Thematic Findings

This section presents the findings of the study based on the thematic analysis of data collected through semi-structured interviews with principals, SGB chairpersons, and SGB treasurers from selected Quintile 1 to 3 schools in the Mankweng Circuit. The data were analysed using Braun and Clarke's (2023) thematic analysis approach, which involved familiarisation with the interview transcripts, generating initial codes from participants' responses, comparing codes across the three participant groups, reviewing and merging related codes into broader categories, developing themes, and interpreting patterns of meaning across the dataset. Interview transcripts from all nine participants (three principals, three SGB chairpersons, and three SGB treasurers) were systematically coded and compared to identify recurring patterns, similarities, differences, and shared experiences regarding the role of SGBs in promoting effective school governance.

The themes presented in this chapter emerged from recurring responses across principals, SGB chairpersons, and SGB treasurers rather than from isolated individual views. Codes representing similar ideas, experiences, and perceptions were grouped together and merged into broader themes that addressed the research objectives of the study. Themes were retained where recurring patterns and convergence of evidence were evident across multiple participants, while divergent perspectives were also included where they provided additional insight into the phenomenon under investigation. To enhance the credibility and trustworthiness of the findings, each theme is supported by direct quotations from two or more participants representing different stakeholder groups, followed by a synthesis of the recurring patterns, an interpretation of the findings using Stakeholder Theory and the TORC, and a comparison with relevant empirical literature.

4.3.1. Theme 1: Perceptions of the Role, Effectiveness, and Support of SGBs in School Governance

The findings revealed that participants generally perceived SGBs as playing a significant role in promoting effective school governance. Participants across all three stakeholder groups consistently described SGBs as supportive, collaborative, accountable, and actively involved in school governance. Although participants differed slightly in how they described SGB performance, there was clear convergence across principals, SGB chairpersons, and SGB treasurers. They generally perceived SGBs as functional and committed to fulfilling their governance responsibilities.

During the thematic analysis, interview transcripts from principals, SGB chairpersons, and SGB treasurers were compared to identify recurring patterns, similarities, and differences in participants' perceptions of the role and effectiveness of SGBs. Initial codes such as collaborative leadership, financial accountability, shared decision-making, policy implementation, and stakeholder participation emerged repeatedly across the interviews. These related codes were grouped and merged into a single theme because they reflected participants' shared perceptions of the SGBs' contribution to effective school governance. This recurring pattern across the three stakeholder groups resulted in the development of the theme, Perceptions of the Role, Effectiveness, and Support of SGBs in School Governance.

The following quotations illustrate participants' perceptions of the role, effectiveness, and support of SGBs in promoting effective school governance.

Principal 1 described the SGB as supportive and actively involved in school governance:

"It's good. The SGB is doing their work. They are hands-on, they are very much supportive to the school activities."

Supporting this view, Principal 3 highlighted the effectiveness of the SGB, particularly in financial governance:

"My school governance is above all rated as good so far. I would say we rate them as good because in terms of finances and transactions, things are going well. Things are very smooth. We've got the income and we've got the expenditure. All of them are recorded accordingly."

SGB Chairperson 1 highlighted the governing body's contribution to school improvement:

“I will say it's fair. We haven't done much, but what we have done is satisfactory. Since our arrival, we managed to do the following. We replaced the broken windows and doors, renovated the kitchen, and ensured that we bought enough LTSM for our learners. We also introduced a work system in our school. We also have a parental reading competition whereby we invite our parents to come to school monthly to read in order to motivate learners. And so far, it does make a difference to our learners.”

Similarly, SGB Chairperson 3 emphasised the importance of clearly defined governance roles and policy implementation:

“To prioritise governance, in our school, we define clear rules and responsibilities of each member in the, in the SGB. And then we also establish the policies and procedures so that each and every one of us knows exactly what we are doing and what is expected of us.”

Supporting these views, SGB Treasurer 3 also expressed confidence in the effectiveness of the SGB:

"So far, I can rate it good."

Collectively, the five quotations demonstrate strong convergence among principals, SGB chairpersons, and SGB treasurers regarding the role, effectiveness, and support of SGBs in promoting effective school governance. Principals emphasised the SGB's active involvement in school activities, sound financial management, and accountability. Chairpersons highlighted tangible governance achievements, including infrastructure improvements, learner support initiatives, stakeholder participation, policy implementation, and clearly defined governance responsibilities. Although the treasurer's response was brief, it reinforced the positive perception that the SGB was functioning effectively. These responses indicate that participants viewed SGBs as collaborative governance structures that promote stakeholder participation, shared decision-making, accountability, and the overall development of schools. The consistency of these perceptions across the three participant groups demonstrates how the theme emerged from recurring patterns identified during the thematic analysis.

The findings support both Stakeholder Theory and the TORC. Stakeholder Theory proposes that effective school governance depends on the active participation, collaboration, and shared responsibility of key stakeholders. The positive perceptions expressed by principals, SGB chairpersons, and treasurers therefore demonstrate collaborative governance in practice. Likewise, the findings align with TORC, which posits that organisational effectiveness is strengthened when stakeholders possess the commitment, knowledge, and capacity to fulfil their governance responsibilities effectively. The participants' descriptions of collaborative leadership, accountability, and active participation suggest that these SGBs demonstrated organisational readiness to promote effective school governance.

The findings corroborate previous studies on effective school governance. Mkhize and Hungwe (2022) found that rural SGBs strengthen school governance by establishing school-community partnerships that mobilise resources through fundraising initiatives, donations from external partners, and community support. Likewise, Garcer et al. (2024) argued that proper record-keeping, transparency, and compliance with financial regulations strengthen financial governance and accountability. Similarly, Dlomo et al. (2022) found that collaborative financial management contributes to effective budgeting, expenditure control, and accountability, while Aina and Du Plessis (2023) observed that effective SGBs maintain accurate financial records, adhere to approved budgets, and communicate financial information transparently to stakeholders. Collectively, these studies corroborate the findings of the present study by demonstrating that collaborative leadership, financial accountability, stakeholder participation, and sound governance practices strengthen the effectiveness of SGBs.

The findings also partially corroborate existing literature that acknowledges both the strengths and challenges associated with SGB functioning. King and Mestry (2023) found that while some SGBs effectively fulfil their governance responsibilities, others continue to experience challenges related to capacity, financial management, policy implementation, and oversight. Likewise, Kruger et al. (2022) reported that some SGBs demonstrate strong commitment and effective governance, whereas others experience role ambiguity, limited participation, and inadequate governance knowledge. However, unlike studies that portray SGBs in Quintile 1 to 3 schools as generally ineffective (Faku & Mulaudzi, 2024; Mestry, 2020), the findings of this study indicate that participants generally perceived their SGBs as supportive, functional, and committed to fulfilling their governance responsibilities. This finding therefore extends the

existing body of knowledge by demonstrating that effective school governance can be achieved within resource-constrained Quintile 1 to 3 schools when stakeholders collaborate effectively, fulfil their governance responsibilities, and demonstrate strong organisational commitment.

4.3.2. Theme 2: SGB Capacity and Governance Practices in Promoting Effective School Governance

The findings revealed that participants regarded SGB capacity and governance practices as fundamental to promoting effective school governance within Quintile 1 to 3 schools. The importance of capacity building emerged across all three participant groups, with five of the nine participants specifically identifying training and continuous professional development as essential for effective school governance. Although participants emphasised different aspects of governance, there was clear convergence across principals, SGB chairpersons, and SGB treasurers that continuous capacity development and sound governance practices enable SGBs to fulfil their governance responsibilities effectively.

During the thematic analysis, initial codes such as capacity building, role clarification, policy development, financial accountability, continuous training, stakeholder participation, and legislative compliance emerged repeatedly across the interviews. These related codes were grouped and merged into a single theme because they reflected participants' shared perceptions of how SGB capacity and governance practices strengthen effective school governance. This recurring pattern across the three stakeholder groups resulted in the development of the theme, SGB Capacity and Governance Practices in Promoting Effective School Governance.

The following quotations illustrate participants' perceptions of SGB capacity and governance practices in promoting effective school governance.

Principal 2 explained how the school strengthens the capacity of SGB members through continuous training and policy development:

"We are making sure that whenever we have a meeting, we have a slot for a serious topic like one policy that we discuss and make them understand. And again, we make it a point that whenever there is a workshop that is organized by the department, we make it a point that they don't miss it as the SGB. And again, we fully involve them into the school matters so that they have a deeper understanding of how things are run in the SGB. And again, every year, we take

them through the roles, their roles, the SGB roles, like the roles of the secretary, the roles of a chairperson and all those things, reminding them that they are here to work and they must not find themselves left behind."

Supporting this view, Principal 1 described his role in building SGB capacity through planning, training and policy development:

"I'm assisting the SGB to draw a plan with the dates of the meetings, the developmental trainings and workshops, doing internal workshops for capacitating SGB members in developing, reviewing and adopting policies."

Similarly, SGB Chairperson 3 described governance practices aimed at strengthening the effectiveness of the SGB:

"To prioritise governance, in our school, we define clear rules and responsibilities of each member in the, in the SGB. And then we also establish the policies and procedures so that each and every one of us knows exactly what we are doing and what is expected of us."

Supporting this perspective, SGB Chairperson 2 highlighted the importance of role clarification and collaborative leadership:

I think we have this variety of approaches in practice, like maybe clarifying the role and the responsibilities of all stakeholders, of the SGB, of the teachers, of management. And we have open communication, strong leadership in order to implement the school constitution and policies.

SGB Treasurer 1 explained how sound financial governance contributes to effective school governance:

"As the treasurer, I play a vital role in promoting good governance by ensuring that financial integrity and accountability is effective in our school. I maintain clear, accurate and up-to-date financial records. All income and expenditure are recorded and reported to the School Governing Body and stakeholders. I help to prepare and monitor the school's budget in line with approved plans and also ensure that funds are used responsibly and accordingly for the priorities of the school."

The five quotations demonstrate strong convergence among principals, SGB chairpersons, and SGB treasurers regarding the importance of SGB capacity and governance practices in promoting effective school governance. Principals emphasised continuous professional development, workshops, policy development, and role clarification as strategies for equipping SGB members with the knowledge and skills required to fulfil their governance responsibilities. Chairpersons highlighted the establishment of clear governance structures, defined responsibilities, open communication, collaborative leadership, and policy implementation as essential governance practices. The treasurer emphasised financial accountability, accurate record-keeping, budgeting, and responsible expenditure as fundamental components of effective governance. These findings indicate that participants viewed continuous capacity building, stakeholder participation, legislative compliance, and prudent governance practices as essential for strengthening SGB effectiveness. The consistency of these perceptions across the three participant groups demonstrates strong convergence and explains how this theme emerged from recurring patterns of capacity building, collaborative leadership, governance accountability, policy implementation, and stakeholder participation identified during the thematic analysis.

The findings support both Stakeholder Theory and the TORC. Stakeholder Theory emphasises that effective school governance depends on the active participation, collaboration, and shared responsibility of all stakeholders in achieving common educational goals. The collaborative governance practices described by participants demonstrate that principals, SGB chairpersons, and treasurers work collectively to strengthen decision-making, policy implementation, accountability, and school development. Similarly, the findings align with TORC, which posits that organisational effectiveness is enhanced when members possess the necessary knowledge, skills, institutional support, and commitment to implement governance responsibilities effectively. The emphasis on continuous training, role clarification, policy implementation, legislative compliance, and financial accountability reflects organisational readiness to promote effective school governance.

The findings corroborate previous studies that highlight the importance of capacity building and collaborative governance in strengthening SGBs. Zwane and Mestry (2025) found that continuous training and institutional support enable SGB members, particularly parent representatives, to perform their governance responsibilities more effectively. Likewise,

Mlambo (2023) argued that equipping SGB members with relevant governance knowledge and skills enhances their participation in decision-making processes and improves school governance. Similarly, Garcer et al. (2024) emphasised that effective internal financial processes, accountability, and compliance with financial regulations contribute to sound financial governance, while Mkhize and Hungwe (2022) found that collaborative stakeholder participation strengthens governance and improves school functioning. Collectively, these studies corroborate the findings of the present study by demonstrating that continuous capacity building, stakeholder collaboration, prudent financial management, and sound governance practices strengthen the effectiveness of SGBs.

The findings also partially corroborate previous literature acknowledging both the strengths and challenges associated with SGB functioning. King and Mestry (2023) reported that while some SGBs effectively fulfil their governance responsibilities, others continue to experience challenges related to governance capacity, policy implementation, and financial oversight. Similarly, Faku and Mulaudzi (2024) observed that limited governance knowledge and inadequate training constrain the effectiveness of some SGBs in disadvantaged schools. However, unlike studies that portray SGBs in Quintile 1 to 3 schools as generally lacking the capacity to perform their governance responsibilities effectively, the findings of this study indicate that schools within the Mankweng Circuit actively invest in training, policy development, stakeholder participation, and sound financial management to strengthen governance practices. This study therefore extends existing knowledge by demonstrating that some Quintile 1 to 3 schools within the Mankweng Circuit have strengthened effective school governance through continuous capacity building, collaborative leadership, stakeholder participation, and sound governance practices.

