

Creating Working Collaborations between Teachers and SGB Members: A Multi-Stakeholder Perspective

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A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Education in Educational Leadership, Management, and Policy (ELMP)

UNIVERSITY OF KWAZULU-NATAL

COLLEGE OF HUMANITIES

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June 2026

DECLARATION STATEMENT

I, Jesmika Narayan (Student number: 215026765), declare that:

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This thesis has been submitted with my approval.



15 June 2026

Signature Date

DEDICATION

“A husband is not just a partner, but a steady strength and constant love.” My dearest Mundhir, your love and unwavering support carried me through this journey. You believed in me when I couldn’t believe in myself. For every sacrifice you made, seen and unseen, I am deeply grateful. Your patience, love and encouragement gave me strength, and you held our world together while I pursued this dream. You reminded me of why I started and never let me give up. This achievement is ours – born of your quiet strength – and that is why I dedicate this thesis to you. I love you!

Ahana, my precious daughter, this thesis is a testament that dreams are possible. May you always believe in your strength and follow your heart. Everything I do, I do with you in mind. You are my greatest inspiration.

Last, but definitely not least, I devote my thesis to God Almighty, the source of my strength, wisdom and purpose. You have shaped who I am and guided every step. All that I am and all that I have achieved is by your grace. May I always walk the path you have set for me.

ACKNOWLEDGEMENTS

Every journey comes with its own twists and challenges, often demanding persistence, adaptation and self-discovery. The path through this research was anything but straightforward, shaped by unexpected turns, setbacks and even moments of doubt. However, each obstacle became an opportunity to reflect, refine and move forward with greater clarity. Through all the ups and downs, this journey has been incredibly meaningful, and I feel deeply grateful to the people who never left my side.

Professor Phumlani Myende, thank you for being my guide and mentor throughout this academic journey. As clichéd as it may sound, this journey would have been impossible without your unwavering support and undivided supervision. I am truly grateful to you.

My dearest husband, Mundhir. I love you! I would never be where I am today without you. You have been my greatest supporter and cheered me on through the highs and lows of this academic expedition. I cannot thank you enough for being my person, and I am indebted to God for making you my life partner. You are the best husband a woman could ever ask for and an amazing dad to Ahana.

Ma, my dearest granny, thank you for being my pillar of strength. You have been there for me since day one. I am who I am today because of your guidance and love. I can only wish to be like you but know it is impossible, as no one could ever compare to you. You are the true definition of perfection to me.

Mum and Dad, you are my lifelines and I appreciate your love, guidance and everything you have done and still do for me. Thank you for being my steadfast support from the very beginning

And last but not least, my little beauty, Ahana. I dedicate this achievement to you, and in doing so, I hope that you always strive to achieve all your dreams and aspirations – no matter what life may throw at you. You were with me from the beginning, quietly growing within me as I embarked on this journey. I started my master's with you in my womb and now complete it with you by my side. Everything I do is for you, and I love you beyond words.

ABSTRACT

This study explores how working collaborations are created among teachers and members of school governing bodies (SGBs) in the context of South African schools. Focusing on three secondary schools situated in the iLembe district of the beautiful province of KwaZulu-Natal in South Africa, the main aim was to explore the characteristics associated with the meaning of working collaborations while also identifying how these meanings are interpreted. The research further explores the factors that facilitate and hamper working collaborations between teachers and SGBs. While existing literature offers some insight into this area, gaps remain in understanding the factors that contribute to successful collaborations. To address this disparity, the study employed the Collegial Model as its analytical framework. A qualitative approach and an interpretivist paradigm were employed, and purposive sampling was used to identify 15 participants, which included post level 1 teachers, departmental heads, SGB chairpersons and members from the parent component of the SGB. Data was collected through semi-structured interviews, and document review enhanced this. Reflections by participants highlighted meanings associated with working collaborations, while their insights revealed how these collaborations are construed, along with the factors that obstruct and endorse collaborations among school stakeholders. The findings emphasised that SGB members feel overwhelmed and disempowered, mainly because they do not fully understand their duties. The study identified three key findings. First, there is a need for the Department of Basic Education to provide more training for SGB members. Second, it is important that principals actively perform their duties with fairness and without bias. Third, regular meetings between teachers and SGB members are essential to strengthen collaboration and communication. Based on these findings, it is suggested that strategies be put in place to enhance working collaborations between these school stakeholders. Successful, fully developed working collaborations between teachers and SGB members will undoubtedly benefit learners and allow schools to reach their full potential.