4.3.3. Theme 3: SGB Involvement in Resource Mobilisation and School Development

The findings revealed that participants perceived SGBs as playing a significant role in promoting school development through resource mobilisation, financial planning, and stakeholder collaboration. Evidence for this theme emerged across all three participant groups, with five of the nine participants, comprising principals, SGB chairpersons, and SGB treasurers, describing fundraising initiatives, donations, sponsorships, and community partnerships as important strategies for supporting school development beyond government funding. Although participants described different resource mobilisation strategies, there was

clear convergence across principals, SGB chairpersons, and SGB treasurers that SGBs actively seek additional resources to improve infrastructure and enhance teaching and learning.

During the thematic analysis, recurring responses across principals, SGB chairpersons, and SGB treasurers highlighted fundraising initiatives, donations, sponsorships, community partnerships, prudent resource management, and learner support as important strategies used by SGBs to supplement government funding. Initial codes such as fundraising, community partnerships, donations, sponsorships, resource mobilisation, financial planning, and learner support emerged repeatedly across the interviews. These related codes were grouped and merged into a single theme because they reflected the collective contribution of SGBs towards improving school development. This recurring pattern across the three stakeholder groups resulted in the development of the theme, SGB Involvement in Resource Mobilisation and School Development.

The following quotations illustrate participants' perceptions of the role of SGBs in resource mobilisation and school development.

Principal 3 described how the school mobilises additional resources to support school development:

“But for us to have that, we look for donations and other sponsorships to aid the development of the school. And in our case, that's what I said, that we go all out and ask for donations and that donation, we ask them in the form of parcels, in the form of money. So, if we deem it necessary that some of the learners who are from poor families, we help them by buying uniforms for them or asking for donations in terms of the uniforms. So, to say we are saving the school's funds. And we are raising funds in our school to make it a point that all those learners who are taking part in the extramural activity and are unable to pay, we pay for their fees so that they can participate with the others. So, we don't look for money only. So, this is how we go the extra mile to have some extra resources.”

Supporting this view, Principal 1 explained how fundraising and donations supplement government resources:

"We have fundraising, so the fundraising assists the school in purchasing extra resources and asking donations from local business people."

Similarly, SGB Chairperson 1 explained how the SGB mobilises resources through fundraising and partnerships with external organisations:

"Yes, we do have some fundraising. We have occasions like Fun Day and Entrepreneur Day where learners do fundraise. We also have the Edu-farm project, which donates seeds to our school. We grow vegetables and sell them to people. We also apply for sponsorships from organisations such as the Lottery. Currently, the Lottery sponsors us and we have a multipurpose court for sports."

Supporting this perspective, SGB Chairperson 3 highlighted additional fundraising initiatives used to obtain school resources:

"Yeah. we use the budget that we get from the Norms and Standards to buy extra resources that we don't have at our school, and then also we do fund raisings wherein we celebrate the days and then from those days, the learners are requested to pay a reasonable amount, wherein we use those funds to purchase or to get the extra resources. And then again, we have a tuck shop wherein we sell goods and to learners so that we can fundraise and have enough money so that we can try to purchase those resources that we feel lacking.

Supporting these views, SGB Treasurer 1 highlighted the contribution of external stakeholders to school development:

"From the sponsors and also the donors. For example, recently we have received money from the Snack-it competition."

The five quotations demonstrate strong convergence among principals, SGB chairpersons, and SGB treasurers regarding the role of SGBs in mobilising resources to promote school development. Principals emphasised fundraising initiatives, donations, sponsorships, and community support as important mechanisms for supplementing government funding and improving learner welfare. Chairpersons highlighted school-based fundraising activities, partnerships with external organisations and income-generating initiatives that contribute to the acquisition of learning resources. The treasurer further confirmed the importance of external sponsors and donors in strengthening the school's financial capacity. These findings indicate that participants viewed resource mobilisation as an important governance responsibility that extends beyond policy implementation to include community engagement,

financial sustainability, learner support, and school development. The consistency of these perceptions across the three participant groups demonstrates strong convergence and explains how this theme emerged from recurring patterns of fundraising, stakeholder collaboration, resource mobilisation, prudent financial management, and community partnerships identified during the thematic analysis.

The findings support both Stakeholder Theory and the TORC. Stakeholder Theory emphasises that effective school governance depends on collaboration and shared responsibility among schools, parents, communities, businesses, and other stakeholders. The fundraising initiatives, donations, sponsorships, community partnerships, and income-generating activities described by participants demonstrate how collaborative relationships enable schools to address resource constraints and promote school development. Similarly, the findings align with TORC, which argues that organisational effectiveness depends on leadership commitment, institutional support, and the capacity of stakeholders to respond proactively to organisational challenges. The resource mobilisation strategies adopted by participants reflect organisational readiness to address resource shortages through collaborative initiatives, innovative leadership, and effective governance practices.

The findings corroborate previous studies on resource mobilisation and school development. Mkhize and Hungwe (2022) found that schools in disadvantaged communities increasingly rely on school–community partnerships to mobilise resources and address shortages affecting teaching and learning. Likewise, Aina and Du Plessis (2023) observed that SGBs frequently initiate fundraising activities and establish partnerships with community stakeholders to supplement limited financial resources. Similarly, Buys et al. (2020) found that SGBs in disadvantaged schools adopt innovative approaches to sustain school activities despite financial constraints, while Naicker, Myende, and Ncokwana (2020) emphasised that effective school governance depends on sound resource management and the strategic prioritisation of school needs. Collectively, these studies corroborate the findings of the present study by demonstrating that fundraising, community partnerships, prudent financial planning, and responsible resource management strengthen school governance.

The findings also extend existing literature by demonstrating that, despite operating in resource-constrained Quintile 1 to 3 schools, SGBs within the Mankweng Circuit actively mobilise resources through fundraising, donations, sponsorships, and partnerships with

external stakeholders to support school development. Rather than relying solely on government funding, participants described proactive initiatives that improve infrastructure, learner support, and educational opportunities. This finding contributes to the existing body of knowledge by showing that effective SGBs can strengthen school development through collaborative resource mobilisation and innovative governance practices, even in disadvantaged educational contexts.

4.3.4. Theme 4: SGB Experiences and Contributions to Effective School Governance

The findings revealed that participants generally perceived their involvement in school governance positively and regarded their contributions as important in promoting effective school governance. Evidence for this theme emerged across all three stakeholder groups, with five of the nine participants describing their individual governance responsibilities as essential for promoting effective school governance. Participants across all three stakeholder groups consistently emphasised that their individual governance roles contribute to effective school governance through collaborative leadership, policy implementation, stakeholder participation, accountability, and financial management. Although participants described different governance roles, there was clear convergence across principals, SGB chairpersons, and SGB treasurers that their individual contributions collectively strengthen school governance.

During the thematic analysis, recurring responses across principals, SGB chairpersons, and SGB treasurers highlighted collaborative leadership, policy implementation, stakeholder participation, accountability, financial management, and shared responsibility as key governance practices through which participants contribute to school governance. Initial codes such as leadership support, policy development, stakeholder participation, financial accountability, meeting coordination, and governance knowledge emerged repeatedly across the interviews. These related codes were grouped and merged into a single theme because they reflected participants' shared experiences of fulfilling their governance responsibilities. This recurring pattern across the three stakeholder groups resulted in the development of the theme, SGB Experiences and Contributions to Effective School Governance.

The following quotations illustrate participants' experiences and contributions to effective school governance.

Principal 1 described his contribution to strengthening SGB governance through planning, training, and policy development:

"I'm assisting the SGB to draw a plan with the dates of the meetings, the developmental trainings and workshops, doing internal workshops for capacitating SGB members in developing, reviewing and adopting policies."

Supporting this view, Principal 2 explained how he contributes by ensuring that SGB members understand their governance roles and participate in policy development:

"We are making sure that whenever we have a meeting, we have a slot for a serious topic like one policy that we discuss and make them understand. And again, we make it a point that whenever there is a workshop that is organized by the department, we make it a point that they don't miss it as the SGB. And again, we fully involve them into the school matters so that they have a deeper understanding of how things are run in the SGB. And again, every year, we take them through the roles, their roles, the SGB roles, like the roles of the secretary, the roles of a chairperson and all those things, reminding them that they are here to work and they must not find themselves left behind."

Similarly, SGB Chairperson 1 explained his governance responsibilities:

"My role as a chairperson, firstly, I will say, is to support the principal in our school and ensure that we organise SGB meetings. And then, with that, I ensure that everyone fulfils their role thoroughly. Additionally, to maintain a good relationship with parents. As I've mentioned, our school holds a reading competition where parents are invited. I am the one who's responsible for making sure that it is facilitated. And then, most importantly, to regularly review the policies if we do implement what we have developed."

Supporting this perspective, SGB Chairperson 3 highlighted his contribution to stakeholder participation and community engagement:

"My role in the SGB, I'm the chairperson. So as the chairperson, I make sure that the parents and the teachers' component, they work accordingly. So, we encourage parent, teacher associations to play an active role in the school governance, and also the involvement in their decision-making. And then one other important thing is to educate our community, because

there is a problem wherein the parent from the community, they don't understand exactly what the roles and responsibility of the SGB is. So, we engage with the local community to build partnerships and support.

Supporting these views, SGB Treasurer 3 described how governance knowledge enables him to fulfil his responsibilities effectively:

"As an individual, I have familiarized myself with the policies on how governance should be done, on how the finances of the school should be handled, so on and so forth. Having to study how you should make the purchases, how the budgets should be drafted, who should authorise and when and how to do such things. Therefore, I believe that with this knowledge, I am able to fulfil my role as treasurer of the SGB, as I have an inside understanding of how finances should be managed."

The five quotations demonstrate strong convergence among principals, SGB chairpersons, and SGB treasurers regarding their experiences and contributions to effective school governance. Principals emphasised planning, continuous training, policy development, and capacity building as important strategies for strengthening governance. Chairpersons highlighted leadership, coordination of SGB meetings, stakeholder engagement, policy review, and community participation as central responsibilities in promoting effective governance. The treasurer emphasised governance knowledge, financial accountability, and compliance with established financial procedures as essential contributions to the effective functioning of the SGB. These findings indicate that participants viewed their individual governance responsibilities as complementary and mutually reinforcing, with each stakeholder group contributing to collaborative leadership, accountability, and the effective functioning of the SGB. The consistency of these perceptions across the three participant groups demonstrates that this theme emerged from recurring patterns of collaborative leadership, stakeholder participation, policy implementation, governance knowledge, and financial accountability identified during the thematic analysis.

The findings support both Stakeholder Theory and the TORC. Stakeholder Theory emphasises that effective school governance is achieved when stakeholders actively participate, collaborate, and share responsibility in decision-making processes. The experiences shared by participants demonstrate collaborative leadership, stakeholder participation, and collective

responsibility in fulfilling governance duties. Similarly, the findings align with TORC, which argues that organisational effectiveness depends on leadership commitment, institutional support, and the knowledge, skills, and readiness of members to implement governance responsibilities effectively. The emphasis placed on continuous training, policy development, governance knowledge, financial accountability, and active participation reflects the organisational capacity required to strengthen effective school governance.

The findings corroborate previous studies on the contribution of SGBs to effective school governance. Mlambo (2023) found that continuous reflection, capacity building, and stakeholder participation enhance the effectiveness and accountability of SGBs. Similarly, Simeon (2023) reported that guided self-review and training programmes strengthen role clarity and improve governance practices among SGB members. Furthermore, Mkhize and Hungwe (2022) found that active SGB involvement in school development, infrastructure improvement, and collaborative leadership contributes positively to effective school governance. Likewise, Garcer and Mestry (2026) emphasised that strategic financial planning and accountability are essential for effective governance, while Njiva (2024) highlighted the importance of parental and community participation in strengthening school governance and improving learner outcomes. Collectively, these studies corroborate the findings of the present study by demonstrating that collaborative leadership, stakeholder engagement, policy implementation, financial accountability, and continuous capacity building contribute to effective school governance.

The findings also extend existing literature by demonstrating that SGBs within the Mankweng Circuit perceive themselves not merely as statutory office bearers but as active contributors to school governance. Unlike studies that portray SGBs in disadvantaged schools as experiencing limited participation and governance challenges (Quan-Baffour, 2020; Zwane & Mestry, 2025), participants in this study described themselves as actively involved in planning, policy development, stakeholder engagement, financial accountability, and decision-making processes. This finding therefore contributes to the existing body of knowledge by demonstrating that committed and knowledgeable SGB members can strengthen collaborative governance through active participation, policy implementation, stakeholder engagement, and financial accountability despite operating in Quintile 1 to 3 schools. These contributions enhance accountability and promote effective school governance.

4.3.5. Theme 5: Resource Constraints and Their Impact on SGB Governance in Quintile 1 To 3 Schools

The findings revealed that resource constraints significantly influence the ability of SGBs to fulfil their governance responsibilities effectively within Quintile 1 to 3 schools. Evidence for this theme emerged across all three stakeholder groups, with four of the nine participants describing inadequate funding, ageing infrastructure, and limited financial resources as significant challenges affecting effective school governance. Participants across all three stakeholder groups consistently indicated that inadequate financial resources, ageing infrastructure, and limited funding affect school governance and require SGBs to prioritise essential school needs. Although participants acknowledged that SGBs contribute to budgeting, resource management, and decision-making, there was clear convergence across principals, SGB chairpersons, and SGB treasurers that limited financial resources require schools to prioritise essential needs and adopt practical strategies to sustain effective school governance.

During the thematic analysis, recurring responses across principals, SGB chairpersons, and SGB treasurers highlighted inadequate funding, ageing infrastructure, limited financial resources, resource prioritisation, and careful budgeting as major factors affecting school governance. Initial codes such as insufficient funding, ageing infrastructure, budget prioritisation, resource shortages, financial planning, and adaptive governance emerged repeatedly across the interviews. These related codes were grouped and merged into a single theme because they reflected the challenges experienced by SGBs in implementing school development priorities within resource-constrained environments. This recurring pattern across the three stakeholder groups resulted in the development of the theme, Resource Constraints and Their Impact on SGB Governance in Quintile 1 to 3 Schools.

The following quotations illustrate participants' experiences of resource constraints and their impact on effective school governance.

Principal 2 explained how limited resources require careful budgeting and prioritisation:

"I cannot say yes or no, but we are trying as the school, as we budget to try and allocate the budget addressing the resources that we really need as the school. It's not that the department

cannot deliver all that we need, but whatever we feel is necessary for the school, we budget for them together with the SGB. Like the example of the ICT equipment, we make it a point each and every year, we make a budget so that we can acquire them. Like the smart boards, in a year we can get one or two so that we make it a point that the educators are teaching using the ICT, using this new approach, which is a bit interesting to our learners."

Supporting this view, Principal 3 acknowledged that resources remain limited despite existing support:

"Because the resources are broad, I would say partly we are sufficient. Because mainly when we talk in terms of the resources, we are only eyeing to the finances, whereas they are not the only resource that we are looking for."

Similarly, SGB Chairperson 1 described the resource challenges experienced by the school:

"No. I would say no. Our school is very small, and then by that, it has a small roll and our norms and standards are not enough because our school is in rural areas and it's an old school. Additionally, the infrastructure is old, including the buildings, so we need extra funding to ensure that we have a good infrastructure."

Providing a slightly different perspective, SGB Treasurer 3 explained how access to governance information helps strengthen governance despite resource limitations:

"I believe the resources are very much sufficient. Because I have to talk about the resources which are provided by the school, as an individual, I have consulted the Internet, which provides information about every question that I have that has to do with the governance of the school, especially the finances. If you can just check on the Internet, we have the SASA policy, which has so many roles and responsibilities of the SGB. Now, even the role of the treasurer is included, as it also addresses the school's finances and outlines how they should be managed."

The four quotations demonstrate convergence among principals, SGB chairpersons, and SGB treasurers regarding the influence of resource constraints on school governance. Principals emphasised the importance of careful budgeting and prioritising essential school needs when financial resources are limited. The chairperson highlighted the challenges associated with inadequate funding, ageing infrastructure, and the rural context. Although the treasurer

expressed a more positive view regarding resource sufficiency, this perspective focused primarily on the availability of governance information and legislative guidance rather than financial resources. Collectively, these findings indicate that participants recognised resource constraints as a significant challenge affecting school governance, while also demonstrating that SGBs adopt adaptive strategies such as collaborative budgeting, informed decision-making, and effective use of available governance resources to mitigate these challenges. Despite this differing perspective, the consistency of participants' responses across the three stakeholder groups demonstrates that this theme emerged from recurring patterns of resource shortages, financial prioritisation, infrastructure challenges, and adaptive governance practices identified during the thematic analysis.

The findings support both Stakeholder Theory and the TORC. Stakeholder Theory emphasises that effective school governance requires collaboration among principals, SGB members, parents, and communities to address organisational challenges. The participants' emphasis on collaborative budgeting, prioritisation of school needs, and collective decision-making demonstrates how stakeholders work together to manage limited resources. Similarly, the findings align with TORC, which posits that organisational effectiveness depends on leadership commitment, institutional support, and the capacity of members to respond effectively to contextual challenges. The adaptive strategies described by participants indicate that SGBs demonstrate organisational readiness by prioritising essential needs, using available governance information, and applying sound financial management practices to sustain effective school governance despite resource constraints.

The findings corroborate previous studies on resource constraints and school governance. Maharaj and Chauke (2025) found that insufficient funding contributes to shortages of teaching and learning resources, technological equipment, and infrastructure in rural schools, thereby limiting governance effectiveness. Similarly, Sebidi (2025) reported that government funding alone is often insufficient to meet the needs of disadvantaged schools, resulting in greater reliance on fundraising and other resource mobilisation strategies that may be difficult to sustain in economically disadvantaged communities. Collectively, these studies corroborate the findings of the present study by demonstrating that inadequate funding and limited resources continue to affect governance practices, requiring SGBs to prioritise expenditure and make strategic financial decisions.

The findings also extend existing knowledge by demonstrating that, despite significant resource constraints, SGBs within the Mankweng Circuit continue to fulfil their governance responsibilities through collaborative budgeting, informed decision-making, and effective use of available governance resources. While most participants acknowledged that inadequate funding and ageing infrastructure limit school development, the findings also show that access to governance knowledge, legislation, and financial management guidelines enables some SGB members to perform their roles more effectively. This study therefore extends existing knowledge by demonstrating that resource-constrained schools are not solely defined by financial limitations; rather, effective governance also depends on the commitment, knowledge, and adaptive capacity of SGBs to respond to contextual challenges.

4.3.6. Theme 6: Stakeholder Collaboration and Community Participation in School Governance

The findings revealed that stakeholder collaboration and community participation are essential components of effective school governance within Quintile 1 to 3 schools. Evidence for this theme emerged across all three stakeholder groups, with four of the nine participants describing stakeholder collaboration, community participation, and shared decision-making as essential for promoting effective school governance. Participants across all three stakeholder groups consistently emphasised that collaboration among parents, educators, SGB members, and the wider community strengthens school governance through shared decision-making, open communication, and collective responsibility. Although participants emphasised different forms of stakeholder involvement, there was clear convergence across principals, SGB chairpersons, and SGB treasurers that collaboration and community participation are fundamental to effective school governance.

During the thematic analysis, participants across the three stakeholder groups highlighted the importance of involving parents, educators, SGB members, and the wider community in school governance processes. Initial codes such as stakeholder participation, collaborative decision-making, parental involvement, community partnerships, open communication, and shared responsibility emerged repeatedly across the interviews. These related codes were grouped and merged into a single theme because they reflected participants' shared understanding that effective school governance is strengthened when all stakeholders actively participate in achieving common educational goals. This recurring pattern across the three stakeholder

groups resulted in the development of the theme, Stakeholder Collaboration and Community Participation in School Governance.

The following quotations illustrate participants' perceptions of stakeholder collaboration and community participation in promoting effective school governance.

Principal 2 explained the importance of involving SGB members in school governance:

“We are making sure that whenever we have a meeting, we have a slot for a serious topic like one policy that we discuss and make them understand. And again, we make it a point that whenever there is a workshop that is organized by the department, we make it a point that they don't miss it as the SGB. And again, we fully involve them into the school matters so that they have a deeper understanding of how things are run in the SGB. And again, every year, we take them through the roles, their roles, the SGB roles, like the roles of the secretary, the roles of a chairperson and all those things, reminding them that they are here to work and they must not find themselves left behind.”

Supporting this view, Principal 1 described how collaboration between school management and the SGB strengthens governance:

"I'm assisting the SGB to draw a plan with the dates of the meetings, the developmental trainings and workshops, doing internal workshops for capacitating SGB members in developing, reviewing and adopting policies."

Similarly, SGB Chairperson 3 highlighted the importance of stakeholder participation and community engagement:

“My role in the SGB, I'm the chairperson. So as the chairperson, I make sure that the parents and the teachers' component, they work accordingly. So, we encourage parent, teacher associations to play an active role in the school governance, and also the involvement in their decision-making. And then one other important thing is to educate our community, because there is a problem wherein the parent from the community, they don't understand exactly what the roles and responsibility of the SGB is. So, we engage with the local community to build partnerships and support.”

Supporting these views, SGB Treasurer 1 described how collaborative decision-making promotes accountability:

"Our school is taking several steps to prioritise governance and ensure effective leadership and accountability. So, we actively involve our school governing body in decision-making processes. We have regular meetings where policies, budgets and school development plans are discussed transparently. We have clear policies on discipline, finances, and staff conduct, which are strictly enforced to promote consistency and fairness."

The four quotations demonstrate strong convergence among principals, SGB chairpersons, and SGB treasurers regarding the importance of stakeholder collaboration and community participation in promoting effective school governance. Principals emphasised the active involvement of SGB members through continuous communication, training, and collaborative planning to ensure meaningful participation in governance processes. The chairperson highlighted the importance of encouraging parents, teachers, and community members to participate actively in school governance while fostering partnerships with the wider community. The treasurer emphasised that regular meetings, transparent discussions of policies and budgets, and shared decision-making strengthen collective responsibility. These findings indicate that participants viewed stakeholder collaboration, open communication, community partnerships, and shared decision-making as essential components of effective school governance. The consistency of these perceptions across the three participant groups demonstrates strong convergence, resulting in the emergence of this theme from recurring patterns of stakeholder participation, collaborative leadership, community engagement, transparent governance, and shared decision-making identified during the thematic analysis.

The findings support both Stakeholder Theory and the TORC. Stakeholder Theory proposes that organisations function more effectively when stakeholders actively participate in decision-making and work collaboratively towards shared objectives. The active involvement of parents, educators, SGB members, and community stakeholders reported by participants demonstrates the collaborative governance envisaged by the theory. Similarly, the findings align with TORC, which argues that organisational effectiveness depends on leadership commitment, stakeholder readiness, institutional support, and the willingness of members to work collectively in implementing organisational goals. The collaborative governance practices described by

participants indicate that stakeholder engagement strengthens organisational capacity and enhances effective school governance.

The findings corroborate previous studies on stakeholder collaboration and community participation in school governance. Ramasimu (2023) found that the active involvement of SGBs, parents, educators, and local communities contribute positively to school management, governance, and learner outcomes. Similarly, Njiva (2024) reported that meaningful parental involvement strengthens school governance by improving communication, accountability, and learner support. Ndwandwe (2023) likewise found that active stakeholder participation enhances decision-making processes and contributes to improved school effectiveness. Furthermore, Marongwe and Mutesasira (2024) observed that collaboration between schools, parents, and communities strengthens democratic governance through shared decision-making and collective responsibility. Collectively, these studies corroborate the findings of the present study by demonstrating that stakeholder collaboration, community participation, shared decision-making, and effective communication are fundamental to school governance.

The findings also extend existing literature by demonstrating that SGBs within the Mankweng Circuit actively promote stakeholder collaboration despite operating within resource-constrained Quintile 1 to 3 schools. Rather than limiting governance to statutory meetings and compliance with legislative requirements, participants described ongoing engagement with parents, educators, and community members through collaborative decision-making, regular communication, capacity-building initiatives, and community partnerships. This study therefore extends existing knowledge by demonstrating that effective school governance in disadvantaged school contexts is strengthened through inclusive participation, shared responsibility, sustained collaboration, and ongoing stakeholder engagement among principals, SGB members, parents, educators, and the wider community.

4.4. Summary of Findings

This chapter presented the findings obtained from semi-structured interviews conducted with principals, SGB chairpersons, and SGB treasurers from Quintile 1 to 3 schools within the Mankweng Circuit. Using thematic analysis, the data were organised into six themes that emerged from recurring patterns, similarities, and shared experiences across the three stakeholder groups. The themes focused on: (1) perceptions of the role, effectiveness, and

support of SGBs in school governance; (2) SGB capacity and governance practices in promoting effective school governance; (3) SGB involvement in resource mobilisation and school development; (4) SGB experiences and contributions to effective school governance; (5) resource constraints and their impact on SGB governance; and (6) stakeholder collaboration and community participation in school governance.