Key Terms: School stakeholders, working collaborations, educational collaboration, school

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LIST OF ABBREVIATIONS

ASCD	Association for Supervision and Curriculum Development
ASHA	American Speech-Language-Hearing Association
CPD	Continuous professional development
DBE	Department of Basic Education
DoE	Department of Education
HoD	Head of Department
OBE	Outcome Based Education
PAM	Personnel Administrative Measures
SACE	South African Council of Education
SASA	South African Schools Act
SGB	School governing bodies
SMT	School Management Team
UNESCO	United Nations Educational, Scientific and Cultural Organisation

CHAPTER 1: ORIENTATION TO THE STUDY

1.1 Introduction

For schools to succeed, all stakeholders must work collaboratively. The development of a healthy working relationship among school stakeholders is of great importance in the establishment of the school culture, as it promotes effectiveness and leads to greater success (Wise et al., 2013). Such stakeholders include teachers, parents, and the school governing body (SGB). Modisaotsile (2012) affirms that the SGB must ensure that the school is successfully governed to promote the well-being of all stakeholders. Heystek (2010) supports this view, arguing that all teachers in a school must work collaboratively to enhance the quality and promotion of education. Basson and Mestry (2019) recognise that effective collaboration between members of the SGB and teachers ultimately leads to effective leadership practices. Thus, it can be proposed that if positive relationships exist between members of the SGB and teachers, an improvement in work ethics and stakeholder commitment are characteristics that are likely to ensue.

Given the argument made above, this study explores how a working relationship between teachers and members of the SGB can be facilitated. This chapter presents the background and problem statement, the study's rationale and purpose, the research questions and the main concepts critical to this study. The chapter concludes by presenting the organisation of the chapters, providing a roadmap for the thesis.

1.2 Background to the Study

In 1996, the South African democratic nation issued White Paper No. 2 relating to the administration, governance and funding of schools. The purpose was to promote democratic institutional management by establishing a school governance structure that incorporates all stakeholders in roles that allow for collective decision-making and coherent deliberations. Following the White Paper, the South African Schools Act, no 84 of 1996 (SASA), was promulgated. This Act mandated that each public school must have a legitimately selected SGB, consisting of teachers, non-teaching representatives, staff, parents, and learners (RSA, 1996a).

Familiarity with the SASA (84 of 1996) is needed in order to understand the composition of an SGB. According to the SASA (sections 20 and 21), the SGB of a public school must develop the mission statement of the school, adopt a code of conduct for learners at the

school after consultation with learners, parents and educators, and determine the admission and language policy of the school within the framework laid down in the Constitution (RSA, 1996b), the SASA (RSA, 1996a) and any other applicable provincial law. The SGB may also suspend learners from attending the school as a form of correctional measure for no longer than one week, and the SGB is also tasked with recommending the Head of Department to the province, the appointment of teaching and other staff members at the school and dealing with disciplinary hearings of teachers. The governing body must also prepare an annual budget, which must show the schools' estimated income and expenses for the next year. However, the main purpose of the SGB in South African public schools is to ensure that teachers, parents, learners, and non-teaching staff actively participate in the governance and management of schools with the aim of enhancing teaching and learning. The provisions for school governance, inculcated in the SASA, have been in effect since May 1997, when the first endorsed SGBs were chosen (Karlsson et al., 2001).