Overall, the findings indicate that SGBs play a significant role in promoting effective school governance through collaborative leadership, policy implementation, financial accountability, stakeholder participation, resource mobilisation, and community engagement. Although participants identified challenges associated with inadequate funding, ageing infrastructure, and limited resources, they also described adaptive strategies such as collaborative decision-making, continuous capacity building, prudent financial management, fundraising initiatives, and community partnerships to strengthen governance. The findings further demonstrate that effective school governance depends on the commitment, knowledge, and collaboration of principals, SGB chairpersons, SGB treasurers, parents, and the wider community. The next chapter discusses these findings in relation to the reviewed literature and the theoretical frameworks underpinning the study, namely Stakeholder Theory and the Theory of Organisational Readiness for Change (TORC), and considers their implications for school governance in Quintile 1 to 3 schools within the Mankweng Circuit.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1. Introduction

This chapter discusses the findings of the study concerning the role of SGBs in school governance in Quintile 1 to 3 schools within the Mankweng Circuit. The chapter reflects on how the study addressed the research objectives and questions by interpreting the findings within the broader context of school governance in disadvantaged school settings. The study sought to explore the role played by SGBs in promoting effective school governance and to examine the governance practices, challenges, and strategies adopted within resource-constrained school contexts.

Data were collected through qualitative interviews with principals, SGB chairpersons, and SGB treasurers, enabling participants to share their experiences and perceptions regarding school governance practices. The findings revealed that SGBs contribute to school governance through stakeholder participation, shared decision-making, financial accountability, resource mobilisation, community partnerships, and compliance with legislative and policy requirements. However, participants also highlighted challenges associated with inadequate funding, limited resources, socio-economic constraints, and infrastructural deficiencies that affect the effectiveness of school governance.

The findings are discussed in relation to Stakeholder Theory and the TORC. Stakeholder Theory provides a framework for understanding how collaboration, participation, and shared responsibility among stakeholders contribute to effective school governance (Harrison et al., 2020). Similarly, TORC assists in explaining how organisational capacity, institutional support, leadership commitment, and readiness for change influence the effectiveness of SGBs in fulfilling their governance responsibilities (Weiner, 2020). The application of these theoretical perspectives enables a deeper interpretation of the findings within the broader body of knowledge on school governance.

The chapter further integrates the findings with existing literature by identifying areas where the findings corroborate, extend, or contradict previous studies. While the findings support previous research emphasising stakeholder participation, capacity building, financial accountability, and community involvement in strengthening school governance (Mkhize &

Hungwe, 2022; Aina & Du Plessis, 2023), they also challenge studies that portray SGBs in disadvantaged schools as largely ineffective and characterised by weak governance practices (Quan-Baffour, 2020; Mlambo, 2023). Participants in this study generally reported positive perceptions of SGB effectiveness and reasonable levels of compliance with governance requirements despite operating within disadvantages schools. This chapter discusses the findings in relation to the research questions and integrates them with relevant literature. It further examines the theoretical implications of the findings and provides an interpretation of their meaning for school governance in Quintile 1 to 3 schools within the Mankweng Circuit.

5.2. Discussion Linked to Research Questions

This section discusses the findings in relation to the main research question and sub-questions that guided the study. The discussion demonstrates how the findings addressed the study objectives and provides an interpretation of participants' experiences regarding the governance of Quintile 1 to 3 schools within the Mankweng Circuit.

5.2.1. Main Research Question: What are the experiences of SGBs regarding the governance of Quintile 1 to 3 schools within the Mankweng Circuit, Limpopo Province?

The findings indicate that SGBs generally experience school governance as both rewarding and challenging. Participants expressed positive perceptions regarding the functioning of SGBs and acknowledged their contribution to democratic governance despite operating within resource-constrained environments. Principals, SGB chairpersons, and SGB treasurers highlighted the importance of stakeholder participation, collaborative decision-making, financial accountability, and community involvement in promoting school governance.

Participants further indicated that positive working relationships between principals and SGB members contribute significantly to governance effectiveness. The findings suggest that when SGB members receive adequate support, training, and guidance, they are better positioned to fulfil their governance responsibilities. However, participants also reported experiencing several challenges, including inadequate funding, ageing infrastructure, limited resources, and socio-economic constraints that negatively influence governance processes. Overall, the experiences of participants demonstrate that effective governance depends on collaboration, institutional support, and the capacity of stakeholders to respond to contextual challenges.

5.2.2. Sub-question 1: What governance roles do SGBs perform in Quintile 1 to 3 schools within the Mankweng Circuit?

The findings revealed that SGBs perform several important governance roles within schools. Participants indicated that SGBs promote stakeholder participation by involving parents, educators, and community members in school decision-making processes. SGBs were also found to play a significant role in policy implementation, financial oversight, budgeting, resource mobilisation, and ensuring compliance with legislative requirements. Furthermore, SGB chairpersons were reported to support principals by organising meetings, facilitating communication among stakeholders, and promoting collaborative governance practices. SGB treasurers contributed significantly to financial accountability through budget monitoring, record keeping, and ensuring transparent financial management practices.

The findings further demonstrate that SGBs participate in school development initiatives through fundraising activities, mobilisation of donations, and establishment of partnerships with local businesses. These governance roles contribute towards creating conducive teaching and learning environments and strengthening school functionality. Therefore, the findings indicate that SGBs remain important governance structures that promote democratic participation, accountability, and school development in Quintile 1 to 3 schools.

5.2.3. Sub-question 2: What challenges do SGBs experience in carrying out their governance responsibilities in Quintile 1 to 3 schools?

Although participants generally reported positive experiences regarding SGB functioning, several challenges were identified. The most prominent challenge relates to inadequate funding and limited resources. Participants indicated that financial constraints negatively affect infrastructure development, procurement of learning resources, and implementation of school improvement initiatives. The findings further revealed that poverty and socio-economic challenges within communities influence the effectiveness of SGBs. Many schools experience difficulties in generating additional income because parents and community members often have limited financial capacity to support school initiatives. Ageing infrastructure and shortages of educational resources also place considerable pressure on schools and limit the ability of SGBs to fulfil their governance responsibilities effectively.

Another challenge identified by participants relates to the need for continuous training and capacity development. Although SGB members generally demonstrated positive governance practices, participants emphasised the importance of ongoing training to improve understanding of governance roles, financial management, policy implementation, and legislative requirements. The findings therefore suggest that governance effectiveness is constrained not only by resource limitations but also by the need for sustained institutional support and capacity-building initiatives.

5.2.4. Sub-question 3: What strategies can strengthen the governance role of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit?

The findings identified several strategies that could strengthen the governance role of SGBs. Participants consistently highlighted the importance of continuous capacity building and structured training programmes for SGBs. Ongoing training was viewed as essential for improving governance knowledge, role clarification, financial accountability, and policy compliance. The findings further emphasised the importance of collaborative leadership and stakeholder participation. Participants indicated that strong relationships among principals, SGBs, parents, and community stakeholders enhance governance effectiveness and promote shared responsibility in school development. Strengthening communication and participation mechanisms may therefore contribute to improved decision-making and accountability.

Another important strategy identified by participants relates to resource mobilisation and community partnerships. Schools that established relationships with local businesses and community organisations appeared better positioned to secure additional resources and address infrastructural challenges. Fundraising initiatives, donations, and sponsorships were regarded as important mechanisms for supplementing limited school resources.

Furthermore, participants emphasised the need for increased institutional support from the Department of Basic Education through improved funding, targeted interventions, and continuous monitoring of governance processes. Context-sensitive support mechanisms that recognise the unique socio-economic realities of Quintile 1 to 3 schools were considered essential for strengthening SGB effectiveness. Overall, the findings suggest that strengthening the governance role of SGBs requires a holistic approach that combines continuous training, collaborative leadership, stakeholder participation, transparent governance practices, adequate

institutional support, and effective resource mobilisation strategies. Such interventions have the potential to enhance democratic school governance and improve educational opportunities within disadvantaged school contexts.

5.3. Integration with Literature

The findings of this study both corroborate and extend existing literature on the role of SGBs in school governance, while also contradicting certain studies conducted within disadvantaged school contexts. The integration of the findings with previous studies provides a broader understanding of how SGBs function within Quintile 1 to 3 schools and highlights the contextual factors that influence governance effectiveness.

Regarding the governance roles performed by SGBs, the findings revealed that SGBs contribute significantly to stakeholder participation, shared decision-making, policy implementation, financial accountability, and resource mobilisation. These findings corroborate previous studies which emphasise that effective school governance depends on active stakeholder involvement and collaborative leadership practices. Studies by Aina and Du Plessis (2023) and Marongwe and Mutesasira (2024) similarly indicate that parental involvement, stakeholder participation, and collaborative governance structures enhance school effectiveness, strengthen accountability, and promote inclusive and democratic decision-making processes within schools. Ndwandwe (2023) similarly found that meaningful stakeholder engagement fosters shared responsibility and strengthens accountability mechanisms, thereby supporting governance practices.

The findings further revealed that SGBs play an important role in promoting transparent financial management through budgeting, financial monitoring, and compliance with legislative requirements. This finding corroborates studies by Mkhize and Hungwe (2022) and Dlomo et al. (2022), which emphasised that financial accountability and sound governance practices are essential for effective school management. Participants in the current study indicated that SGB treasurers contribute significantly to maintaining financial records and ensuring responsible utilisation of school resources. These findings suggest that financial oversight remains one of the central functions of SGBs in promoting effective governance.

The findings of this study concur with previous research highlighting the importance of community involvement and external partnerships in addressing resource shortages in disadvantaged schools. Mkhize and Hungwe (2022) found that partnerships with parents, municipalities, businesses, and non-governmental organisations serve as important mechanisms for resource mobilisation in rural schools. Similarly, Marongwe and Mutesasira (2024) emphasised that parental and community participation promotes educational equity and school development. Furthermore, Zwane and Mestry (2025) and Dlomo et al. (2022) argued that collaborative partnerships between schools and external stakeholders strengthen financial management and assist schools in overcoming resource constraints. These studies suggest that stakeholder collaboration and community engagement are essential for enhancing resource availability and improving school effectiveness in disadvantaged contexts.

With regard to challenges affecting SGB effectiveness, the findings corroborate existing literature which identifies inadequate funding, poverty, limited resources, and infrastructural deficiencies as major barriers to effective school governance. Several studies have consistently reported that Quintile 1 to 3 schools experience significant socio-economic challenges that limit their ability to implement governance initiatives effectively (Tsharane & Bussin, 2022). The findings therefore confirm that contextual realities continue to influence the effectiveness of SGBs and constrain their capacity to fulfil their governance responsibilities.

Furthermore, the findings support previous research that emphasises the importance of continuous training and capacity building for SGB members. Participants consistently highlighted the need for structured training programmes to improve governance knowledge, role clarification, policy implementation, and financial management competencies. This finding corroborates studies that argue that inadequate training often contributes to governance weaknesses and limits the effectiveness of SGB members in fulfilling their legislative responsibilities (DBE, 2025; Mmako, 2024).

However, the findings also extend existing literature by demonstrating that, despite operating within resource-constrained environments, many participants perceived their SGBs positively and reported reasonable levels of compliance with governance requirements (Zwane & Mestry, 2025). Previous studies have frequently portrayed SGBs in disadvantaged schools as ineffective, characterised by poor stakeholder participation, weak financial management, and limited governance capacity (Dlomo et al., 2022; Mlambo, 2023). In contrast, the findings of

this study indicate that several Quintile 1 to 3 schools have established functional governance structures and effective governance practices despite significant contextual challenges.

In this regard, the findings contradict studies by Dlomo et al. (2022) and Mlambo (2023), which generally portray SGBs in disadvantaged schools as largely ineffective and characterised by weak governance practices. Participants in the current study demonstrated evidence of collaborative governance, transparent financial practices, stakeholder participation, and compliance with governance policies and legislation. Similar findings have been reported in studies showing that effective leadership support, stakeholder collaboration, and capacity-building initiatives can strengthen school governance even in disadvantaged contexts (Cheng, 2022). This contradiction suggests that governance experiences may differ across contexts and that some disadvantaged schools are capable of developing effective governance mechanisms when adequate support and committed leadership are present (Marongwe & Mutesasira, 2024).

The findings therefore contribute new contextual knowledge to the existing body of literature by demonstrating that effective governance practices can emerge within Quintile 1 to 3 schools despite persistent socio-economic challenges. The study extends current understanding by showing that stakeholder collaboration, institutional support, continuous capacity development, and strong leadership can mitigate some of the challenges associated with disadvantaged school contexts (Constantinides, 2022; Marongwe & Mutesasira, 2024).

Overall, the integration of the findings with existing literature indicates that effective school governance is a multidimensional process influenced by stakeholder participation, financial accountability, community involvement, leadership support, organisational capacity, and contextual realities. While the findings corroborate much of the existing literature regarding the challenges and requirements for effective governance, they also provide evidence that some Quintile 1 to 3 schools are able to establish functional governance structures and positive governance practices despite operating under difficult socio-economic conditions.

5.4. Theoretical Implications

The findings of this study have important theoretical implications for understanding school governance within disadvantaged school contexts. The study was guided by Stakeholder Theory and the Theory of Organisational Readiness to Change (TORC), both of which

provided valuable lenses through which the findings were interpreted. The application of these theories contributed to explaining how stakeholder relationships, organisational capacity, institutional support, and contextual factors influence the effectiveness of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit.

5.4.1. Implications for Stakeholder Theory

Stakeholder Theory, as proposed by Freeman (1984), emphasises that organisational effectiveness depends on the active participation and collaboration of all stakeholders who have an interest in the organisation. In the context of schools, stakeholders include principals, educators, parents, learners, community members, and SGB members, all of whom contribute towards achieving educational goals. The findings of this study strongly support the assumptions of Stakeholder Theory. Participants consistently highlighted the importance of stakeholder participation, collaborative decision-making, and shared responsibility in promoting effective school governance. Principals, SGB chairpersons, and SGB treasurers reported that positive relationships among stakeholders contributed to improved accountability, better governance practices, and enhanced school development initiatives. These findings corroborate previous studies which emphasise that stakeholder collaboration and participation are fundamental for strengthening school governance and promoting democratic decision-making processes (Marongwe & Mutesasira, 2024; Ndwandwe, 2023).

The findings further revealed that community partnerships and parental involvement played a significant role in resource mobilisation and school improvement. Schools that actively engaged community members and external stakeholders appeared better positioned to address resource shortages and infrastructural challenges. Similar findings were reported by Ndwandwe (2023) and Marongwe and Mutesasira (2024), who found that parental involvement and community participation contribute positively to school effectiveness, accountability, and sustainable school development. These findings reinforce the central proposition of Stakeholder Theory that organisational success is enhanced when stakeholders are actively involved in governance processes and decision-making (Freeman, 1984; Harrison, Barney, Freeman, & Phillips, 2019).

However, the findings also extend Stakeholder Theory by demonstrating that effective stakeholder collaboration can emerge even within socio-economically disadvantaged school

environments. Despite financial and infrastructural constraints, participants generally reported positive governance experiences and effective collaborative practices. This finding supports studies by Mkhize and Hungwe (2022) and Dlomo et al. (2022), which suggest that stakeholder commitment and collaborative governance can mitigate some of the challenges associated with disadvantaged school contexts. The findings therefore imply that school governance should not be viewed solely as the responsibility of school management but rather as a collective process that depends on meaningful stakeholder participation, trust, communication, and shared accountability. Consequently, the study confirms the continued relevance of Stakeholder Theory in explaining governance effectiveness within contemporary educational settings.

5.4.2. Implications for the Theory of Organisational Readiness to Change (TORC)

The Theory of Organisational Readiness to Change (TORC) posits that organisational effectiveness and successful implementation of change initiatives depend on organisational capacity, leadership commitment, institutional support, and the willingness of members to embrace change (Weiner, 2020). The theory further suggests that organisations are more likely to achieve positive outcomes when stakeholders possess the necessary skills, resources, and motivation to implement change effectively. The findings of this study strongly support the assumptions of the TORC. Participants emphasised the importance of continuous training, institutional support, leadership guidance, and capacity development in strengthening the effectiveness of SGBs. These findings corroborate studies by Zwane and Mestry (2025) and Mkhize and Hungwe (2022), which found that ongoing training and institutional support are essential for improving governance effectiveness and enhancing stakeholder competence.

The findings further demonstrated that SGBs function more effectively when members clearly understand their governance roles and responsibilities and when they receive ongoing support from principals and educational authorities. Similar findings were reported by Dlomo et al. (2022) and DBE (2025), who emphasised that role clarification, policy guidance, and continuous support contribute significantly to effective governance implementation. Furthermore, the findings revealed that governance effectiveness is influenced by contextual factors such as resource availability, infrastructure conditions, and socio-economic realities. Participants indicated that inadequate funding and limited resources often constrain the ability of SGBs to fulfil their governance responsibilities effectively. These findings are consistent with studies by Quan-Baffour (2020) and Mlambo (2023), which identified poverty, inadequate

infrastructure, and resource shortages as major barriers affecting governance effectiveness in disadvantaged schools. The findings therefore align with Theory of Organisational Readiness to Change's proposition that organisational readiness is dependent upon the availability of resources and institutional conditions necessary for effective implementation (Weiner, 2020).

Moreover, the findings highlighted the important role of principals in promoting organisational readiness. Participants indicated that principals provide guidance, mentorship, and leadership support that enable SGB members to perform their governance functions more effectively. This finding corroborates studies by Constantinides (2022) and Aina and Du Plessis (2023), which emphasise that leadership commitment and collaborative support are critical determinants of organisational effectiveness and successful governance implementation. The study also extends Theory of Organisational Readiness to Change by demonstrating that, despite significant resource constraints, some Quintile 1 to 3 schools have developed effective governance structures through collaborative leadership, stakeholder commitment, and continuous capacity development. This suggests that organisational readiness is not determined solely by material resources but is also influenced by human agency, leadership practices, and institutional relationships (Weiner, 2020; Harrison et al., 2019).

5.4.3. Combined Theoretical Implications

The combined application of Stakeholder Theory and TORC provides a comprehensive understanding of school governance within disadvantaged school contexts. While Stakeholder Theory explains the importance of collaboration, participation, and shared responsibility among school stakeholders, TORC provides insights into the organisational conditions necessary for effective governance implementation. The findings indicate that effective school governance depends on both stakeholder engagement and organisational readiness (Freeman, 1984; Weiner, 2020). Stakeholder participation alone may not be sufficient if schools lack institutional support, adequate resources, and leadership capacity. Similarly, organisational readiness initiatives may be ineffective without meaningful collaboration and stakeholder commitment.

The study therefore suggests that governance effectiveness in Quintile 1 to 3 schools requires an integrated approach that combines stakeholder collaboration, continuous capacity building, leadership support, institutional commitment, and context-sensitive interventions. Similar

arguments have been advanced by Dlomo et al. (2022), Aina and Du Plessis (2023), and Mkhize and Hungwe (2022), who emphasise that sustainable school governance depends on collaborative relationships, organisational support, and stakeholder empowerment.

Overall, the findings confirm the relevance of both Stakeholder Theory and the TORC in explaining school governance practices. The study contributes to the theoretical understanding of school governance by demonstrating that effective governance can emerge within disadvantaged school contexts when collaborative relationships, institutional support mechanisms, and continuous capacity development are present. The findings therefore provide additional contextual evidence regarding the applicability of these theories within Quintile 1 to 3 schools in South Africa.

5.5. Interpretation of Findings

This section provides an overall interpretation of the findings by examining their meaning within the context of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit. The interpretation focuses on how the findings respond to the research questions, while also addressing areas where the findings corroborate, extend, or contradict existing literature. The findings demonstrate that the role of SGBs in disadvantaged school contexts is complex and influenced by the interaction between stakeholder relationships, organisational capacity, leadership support, and socio-economic conditions.

A significant interpretation emerging from the findings is that SGBs should not be viewed only through the lens of governance weaknesses commonly associated with disadvantaged schools. Previous studies have frequently highlighted challenges such as limited financial capacity, inadequate training, weak stakeholder participation, and ineffective governance practices within poor school communities (Mestry, 2020; Mncube, 2021). However, the findings of this study present a more nuanced understanding by showing that SGBs in Quintile 1 to 3 schools within the Mankweng Circuit are capable of contributing positively to school governance despite operating under challenging conditions.

The contradiction between this study's findings and some previous research can be explained by considering the contextual differences between schools. While some studies have reported ineffective SGB functioning in disadvantaged contexts (Dlomo et al., 2022; Mkhize &

Hungwe, 2022), participants in this study described governance practices characterised by stakeholder collaboration, financial accountability, policy compliance, and active involvement in school development initiatives. This suggests that socio-economic disadvantage does not automatically result in ineffective governance. Instead, the effectiveness of SGBs appears to depend on factors such as leadership commitment, institutional support, capacity development, and the willingness of stakeholders to work collaboratively.

The findings further indicate that the positive perceptions of SGB effectiveness reported by participants should be interpreted with consideration of the study context and methodology. Since the study relied on the experiences of principals, SGB chairpersons, and SGB treasurers, participants may have emphasised successful governance practices within their schools. The findings represent participants' interpretations of governance practices rather than an objective measurement of SGB performance. Therefore, the positive findings should not be interpreted as evidence that all Quintile 1 to 3 schools experience effective governance, but rather as evidence that effective governance practices are possible within resource-constrained context.

Another important interpretation relates to financial accountability and resource management. Contrary to studies that associate disadvantaged schools with weak financial governance (King & Mestry, 2023; Zwane & Mestry, 2025), participants in this study reported that SGBs contribute to transparent financial practices through budgeting, record keeping, financial monitoring, and compliance with legislative requirements. This finding suggests that governance effectiveness is not solely determined by the availability of financial resources but also by the existence of accountability systems, role clarity, and responsible leadership. However, while participants reported satisfactory financial management practices, inadequate funding remained a major challenge that limited the ability of SGBs to implement broader school development initiatives.

The findings also reveal a tension between the governance responsibilities assigned to SGBs through legislation and the limited resources available to fulfil these responsibilities. Although SGBs are expected to contribute to school development, financial management, and resource mobilisation, schools within Quintile 1 to 3 contexts often operate within communities affected by poverty and limited economic opportunities (Mkhize & Davids, 2023; Sebidi, 2025). Therefore, expecting SGBs to address resource shortages independently may place unrealistic demands on these structures. The findings suggest that SGB effectiveness requires stronger

institutional support from the DBE, including continuous training, improved funding mechanisms, and context-sensitive interventions.

The interpretation of the findings further highlights the importance of principals as enabling agents in strengthening SGB effectiveness. While SGBs possess legally defined governance responsibilities, participants indicated that principals often provide guidance, mentorship, and administrative support that enable SGB members to perform their roles effectively (Dlomo et al., 2022; Aina & Du Plessis, 2023). This finding suggests that governance effectiveness is not simply a result of the existence of SGB structures but depends on the quality of relationships between school leadership and governance bodies.

Furthermore, the findings challenge the assumption that disadvantaged schools are passive recipients of external support (Mkhize & Davids, 2023). Participants demonstrated that schools actively develop strategies to overcome resource limitations through fundraising, donations, and community partnerships. This finding extends existing knowledge by illustrating the agency of schools and communities in developing locally appropriate solutions to governance challenges. However, these strategies should be viewed as complementary mechanisms rather than replacements for adequate state funding and support.

Overall, the interpretation of the findings suggests that effective school governance in Quintile 1 to 3 schools is shaped by a combination of human, organisational, and contextual factors. The findings confirm existing literature regarding the importance of stakeholder participation, capacity building, financial accountability, and institutional support. At the same time, they challenge perspectives that portray SGBs in disadvantaged schools as inherently ineffective. Instead, the study demonstrates that SGBs can function as meaningful governance partners when supported by committed leadership, continuous development opportunities, collaborative stakeholder relationships, and appropriate institutional support. Therefore, the findings contribute to a more balanced understanding of school governance in Quintile 1 to 3 schools. They indicate that challenges associated with poverty and limited resources remain significant, but these challenges do not eliminate the possibility of effective governance. Rather, SGB effectiveness depends on creating enabling conditions that strengthen stakeholder participation, organisational readiness, and the capacity of schools to respond to their unique realities.

5.6. Conclusion and Remarks

This chapter discussed the findings of the study in relation to the research questions, existing literature, and the theoretical frameworks underpinning the study. The findings demonstrated that SGBs play a significant role in promoting school governance in Quintile 1 to 3 schools within the Mankweng Circuit through stakeholder participation, shared decision-making, financial accountability, policy implementation, resource mobilisation, and community engagement. Participants generally expressed positive perceptions regarding the effectiveness of SGBs and indicated that collaborative relationships among principals, SGB members, parents, and communities contribute positively to school governance and school development.

The chapter further revealed that the effectiveness of SGBs is influenced by several contextual factors, including institutional support, leadership commitment, organisational capacity, and the availability of resources. Although participants reported positive governance experiences, challenges such as inadequate funding, poverty, ageing infrastructure, and limited educational resources continue to constrain the ability of SGBs to fulfil their governance responsibilities effectively. Nevertheless, the findings demonstrated that effective governance practices can emerge within disadvantaged school contexts when there is continuous capacity development, collaborative leadership, stakeholder commitment, and transparent governance processes.