The SASA (84 of 1996) acknowledges the need for a school's principal, teachers and parental figures to work collaboratively on school tasks, eliminating any existing challenges, while also creating centres where all stakeholders can actively collaborate (Mosoge & Van der Westhuizen, 1997, cited in Ndou, 2012). In terms of Section 20(1)(e), the SGB of a school is required to support the principal, teachers and other members of staff in the performance of their professional functions. Section 20(1)(a) of the SASA further states that the SGB must work to promote the interests of the school while striving to maintain its progress through effective and meaningful education. Consequently, an SGB has the responsibility of supporting the various stakeholders within a school in assuring a democratic arrangement. Xaba (2011) states that successful school governance is an imperative attribute for South Africa. However, factors located in the functional ability of the SGB members serve as a setback to the promotion of working collaborations. No organisation can function effectively without support and conducive collaborative forces. Proper governance, guidance, responsibility, support and improvement, and effective management are brought about through conducive collaborative leadership in schools (Basson & Mestry, 2019). The Fedsas Institute for School Governance (n.d.) recognised that for working collaborations in schools to be successful, stakeholders must develop a relationship which is founded on mutual trust and confidence.

Collaborative relationships among key role players in a school are an essential attribute for creating working collaborations between teachers and members of the SGB. Walkley

(2011) outlines the relationship as the ongoing collaboration among stakeholders who influence the governance of the school. Nkengbeza and Heystek (2017) further affirm that the development of power, authority and decision-making can be intensified when shared among school stakeholders. Good interaction between members of the SGB and teachers can be an effective way to assist the school in moving towards attaining its vision while ensuring respective dynamics are successfully maintained. This is supported by Basson and Mestry (2019) who acknowledge that successful collaboration among the SGB and teachers can lead to effective leadership in these groups, thereby contributing to whole-school success. Group efforts allow for the elevation of organisational duties, which could otherwise be perceived as a challenge when carried out by stakeholders individually (Cameron & Green, 2015).

1.3 Problem Statement

Sound relationships between teachers and SGB members must exist for a school to succeed. Therefore, it is in the best interest of schools to monitor the health of these relationships (RSA, 1996). The South African Employment of Educators Act (RSA, 1998) and Personnel Administrative Measures (PAM) (RSA, 1999) recognise the need for school principals to display traits of leadership and maintain school governance. Spicer (2016) further states that all school stakeholders will benefit if principals – as the heads of institutions – lead by example and do their best to establish and maintain effective relationships. Basson and Mestry (2019) also acknowledge that collaborative relationships between SGB members advance decision-making efforts.

After the election in 1994, Section 18 of the SASA mandated parents as the official partners in the governance of their children's schools (RSA, 1996a). A partnership among parents and schools is a tool that can be used to enhance the school, as parents involve themselves in the school's activities to assist in their children's education (Hoover-Dempsey et al., 2001; Calitz et al., 2002; Vattertott, 2019; Petesch, 2013). The parent component constitutes 60% of the SGB, whose chairperson must be a parent. According to Sibanda (2017), many parents on SGBs feel marginalised – in most cases, by the principal – while participating in required SGB functions. Sibanda (2017) further contends that some parents believe that they are unfairly treated because they are from different class levels. In addition to the challenges faced by the parental component in most public schools, it has also been noted that parental participation in the SGB is particularly challenging for Black parents from impoverished backgrounds (Singh & Dali, 2013). Bechuke and Nwosu (2017)

maintain that effective working collaborations may be severely disadvantaged if the parental component of the SGB is not empowered. These authors further state that members of the SGB who lack skills (particularly the parental component) face challenges with leadership and governance in schools. Xaba (2011) agrees, and Van Wyk (2004) also highlights that some SGB members are unable to govern schools, as they lack the necessary skills. Similarly, Maile (2002) contends that SGB members may be ineffective, as many parental governors are illiterate, which can have detrimental consequences for the functionality of the SGB. Therefore, it can be acknowledged that the parental component of the SGB faces challenges, which in turn affect its overall functionality.

In South Africa, a public school is a juristic person with the legal capacity to perform its required functions (RSA, 1996a), and the SGB acts on behalf of the school. It must be the primary concern of a school to ensure due consideration and accountability in all financial choices and statements. Consequently, it is the duty of the SGB to ensure that the financial health of the school is considered when allocating resources. All schools require sufficient finances to manage the activities of the school (Mestry, 2019); however, financial management is often a challenge due to the lack of appropriate financial management skills and capabilities. In addition, schools with poor or non-existent policies are at risk of having school funds sidetracked to dishonest or non-school activities (Mestry, 2017). Campher (2020) states that, in accordance with Section 30 (1) of the SASA (RSA, 1996a), ad hoc groups such as financial and fundraising groups must be set up by members of the SGB to gain assistance in financial supervision. Seobi (2016) mentions that, despite the power attributed to SGB parent members in terms of governance, their contribution is restricted because they are not given the required training prior to the commencement of their duties.

The teaching profession is demanding, as teachers take on many roles, which often leave them feeling drained by the end of the school day. In addition, the South African education system suffers from an inability to attract and retain teachers (Hofmeyr, 2015). Similar to the parent component, teacher representatives on the SGB panel also face the challenges of insufficient knowledge and inconsistent training (Chalufu, 2011; Ghasabeh et al., 2015). The inability to perform in their required roles affects their SGB roles and compromises their working relationships (Xaba, 2011). Earley and Cresse (2000, p. 476) found that "educator-governors felt inhibited because of their locus of allegiance to the principal or to the governors". Teachers frequently experience setbacks within their governance structure, particularly because of the belittlement of their voices within the SGB forum. A

report by the DBE (2019) recognises that members of the SGB and other stakeholders must be able to acknowledge and adapt to challenges.

1.4 Rationale

It is generally understood that for most public schools to function successfully, there must be a level of working collaboration between members of the SGB and teachers. As a post level 1 (PL1) educator from a school in the iLembe district of KwaZulu-Natal, I have observed and heard anecdotal evidence that parents and teachers in my school's SGB experience challenges in terms of collaborating successfully in school tasks. Therefore, the motivation for this study is based on personal experiences and social interactions with SGB stakeholders.

1.4.1 Personal Experiences

Upon completing my BEd degree, I was offered a permanent teaching position at a school located not too far from where I lived. I was sure that being a post level 1 teacher at this school would bring new skills, knowledge and interactions. I believe that despite challenges encountered in the workplace, teaching is a job where struggles are ultimately resolved (due to the unity shared among stakeholders). One could say that it is this belief that further ignited my ever-growing passion for teaching. I knew that obtaining a position as a post level 1 teacher would provide numerous opportunities to grow and further develop my teaching ability. However, upon taking up the position, I felt disillusioned. This stemmed from the evident lack of working collaboration between the teachers and members of the SGB in my school. I noticed that SGB stakeholders were disregarded when it came to important matters. Members of the SGB (especially the parent component) were not given much say and, on numerous occasions, had their perspectives thrown aside. This led to frustration and fostered a belief that their literacy levels resulted in their opinions being disregarded. Additionally, I noticed how teachers at school would not inform members of the SGB on important happenings. This not only led to ineffective working collaborations between teachers and SGB members but also created mistrust and dishonesty among the teachers themselves. It was because of these experiences that I began to realise that there is more than what meets the eye, and this understanding prompted me to delve deeper and learn more. As a result, I decided to explore working collaborations between teachers and SGB members.

1.4.2 Social Interactions

Mohapi and Chombo (2021) emphasise that collaboration among teachers and parent governors is essential for promoting quality education and fostering effective working collaborations within schools. Similarly, Dhlamini (2023) highlights the importance of nurturing cooperative relationships between SGB and school leadership, noting that meaningful collaboration can contribute to the enhancement of teaching and learning. It was through interactions with teachers from other schools (at events like workshops and meetings) that I realised that the complications I experienced were neither new nor unique; I became aware that these difficulties are encountered in many of our public schools. Doty (2012) states that numerous studies indicate that teachers and the parental component of the SGB do not collaborate, which results in tension and increasingly strained relations. Similar to the situation in my school, many teachers at other schools spoke about the challenges teachers and SGBs face in working together and collaborating effectively. I was also made aware of how members (especially from the parental component of the SGB) resigned from their positions because they felt disrespected by other stakeholders. These interactions prompted an interest in the collaborative nature of the SGB and the challenges it faces.

Subsequently, existing literature has examined school governance, leadership and stakeholder involvement and has highlighted the importance of collaboration within schools. However, further empirical understanding is needed of how teachers and SGB members experience and perceive their working collaborations, particularly the factors that support and/or hinder these relationships. By bringing together both perspectives, this study seeks to address this gap and provide a broader understanding of how working collaborations can be established and strengthened within the South African context.