Furthermore, the findings both corroborated and extended existing literature on school governance. While the study confirmed previous research emphasising the importance of stakeholder participation, financial accountability, and community involvement, it also contradicted studies that portray SGBs in disadvantaged schools as largely ineffective and characterised by weak governance practices. The application of Stakeholder Theory and the TORC further highlighted that effective school governance depends on both meaningful stakeholder engagement and organisational readiness. Overall, the chapter provides a balanced understanding of school governance in Quintile 1 to 3 schools.

Keywords: School governance, School Governing Bodies (SGBs), stakeholder participation, collaborative leadership, financial accountability, governance challenges, resource mobilisation, organisational readiness, institutional support, capacity building, policy implementation, community partnerships, socio-economic constraints, democratic governance, Quintile 1 to 3 schools.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter presents the conclusions and recommendations derived from the findings of the study. The chapter integrates the major findings presented in Chapters Four and Five and demonstrates how the research objectives and questions were addressed. Furthermore, the chapter highlights the study's contribution to knowledge, outlines the practical implications of the findings for schools and policymakers, and provides recommendations and suggestions for future research. The study sought to explore the contribution of SGBs to school governance, the governance practices employed within schools, the challenges affecting SGB effectiveness, and the strategies that may strengthen governance in Quintile 1 to 3 schools. The findings provide important contextual insights into how SGBs function in Quintile 1 to 3 schools and offer evidence-based recommendations aimed at strengthening effective school governance.

6.2. Summary of Key Findings

The findings of the study revealed several important issues regarding the functioning of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit.

1. Participants generally perceived SGBs positively and indicated that they play an important role in promoting school governance. SGBs were found to contribute significantly to stakeholder participation, shared decision-making, policy implementation, financial accountability, and resource mobilisation.
2. The study found that collaborative relationships between principals, SGB members, parents, and communities contribute positively to school governance. Stakeholder participation emerged as an important factor in strengthening accountability, improving communication, and supporting school development initiatives.
3. The findings highlighted the important role played by principals in supporting SGB effectiveness. Principals were perceived as providing guidance, mentorship, administrative support, and leadership that enable SGB members to perform their governance responsibilities effectively.
4. Participants reported generally satisfactory levels of financial accountability and compliance with governance policies and legislative requirements. SGB treasurers, in

particular, were found to play a critical role in budgeting, financial monitoring, and record keeping.

5. Despite these positive findings, several challenges affecting school governance were identified. These included inadequate funding, ageing infrastructure, resource shortages, poverty, and broader socio-economic constraints that limit the capacity of schools and SGBs to implement development initiatives effectively.
6. The findings demonstrated that continuous training, institutional support, stakeholder collaboration, and transparent governance practices are essential for strengthening the effectiveness of SGBs and improving governance outcomes in Quintile 1 to 3 schools.

6.3. Conclusions

The study concludes that SGBs remain important governance structures that make a meaningful contribution to democratic school governance in Quintile 1 to 3 schools. Their involvement in decision-making, policy implementation, financial management, and stakeholder engagement demonstrates their continued role in supporting school development. The findings further indicate that the effectiveness of SGBs is influenced by organisational and contextual factors, particularly institutional support, leadership commitment, continuous training, and stakeholder collaboration. SGBs function more effectively when members have a clear understanding of their governance responsibilities and receive ongoing support.

The findings also demonstrate that stakeholder participation is fundamental to effective school governance. Positive relationships among principals, educators, parents, community members, and SGB members strengthen governance practices, enhance accountability, and support school development initiatives. These findings support the assumptions of Stakeholder Theory, which emphasises collaboration, participation, and shared responsibility as essential for achieving organisational goals. With regard to financial governance, the study found that participants generally reported positive governance experiences and satisfactory compliance with financial procedures and legislative requirements. Contrary to studies portraying disadvantaged schools as characterised by weak governance and financial mismanagement, the findings suggest that effective governance practices can be achieved despite resource constraints. This extends the existing body of knowledge by demonstrating that some Quintile 1 to 3 schools are able to maintain sound governance and financial accountability under challenging conditions.

The study further concludes that the effectiveness of SGBs continues to be constrained by contextual factors, including inadequate funding, ageing infrastructure, poverty, and limited resources. These socio-economic conditions place considerable pressure on schools and restrict the ability of SGBs to fulfil their governance responsibilities effectively. The findings further indicate that effective school governance cannot depend solely on legislative frameworks and policy requirements. Instead, governance effectiveness depends on the extent to which schools possess the organisational capacity, leadership commitment, stakeholder support, and readiness required to implement governance responsibilities successfully. This conclusion is consistent with the TORC. Overall, the study concludes that effective school governance in Quintile 1 to 3 schools is strengthened by collaborative leadership, continuous capacity development, active stakeholder participation, transparent governance practices, and sustained institutional support. These factors collectively enhance the ability of SGBs to fulfil their statutory responsibilities and contribute to sustainable school development.

6.4. Contribution to Knowledge

This study makes an important contribution to the existing body of knowledge on school governance by providing contextual evidence regarding the role of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit.

1. The study corroborates previous research that highlights the importance of stakeholder participation, financial accountability, community involvement, and capacity building in strengthening school governance.
2. The study extends existing literature by demonstrating that disadvantaged schools should not necessarily be viewed as passive recipients of external support or as institutions characterised solely by ineffective governance practices. The findings indicate that some Quintile 1 to 3 schools have established functional governance structures despite operating under significant socio-economic constraints.
3. The study contributes empirical evidence showing that principal support, stakeholder collaboration, continuous training, and institutional support are important determinants of SGB effectiveness.
4. The study contributes theoretically by demonstrating the applicability of Stakeholder Theory and the TORC in explaining school governance practices within disadvantaged

educational contexts. The findings illustrate how collaboration, organisational capacity, leadership commitment, and readiness for change influence governance effectiveness.

Therefore, the study provides new contextual insights that may inform educational policy, governance practice, and future research on school governance in disadvantage schools.

6.5. Practical Implications

The findings of this study have several practical implications for SGBs, schools, and the Department of Basic Education (DBE).

1. **Implications for SGBs:** The findings suggest that SGB members require continuous training and support to strengthen their governance competencies. Particular attention should be given to improving members' understanding of governance roles, policy implementation, financial management, and stakeholder engagement. SGBs should also continue promoting transparency, accountability, and participatory decision-making processes to strengthen stakeholder confidence.
2. **Implications for Schools and Principals:** The findings highlight the important supportive role played by principals in strengthening school governance. Principals should continue providing mentorship, guidance, and administrative support to SGB members and should promote collaborative leadership practices within schools. Schools should further strengthen communication mechanisms and actively encourage parental and community participation in governance processes.
3. **Implications for the Department of Basic Education:** The DBE should recognise the contextual challenges experienced by Quintile 1 to 3 schools and develop targeted interventions aimed at strengthening governance effectiveness. The DBE should provide continuous SGB training programmes, improve monitoring mechanisms, and prioritise additional support relating to infrastructure development, resource provision, and governance capacity building.

6.6. Recommendations

Based on the findings of this study regarding the role of SGBs in school governance in Quintile 1 to 3 schools within the Mankweng Circuit, the following recommendations are proposed.

1. **Strengthen SGB Capacity Building and Continuous Training:** The study found that continuous training and institutional support are essential for improving SGB effectiveness. It is therefore recommended that the DBE provide regular, structured, and context-specific training programmes for SGB members, particularly newly elected members. Training programmes should focus on governance roles and responsibilities, policy development and implementation, financial management, conflict resolution, stakeholder engagement, and legislative requirements.

Furthermore, user-friendly training manuals, simplified policy guidelines, and digital learning resources should be developed and distributed to SGB members. The DBE should also facilitate inter-school networking opportunities that enable SGBs to share experiences, challenges, and best practices. Such initiatives will improve role clarity, increase members' confidence, and strengthen their ability to perform governance responsibilities effectively.

2. **Enhance Stakeholder Participation and Community Partnerships:** The findings demonstrated that stakeholder collaboration contributes significantly to effective school governance. Schools should therefore develop practical strategies to strengthen parental involvement and community participation in governance processes. Regular meetings, communication platforms, and community engagement activities should be established to encourage active participation by stakeholders.

Schools should also strengthen partnerships with local businesses, non-governmental organisations (NGOs), and community stakeholders to support school development initiatives and resource mobilisation efforts. Increased stakeholder participation will promote shared responsibility, strengthen accountability, and improve relationships between schools and their communities.

3. **Strengthen Financial Accountability and Governance Practices:** The findings revealed that transparent financial management contributes positively to effective school governance. It is therefore recommended that specialised financial management training be provided to SGB chairpersons and treasurers to improve budgeting skills, financial record keeping, financial monitoring, and compliance with legislative and departmental requirements. Schools should further strengthen accountability

mechanisms through regular financial reporting, internal monitoring procedures, and annual auditing processes. Transparent financial practices should be promoted to enhance stakeholder trust and ensure the effective utilisation of school resources.

4. **Improve Resource Mobilisation and Infrastructure Development:** Resource limitations and inadequate infrastructure emerged as major challenges affecting school governance. It is therefore recommended that the DBE prioritise additional support for Quintile 1 to 3 schools through improved funding allocations, infrastructure development programmes, and targeted interventions aimed at addressing resource shortages. At school level, SGBs should continue implementing feasible fundraising initiatives and establish partnerships with community stakeholders to supplement available resources. Strengthening resource mobilisation strategies will assist schools in addressing infrastructural challenges, improving teaching and learning conditions, and promoting overall school development.

5. **Strengthen Principal Support and Collaborative Leadership:** The findings highlighted the important role played by principals in supporting SGB effectiveness. It is therefore recommended that principals receive continuous professional development in collaborative leadership, stakeholder management, governance support, and financial oversight. Principals should continue providing guidance and mentorship to SGB members and facilitate governance processes through regular communication, policy support, and capacity-building initiatives. Strengthening collaborative relationships between principals and SGBs will contribute positively to effective governance and organisational effectiveness.

6. **Develop Context-Sensitive Governance Support Strategies:** The socio-economic realities of Quintile 1 to 3 schools significantly influence governance effectiveness. Consequently, governance interventions should be tailored to the specific needs and contextual realities of these schools. Policy support mechanisms should recognise differences in school location, infrastructure conditions, community socio-economic circumstances, and resource availability. Targeted support programmes should therefore be developed to assist schools experiencing resource constraints and

infrastructural challenges. Such interventions may contribute towards strengthening governance effectiveness in Quintile 1 to 3 schools.

7. **Promote Continuous Monitoring and Self-Evaluation:** Schools and SGBs should establish practical mechanisms for regular self-evaluation and monitoring of governance practices. Continuous reflection on governance processes will assist SGBs in identifying strengths, addressing weaknesses, and improving accountability and overall performance. The DBE should also strengthen monitoring systems to assess the effectiveness of SGB training programmes and governance interventions. Regular evaluation will ensure that support programmes remain responsive to school needs and contribute towards sustainable improvements in school governance.

Overall, the recommendations of this study emphasise the need for a holistic and collaborative approach to strengthening SGBs. Continuous training, stakeholder participation, collaborative leadership, adequate institutional support, improved resource mobilisation, and context-sensitive interventions are essential for strengthening democratic and effective school governance. These measures also contribute to improving educational opportunities within Quintile 1 to 3 schools in the Mankweng Circuit.

6.7. Areas for Further Research

Although this study contributed to understanding the role of SGBs in school governance in Quintile 1 to 3 schools within the Mankweng Circuit, several areas warrant further investigation.

1. **Longitudinal studies on the role and effectiveness of SGBs:** Future studies should examine how the role and effectiveness of SGBs evolve over time, particularly in relation to continuous training, institutional support, leadership changes, and membership turnover.
2. **Comparative studies across different school contexts:** Comparative research involving different school quintiles, districts, and provinces could provide valuable insights into contextual variations in school governance practices and identify best practices that may strengthen SGB functioning.

3. **Stakeholder participation in school governance:** Further studies should investigate how parental involvement, community participation, and collaboration with external stakeholders influence the effectiveness of school governance and school development initiatives.
4. **Evaluation of SGB training and capacity-building programmes:** Future research should assess the effectiveness of existing SGB training programmes in improving governance knowledge, leadership competencies, policy implementation, and financial accountability.
5. **The role of principals in supporting school governance:** Additional studies are needed to explore how principal leadership, mentorship, and collaborative practices influence the functioning of SGBs and the overall effectiveness of school governance.
6. **Resource mobilisation and school development strategies:** Future research should investigate innovative and context-sensitive approaches that SGBs can employ to address resource shortages and infrastructural challenges in Quintile 1 to 3 schools.
7. **Implementation of school governance policies and legislative frameworks:** Further studies should examine how governance policies and legislative requirements are interpreted and implemented in different school contexts and how these influence the effectiveness of SGBs.
8. **Experiences and development needs of SGB members:** Future research focusing on the experiences, challenges, motivations, and professional development needs of SGB chairpersons, treasurers, and other members could provide valuable insights for targeted support interventions.
9. **Technology and school governance:** Additional studies could examine how digital technologies may enhance communication, stakeholder participation, financial management, and governance administration within schools.
10. **School governance and school improvement:** Future studies should investigate the relationship between effective school governance and school improvement indicators such as learner performance, school functionality, educational quality, and organisational effectiveness.
11. **Positive governance practices in disadvantaged schools:** Further research should explore why some Quintile 1 to 3 schools demonstrate effective governance practices and satisfactory levels of compliance despite operating within resource-constrained

environments. Such studies may provide valuable lessons for strengthening governance in similar contexts.

12. **Application of theoretical frameworks in school governance research:** Future studies should further apply Stakeholder Theory and the TORC to enhance understanding of how stakeholder collaboration, organisational capacity, institutional support, and readiness for change influence school governance processes.

By pursuing these areas of research, future studies can build upon the findings of this study, address existing knowledge gaps, and contribute towards the development of context-sensitive strategies aimed at strengthening the role of School Governing Bodies in promoting effective and democratic school governance in Quintile 1 to 3 schools.

6.8. Concluding Remarks

This chapter presented the final phase of the study by synthesising the major findings, conclusions, and implications regarding the role of SGBs in school governance within Quintile 1 to 3 schools in the Mankweng Circuit. The findings demonstrated that SGBs remain important governance structures that contribute meaningfully to democratic school governance through their involvement in policy implementation, financial management, stakeholder participation, and school development, despite the socio-economic and resource constraints experienced by Quintile 1 to 3 schools. The study further established that the effectiveness of SGBs is shaped by organisational capacity, leadership commitment, stakeholder collaboration, institutional support, and the broader socio-economic context within which schools operate. The findings also showed that, although resource limitations continue to constrain governance practices, effective governance can be achieved when SGBs receive continuous capacity development, work collaboratively with school stakeholders, and are supported through responsive institutional interventions. In this regard, the study both corroborates and extends existing literature by demonstrating that sound governance practices can emerge within resource-constrained school environments. The study contributes to the existing body of knowledge by providing context-specific evidence on the governance experiences of SGBs in Quintile 1 to 3 schools within the Mankweng Circuit. The recommendations presented in this chapter offer practical guidance for SGBs, school management teams, and the Department of Basic Education to strengthen governance capacity, enhance stakeholder participation, promote financial accountability, and support sustainable school development. Overall, the

study reaffirms that strengthening SGBs through continuous support, collaborative leadership, capacity development, and context-sensitive interventions is essential for promoting effective, accountable, and democratic school governance in disadvantaged school contexts.

Keywords: School Governing Bodies, school governance, stakeholder participation, collaborative leadership, financial accountability, capacity building, institutional support, resource mobilisation, community partnerships, and governance effectiveness.

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Appendix A: Proof of Registration

UNISA university of south africa

2315

RAMOLOTJA M J MR
1040 NTHABISENG
SCHEMEHAAR
0510

STUDENT NUMBER : 46632042

ENQUIRIES TEL : 0800 001 870

eMAIL : mandd@unisa.ac.za

2025-10-06

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (95405)

CODE	PAPER	S	NAME OF STUDY UNIT	NQF credts	LANG.	PROVISIONAL EXAM.DATE	EXAMINATION CENTRE(PLACE)
Study units registered without formal exams:							
DFEDU95			MEd - Education Management	**	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

- Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module.
  Study material can be accessed on the Unisa website. You must register on MyUnisa (https://my.unisa.ac.za/portal/) for this purpose. You are also reminded to activate your myLife email address since all electronic correspondence will be sent to this email address.
- Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
  Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year.
  Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnline for study material and other important information.
  Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.
  Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof MX Sepota
Acting Registrar

1031 C 02

UNIVERSITEIT VAN SUID-AFRIKA PRETORIA UNIVERSITY OF SOUTH AFRICA

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
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Appendix B: Ethical Clearance

UNISA university of south africa

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 15 November 2024

Ref: **2024/11/15/000000345/06/RB**
Name: **Mr. Mogale John Ramolotja**
Student No.: **46632042**

Decision: Ethics Approval form

Dear **Mr. Mogale John Ramolotja**

Researcher(s): Name: **Mr. Mogale John Ramolotja**
E-mail address: 46632042@mylife.unisa.ac.za
Telephone: **065 922 4386**

Supervisor: Name: **Dr MT Lekalakala**
E-mail address: elekalmt@unisa.ac.za
Telephone: **012 4292181**

Title of research: ***Factors Influencing Ineffective School Policies in Quintiles 1 to 3 Schools in Mankweng Circuit, Limpopo Province.***

Qualification: MEd

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 **2024/11/15** to **2027/11/15.**

*The **low risk level** application was reviewed by the Ethics Review Committee on **15 November 2024** 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.

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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. The study's risk level is Category 2- Low risk: Human participants are involved and there is foreseeable risk of inconvenience. Non-vulnerable adult participants and non-sensitive information is involved.
9. No field work activities may continue after the expiry date **2027/11/15.** Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2024/11/15/00000345/06/RB** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof RB Monyai
Acting Head: CEDU Research
monyarb@unisa.ac.za

Prof Mpine Makoe
Executive Dean: CEDU
qakisme@unisa.ac.za

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Appendix C: Request to conduct research: Limpopo Department of Education

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

To: The Circuit Manager

Limpopo Department of Education

Capricorn South District

Mankweng

0727

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN MANKWENG CIRCUIT SCHOOLS

My name is Ramolotja Mogale John.

I am a student at the University of South Africa, pursuing a master's degree in Educational Leadership and Management. I hereby request permission to conduct research in three primary schools in MANKWENG area. My research Topic: ***To explore factors underlying ineffective school policies in quintile 1 to 3 schools within the Mankweng circuit.*** Policy implementation is a critical issue in schools in quintiles 1 to 3, where many policies remain poorly applied. These schools often face challenges such as limited resources, inadequate capacity, and low stakeholder engagement. Investigating the factors behind weak policy implementation will help identify the primary barriers hindering progress. The study seeks to offer academic

insights and practical recommendations to enhance governance and education in the Mankweng circuit.

Additionally, the effectiveness of school policy implementation depends on the capacity and engagement of School Governing Bodies (SGBs). In schools in quintiles 1 to 3, limited training and support often prevent SGBs from carrying out their roles effectively. Resource shortages, high workloads, and socioeconomic challenges further hinder the effective implementation of policies. Understanding these factors can help identify solutions to strengthen governance and improve education in the Mankweng circuit. Furthermore, the research aims to respond to the following questions:

i. What views and experiences do SGBs have about the way in which policies are implemented in quintiles 1-3 schools?
ii. What potential solutions can be identified to address the ineffectiveness of school policies in quintiles 1-3 schools?
iii. How is policy implementation carried out in quintiles 1-3 schools in South Africa?

According to Figueroa et al. (2024), well-structured education policies are essential for effective governance, as they help balance the supply and demand for quality teaching. In South Africa, the Schools Act reinforces this principle by requiring decentralization to promote a democratic education system, making SGBs central to school governance. SGBs implement school policies by managing finances, monitoring teaching, and enforcing codes of conduct to ensure they meet the school community's needs. Additionally, SGBs develop school policies aligned with the Department of Basic Education, while school leaders handle their implementation and planning, including disciplinary policies (Mohapi & Netshitangani, 2018).

The study will involve collecting data from SGB members, and school principals, and relevant. Data collection methods will include semi-structured interviews and analysis of school and departmental documents, subject to approval. Ethical considerations will be strictly followed: participants will provide written or verbal consent and may withdraw at any time without penalty. Confidentiality and anonymity will be ensured, with personal and school identities protected in all reports. Data will be securely stored, and results will be communicated in a

timely and appropriate manner. Participants will not receive any payment for their involvement in the study.

I therefore request written permission to conduct my research at the above-mentioned institutions. The permission letter should be on your organisation's headed paper, signed and dated, and specifically referring to me by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as it is convenient.

Yours sincerely,

Ramolotja MJ

065 922 4386 (Contact details)

46632042@mylife.unisa.ac.za (Email)

Dr M.T Lekalakala

Supervisor (UNISA)

012 429 2181 (Contact details)

elakalmt@unisa.ac.za (Email)

Appendix D: Request to conduct research: Principal

COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

To: The School Principal

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN MANKWENG SCHOOLS

My name is Ramolotja Mogale John.

I am a student at the University of South Africa studying Master's degree in Educational Leadership and management. I hereby request permission to conduct research in three primary schools in MANKENG area. My research Topic: ***To explore factors underlying ineffective school policies in quintile 1 to 3 schools within the Mankweng circuit.*** Policy implementation is a critical issue in quintile 1 to 3 schools, where many policies remain poorly applied. These schools often face challenges such as limited resources, lack of capacity, and low stakeholder involvement. Investigating the factors behind weak policy implementation will highlight the main barriers affecting progress. The study seeks to offer academic insights and practical recommendations to enhance governance and education in the Mankweng circuit.

In addition to this, the effectiveness of school policy implementation depends on the capacity and engagement of School Governing Bodies (SGBs). In quintile 1 to 3 schools, limited training and support often prevent SGBs from carrying out their roles effectively. Resource shortages, high workloads, and socio-economic challenges further hinder the proper application of policies. Understanding these factors can help identify solutions to strengthen governance and improve education in the Mankweng circuit. Furthermore, the research aims to respond to the following questions:

i. What views and experiences do SGBs have about the way in which policies are implemented in quintiles 1-3 schools?
ii. What potential solutions can be identified to address the ineffectiveness of school policies in quintiles 1-3 schools?
iii. How is policy implementation carried out in quintiles 1-3 schools in South Africa?

According to Figueroa et al. (2024), well-structured education policies are essential for effective governance, as they help balance the supply and demand for quality teaching. In South Africa, the Schools Act reinforces this principle by requiring decentralization to promote a democratic education system, making SGBs central to school governance. SGBs implement

school policies by managing finances, monitoring teaching, and enforcing codes of conduct to ensure they meet the school community's needs. Additionally, SGBs develop school policies aligned with the Department of Basic Education, while school leaders handle their implementation and planning, including disciplinary policies (Mohapi & Netshitangani, 2018).

The study will involve collecting data from SGB members, and school principals, and relevant. Data collection methods will include semi-structured interviews and analysis of school and departmental documents, subject to approval. Ethical considerations will be strictly followed: participants will provide written or verbal consent and may withdraw at any time without penalty. Confidentiality and anonymity will be ensured, with personal and school identities protected in all reports. Data will be securely stored, and results will be communicated appropriately. Participants will not receive any payment for their involvement in the study.

I therefore request permission in writing to conduct my research at above mentioned institutions. The permission letter should be on your organisation's headed paper, signed and dated, and specifically referring to myself by name and the title of my study.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Ramolotja MJ

065 922 4386 (Contact details)

46632042@mylife.unisa.ac.za (Email)

Dr M.T Lekalakala

Supervisor (UNISA)

012 429 2181 (Contact details)

elakalmt@unisa.ac.za (Email)

Appendix E: Participants' Consent Form



COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Consent form to participate in the study

RESEARCH TOPIC:

Factors Underlying Ineffective School Policies in quintile 1 to 3 Schools within the Mankweng Circuit.

NAME OF THE RESEARCHER: Mr Ramolotja Mogale John

…… agree to participate in this research project.

I agree to the following:

Please circle the relevant options below

The research study was explained to me. I understand what this study is about.

YES NO

I understand that I can volunteer to take part in the study. YES NO

I understand that the interview/ focus group/ other activity may be audio recorded. YES NO

I agree that direct quotations from my interviews/ focus group/ other activity may

YES NO

used by the researcher in in their report/ manuscript/ book chapter.

I agree that the researcher may use information that I provide in my interview/

YES NO

focus group/ other activity (depending on their own ethics clearance being obtained)

but my name and any personal information will not be used or passed on.

Signature …….

Name of Participant ……...

Date ……...

Signature …….

Name of Researcher ……...