This study aims to benefit teaching staff and members of the SGB by providing a platform for participants to express their perceptions of how they have experienced the lack of collaboration and how it might be improved. Understanding the causes of conflict in any situation is imperative; therefore, this study may contribute to understanding the underlying reasons for tension in establishing working collaborations between teachers and members of the SGB. It may also aid stakeholders in identifying the elements that support or hinder working collaborations and, by doing so, broaden the perspectives of teachers and SGB members.

Furthermore, this study may assist in finding solutions to creating and maintaining working collaborations among these key role players in the school. It may also be used to guide the

way for such collaborations to exist and help teachers and members of the SGB recognise the importance of working collaborations for the effective functioning of the school.

1.5 Aim of the Study

The study uses the voices of teachers and parents who make up the SGB to examine the creation of working collaborations between teachers and school governing bodies. The study focuses on the meaning of working collaborations, how these can be created, and the factors that enable and hinder the creation of working collaborations between teachers and governing bodies.

Research Questions

1. What meanings do different school stakeholders attach to working collaborations between teachers and SGBs?
2. How can school stakeholders create working collaborations between teachers and SGBs?
3. What are the enabling and hindering factors towards creating working collaborations between teachers and SGBs?

1.6 Concept Clarification

Below are the definitions of the concepts which are the foundation of this study.

1.6.1 Collaborations

Mohapi and Chombo (2021) emphasise that collaboration in school governance involves principals, parent governors and teacher governors working together to fulfil their responsibilities and support the effective functioning of the school. In the context of this study, collaboration refers to teachers and SGB members working together towards shared goals for the effective functioning of the school (Mohapi and Chombo, 2021). In any situation, sharing values, supportive leadership, group creativity and personal practice are factors which allow for collaboration (Nkengbeza & Heystek, 2017). Basson and Mestry (2019) state that collaboration must be regarded as planned, yet volitional, for meaningful dialogue and participation to be realised. However, disagreements can affect holistic development, as personal conflicts may distract the focus (Bechuke & Nwosu, 2017). For a school to succeed, collaboration must be regarded as an essential factor. In a school setting, conversations can be fostered through the intentional participation of all role

players (DBE, 2009). In the context of this study, collaboration between role players such as teachers and the SGB must be identified and regarded as an essential factor for a school to function effectively.

1.6.2 Working Collaborations

Dhlamini (2023) emphasises the importance of nurturing good working relationships between SGBs and school leadership to enhance working collaborations within schools. In the context of this study, working collaborations refer to the ongoing, cooperative relationships through which teachers and SGB members work together towards the effective functioning of the school (Dhlamini, 2023). Fullan (2012) upholds that building relations is an important aspect of leadership, it is necessary for working collaborations to be created and successfully maintained for a school to succeed. Healthy relationships in the school are essential, especially those in which respect and gratitude are shown to all. It is through meaningful, cultivated, and consistent teamwork between key role players that successful growth can occur (Spicer, 2016). Sallee (2014) states positive working collaborations are the essence of what makes schools succeed and it is important to ensure these relations are helpful, sincere and intentionally developed. Well-endorsed communications within schools are created by trust, as this makes collaborations effortless. In the context of this study, working collaborations refers to successful relations that occur when members of the SGB and teaching staff collaborate in the scholastic setting.

1.6.3 Stakeholders within the School

Stakeholders include persons, groups, institutions and communities that have an interest in an organisation (Mitchell et al., 1997). Stakeholders play a vital role, as their participation can foster trust and contribute to stronger working collaborations (Wright, 2019). In the school context, stakeholders include teaching and non-teaching staff, such as teachers, students, administrative clerks, general workers and parents. Mohapi and Chombo (2021) emphasise the importance of collaboration among key school stakeholders, while Dhlamini (2023) highlights the importance of cooperation and positive relationships within the school. In this study, the term ‘stakeholder’ refers specifically to members of the SGB and teaching staff who form part of the school and work collaboratively towards its effective functioning.