Date ……

Appendix F: Interview Schedule

1. How would you rate the level of your SGB since you assume office?

2. What is your school doing to prioritize governance?

3. What are you doing to prioritize governance?

4. Do you have sufficient resources to govern the school?

5. Where do you find extra resources to boast those provided by government?

Appendix G: Qualitative Interview Transcripts

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
1. How would you rate the level of your SGB since you assume office?	**Principal 1:** It's good. The SGB is doing their work. They are hands-on, they are very much supportive to the school activities.	**Principal 2:** I think the level of the SGB is around, I can give them 7.	**Principal 3:** My school governance is above all rated as good so far. I would say we rate them as good because in terms of finances and transactions, things are going well. Things are very smooth. We've got the income and we've got the expenditure. All of them are recorded accordingly. In their cash book, the so-called income and expenditure book, A-15, as we do call it, Provincial Education Department number 15. That's the name of the receipt book or the register where we capture the incomes and the expenditure.
2. What is your school doing to prioritize governance?	**Principal 1:** The main focus is on learner performance in both the curriculum, extra and co-curricular activities, the functionality of the SGB in totality, financial management and managing the resources of the	**Principal 2:** We are making sure that whenever we have a meeting, we have a slot for a serious topic like one policy that we discuss and make them understand. And again, we make it	**Principal 3:** We use the budget transcripts and we call for donations. We use the transcript for us to be able to work within the parameters of the law and we are governed or abided by a PFMA, which is Public Finance Management Act, which is also regulated in

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
	school, specifically the infrastructure, abolition facility and the playground area for foundation fees.	a point that whenever there is a workshop that is organized by the department, we make it a point that they don't miss it as the SGB. And again, we fully involve them into the school matters so that they have a deeper understanding of how things are run in the SGB. And again, every year, we take them through the roles, their roles, the SGB roles, like the roles of the secretary, the roles of a chairperson and all those things, reminding them that they are here to work and they must not find themselves left behind.	SASA, Act number 86, Secular number 22. Then all those things, they help us to work with our finance, I could say, in an easy way.
3. What are you doing to	**Principal 1:** I'm assisting the SGB to draw a plan with the dates of the meetings, the developmental trainings and workshops,	**Principal 2:** I make it a point that since governance is one important part, we make it a point that	**Principal 3:** Myself as the Principal, as one of the top managements, and in terms of finance, that is our core responsibility. So, we

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
prioritize governance?	doing internal workshops for capacitating SGB members in developing, reviewing and adopting policies.	whenever we do what we call the budget, the annual budget, we budget for the SGB towards the end of each and every year. We have a special time where we go out and go and discuss and develop some policies deeply so that they feel the ownership of the school and we take them through the policies. We develop our policies according to our own situation. The main thing is we make it a point that the budget is available for them so that we can be able to take them through. That's how we do it. At the end of their term, they shall have developed a number of policies that is required by the department.	make it a point or we make sure that finances are regulated or controlled properly and accordingly. And as one of the managers, I do have a department that I'm running, which is called SIAS. That is Screen, Identify, Assess and Support. In that department, we go all out to help the kids, those who are in dire need or who are having the learning barriers. So, we outsource, we do not use the nonsense standard. We go all out to ask for donation and sometimes we need those donations in a form of what? The parcels or in form of money. That's how we make it a point where the finance of the school is running relevantly according to the transcripts, not transcripts, prescripts.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
4. Do you have sufficient resources to govern the school?	**Principal 1:** Yes, I think we have enough funds.	**Principal 2:** I cannot say yes or no, but we are trying as the school, as we budget to try and allocate the budget addressing the resources that we really need as the school. It's not that the department cannot deliver all that we need, but whatever we feel is necessary for the school, we budget for them together with the SGB. Like the example of the ICT equipment, we make it a point each and every year, we make a budget so that we can acquire them. Like the smart boards, in a year we can get one or two so that we make it a point that the educators are teaching using the ICT, using this new approach,	**Principal 3:** Because the resources are broad, I would say partly we are sufficient. Because mainly when we talk in terms of the resources, we are only eyeing to the finances, whereas they are not the only resource that we are looking for.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
		which is a bit interesting to our learners.	
5. Where do you find extra resources to boast those provided by government?	**Principal 1:** We have fundraising, so the fundraising assists the school in purchasing extra resources and asking donations from local business people.	**Principal 2:** We actually don't have extra resources to do that. We just, as a school, do some fundraising, and again, we have a broader area in our school. Annually, there are certain funds that are deposited into our account. So, we are trying to acquire as much as we can through those means. We don't have any sponsorship. To be honest. We just make it a point to do some fundraising from our learners.	**Principal 3:** But for us to have that, we look for donations and other sponsorships to aid the development of the school. And in our case, that's what I said, that we go all out and ask for donations and that donation, we ask them in the form of parcels, in the form of money. So, if we deem it necessary that some of the learners who are from poor families, we help them by buying uniforms for them or asking for donations in terms of the uniforms. So, to say we are saving the school's funds. And we are raising funds in our school to make it a point that all those learners who are taking part in the extramural activity and are unable to pay, we pay for their fees so that they can participate with the others. So, we don't look for money only. So, this is how we

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
			go the extra mile to have some extra resources.
1. How would you rate the level of your SGB since you assumed office?	**SGB Chairperson 1:** Uh, I will say it's fair. We haven't done much, but what we have done is satisfactory. Since our arrival, uh, we managed to do the following. We replaced the broken windows and doors, renovated the kitchen, and ensured that we bought enough LTSM for our learners. We introduced... also introduced a work system in our school. We also have a parental reading competition whereby we invite our parents to come to school monthly to read in order to motivate learners. And so far, it does make a difference to our learners. With that, our work is also satisfactory, and we hope to have more to come**.**	SGB Chairperson 2: I think it's good.	SGB Chairperson 3: Uh, good.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
2. What is your school doing to prioritize governance?	**SGB Chairperson 1:** Our main, uh, priority is to make sure that, um, our learners are learning in a conducive environment. We ensure that the classroom and building are well-maintained. We ensure that we buy enough, um, LTSM. As I mentioned earlier, we have purchased projectors and whiteboards to enhance learning. And then, we also ensure that we implement the policies we have developed to maintain a good relationship with stakeholders, such as parents and teachers. We do host the meetings, and then we also ensure that we have, um, good finance, uh, management in our school.	**SGB Chairperson 2:** Mm. I think we have this variety of... uh, we have a variety of, uh, approaches in practice, like maybe clarifying the role and the responsibilities of, uh, all stakeholders, of the SGB, of the teachers, of management. And we have this, um, open communication, uh, strong leadership in order to implement the school constitution and policies.	**SGB Chairperson 3:** Uh, uh, to prioritise government... uh, governance, uh, in school, in our school, uh, we define, uh, clear rules and responsibilities of each member in the, in the SGB. And then we also establish the policies and procedures so that each and every one of us knows exactly what we are doing and what is expected of us.
3. What are you doing to prioritise governance?	**SGB Chairperson 1:** My role as a chairperson, firstly, I will say, is to support the principal in our school and ensure that we organise, uh, SGB meetings. And then,	**SGB Chairperson 2:** Mm. As the chairperson of the SGB, uh, I did make sure that the school is, uh, governed properly, uh, and that the	**SGB Chairperson 3:** My role in the SGB, I'm the chairperson. So as the chairperson, I make sure that, uh, the parents and the teachers' component, they work, uh,

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
	with that, I ensure that everyone fulfils their role thoroughly. Additionally, to maintain a good relationship with parents. As I've mentioned, our school holds a reading competition where parents are invited. I am the one who's responsible for making sure that it is facilitated. And then, most importantly, to regularly review the policies if we do implement what we have developed.	infrastructures and resources are protected. And other things to ensure that as an SGB person, we understand our roles and responsibilities as outlined in the school constitution and relevant legislation.	accordingly. So, we encourage parent, teacher associations to play an active role in the school governance, and also the involvement in their decision-making. And then one other important thing is to educate our community, because there is a problem wherein the parent from the community, they don't understand exactly what the roles and responsibility of the SGB is. So, we engage with the local community to build partnerships and support.
4. Do you have sufficient	**SGB Chairperson 1:** Uh, no. I would say no. Our school is very small, and then by	SGB Chairperson 2: Uh, no.	**SGB Chairperson 3:** Uh, not absolutely. We don't, uh, we don't have, uh, enough.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
resources to govern the school?	that, it has a small role and our norms and standards are not enough, because our school is in rural areas and it's an old school. Additionally, the infrastructure is old, including the buildings, so we need extra funding to ensure that we have a good infrastructure.		
5. Where do you find extra resources to boost those provided by the government?	**SGB Chairperson 1:** Yes, we do have some fundraising. We do have occasions like Fun Day and Entrepreneur Day, where learners do fundraise. And then we have the Edu-farm project, which donates seeds to our school. And we do plough and, uh, do some vegetables where we sell to people. And then, yeah, we have money. And then we also apply some of the sponsorship to organisations like the lottery. Currently, the lottery sponsors us.	**SGB Chairperson 2:** Mm. I think others; we just borrow from our nearby schools. And somehow, the SGB buys whatever we need. They support us, the SGB.	**SGB Chairperson 3:** Yeah. Uh, we use, uh, the budget that we get from the Norms and Standards to buy extra resources, uh, that we don't have at our school, and then also we do fund raisings wherein we celebrate the days and then, uh, from those days, the learners are requested to pay a reasonable amount, wherein we use those funds to purchase, uh, or to get the extra resources. And then again, we have a tuck shop wherein we sell, uh, goods and... uh, to learners so that we can, uh, fundraise and have, uh, enough money so that

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
	We do have a multipurpose court for sports.		we can try to purchase those resources that we feel lacking.
1. How would you rate the level of your SGB since you assumed office?	**SGB Treasurer 1:** I would give it a good.	SGB Treasurer 2: Good.	**SGB Treasurer 3:** So far, I can rate it good.
2. What is your school doing to prioritise governance?	**SGB Treasurer 1:** Our school is taking several steps to prioritise governance and ensure effective leadership and accountability. So, we actively involve our school governing body in decision-making processes. We have regular meetings where policies, budgets and school development plans are discussed transparently. We have clear policies on discipline, finances, and staff conduct,	**SGB Treasurer 2:** The school adheres to governance protocols when managing finances. When developing policies, we ensure that they are within the parameters of the South African Schools Act.	**SGB Treasurer 3:** The school basically ensures that it makes all the policies available for each and every individual in the SGB so that they can get access to at least the knowledge on how to govern the institution. Additionally, it ensures that SGB members attend all relevant meetings, which aim to educate them on how the school should be governed. So, I guess that is my answer.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
	which are strictly enforced to promote consistency and fairness.		
3. What are you doing to prioritize governance?	**SGB Treasurer 1:** As the treasurer, I play a vital role in promoting good governance by ensuring that financial integrity and accountability is effective in our schools. So, I maintain clear, accurate and up-to-date financial records. All income and expenditure are recorded and reported to the school's governing body and stakeholders. I help to prepare and monitor the school's budget in line with approved plans and also ensure that funds are used responsibly and accordingly for the priorities of the school.	**SGB Treasurer 2:** I make sure that educators are fully aware of the pre-scripts such as the norms and standards for African schools and employment of educators. And, and when, uh, that governs, uh, our education system. This is done, uh, as a presentation during our staff meetings.	**SGB Treasurer 3:** As an individual, I have familiarized myself with the policies on how governance should be done, on how the finances of the school should be handled, so on and so forth. Having to study how you should make the purchases, how the budgets should be drafted, who should authorise and when and how to do such things. Therefore, I believe that with this knowledge, I am able to fulfil my role as treasurer of the SGB , as I have an inside understanding of how finances should be managed.
4. Do you have sufficient resources to	SGB Treasurer 1: Yes.	SGB Treasurer 2: Yes.	**SGB Treasurer 3:** Yeah, I believe the resources are very much sufficient. Because I have to talk about the resources which are provided by the school, as an individual, I

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
govern the school?			have consulted the Internet, which provides information about every question that I have that has to do with the governance of the school, especially the finances. If you can just check on the Internet, we have the SASA policy, which has so many roles and responsibilities of the SGB. Now, even the role of the treasurer is included, as it also addresses the school's finances and outlines how they should be managed.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C
5. Where do you find extra resources to boast those provided by government?	**SGB Treasurer 1:** From the sponsors and also the donors. For example, recently we have received money from the Snack-it competition.	**SGB Treasurer 2:** Uh, external services are being purchased, uh, from the school using the money from the norms and standards that are distributed from the government to schools. ICT resources is also our key priority as a school.	**SGB Treasurer 3:** I think my answer will be the same as the previous one that I have just given, that the Internet actually is a source of data or a source of information with regard to having together extra resources that are provided by the government. Because what I have just realized in most cases, sometimes the government provides the resources which are also on the Internet, but then it takes an individual to at least try to surf on the Internet or Google for particular things, specifically for what you will be looking for from the Internet. So, I believe the Internet is actually a major or the main source of data where one can collect information from.

QUESTIONS	SCHOOL A	SCHOOL B	SCHOOL C

Appendix H: Proof of Editing

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31st October 2025

To whom it may concern

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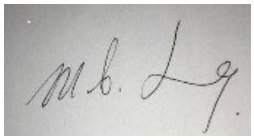
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