1.6.4 School Management Teams

The SASA introduced a major shift in school governance through the involvement of all stakeholders by giving them permission to decentralise the education system of the country (RSA, 1996a). Schools located in South Africa are founded on a hierarchical order of management and leadership, which is led by a team which consists of the school principal, the deputy principal/s (dependent on the size of the school), and the departmental heads (RSA, 1998). South African schools are overseen and given directives by school management teams (SMTs), under the leadership of the school principal. SMTs were established in the post-1994 democratic education framework, particularly through the Employment of Educators Act 76 of 1998 and the PAM, which provide for the professional management and administration of schools. The SASA (RSA, 1996a) states that the SMT is predominantly responsible for professional management in a school. The SMT is also responsible for general administration duties as mentioned in paragraphs 4.2 to 4.4 of the PAM document (RSA, 1999), extra- and co-curricular activities and teaching according to the workload of the relevant post level and requirements of the school, among other duties.

1.6.5 School Governing Bodies

The SASA outlines how schools must manage their funds (RSA, 1996a). In addition, the Act details the functions the governing body must perform (Section 20). Mandatory functions of the SGB include policy matters such as adopting a constitution, drafting a mission statement and drawing up policies. In addition to these functions, SGBs of Section 21 schools (RSA, 1996a; Davies, 1996), may "also be allocated functions such as maintaining and implementing the school's property, buildings and grounds, determine the extra-mural curriculum of the school, purchase textbooks and other educational materials and equipment, pay for services to the school and providing adult basic education or other training classes" (Mestry, 2006, p. 28).

1.7 Organisation of the Report

This report consists of five chapters. A brief outline of what each focuses on follows below.

Chapter One presents the background and problem statement of this study. It explores the rationale for the study, describing my interest in the phenomenon and the contributions that the study aims to make to the knowledge base. The purpose of the study and the research questions are presented before a clarification of the main concepts. The chapter concludes with a chapter-by-chapter roadmap of the thesis.

Chapter Two reviews the literature relevant to the study. Here, South African and international literature will be reviewed, and the chapter will also deliberate on the Collegial Model, which is the theoretical framework that supports this study.

Chapter Three presents an in-depth discussion on the qualitative research design and methodology employed in this study. The research paradigm and approach are discussed, followed by a description of the selection of participants and the data collection and data analysis processes. To end, the chapter investigates limitations, issues of trustworthiness and the ethical considerations related to this study.

Chapter four focuses on the first level of analysis, recognised by Polkinghorne (1995) as narrative analysis. Here, the meanings that various school stakeholders attach to working collaborations between teachers and SGBs are presented and discussed. A detailed exploration of events – how and why they occurred – is undertaken through the experiences of participants in this study. These narratives inform the development of the themes, which are subsequently used to answer the questions of this study and presented thematically.

Chapter five provides a summary of the findings identified. From these findings, the conclusion and recommendation for future research are discussed.

1.8 Summary

The main aim of this chapter was to guide the reader into understanding that it is critical that schools create working collaborations between teachers and SGB members. The chapter presented an overview of the study, which included a deliberation on the background and problem statement while considering the need for working collaborations in schools. The rationale accentuated the reasoning behind my interest in this topic and the research gap in the field. The chapter also included the aim of the study, the research questions and an outline of the main concepts of the study.

The next chapter delivers a detailed analysis of the literature that is relevant to this study. This encompasses investigating current studies on collaborations between teachers and SGBs by looking into national and international perspectives. The theoretical framework which aligns to this study is also discussed.

CHAPTER 2:
REVIEW OF LITERATURE AND THEORETICAL FRAMEWORK

2.1 Introduction

It is essential for leaders to understand how to successfully motivate, develop and oversee working collaborations in schools. Stakeholders are vital to the successful management of schools, as they allow for an environment which facilitates teaching and learning (Pelayo, 2018). Maintaining trust and inculcating open and honest communication among SGB members and teachers are important characteristics of working collaborations in a school and allow for fruitful relationships. Successful working collaborations between these relevant stakeholders contribute to the acquisition of educational goals and outcomes (Alomes, 2020).

This chapter aims to review the literature concerning this study. It integrates research on collaboration between stakeholders, gathering both local and international perspectives. The purpose of this chapter is to bridge the gap in research around working relationships between teachers and SGB members. I begin this chapter by looking into the meaning attached to working collaborations. Thereafter, I examine factors that work for and against these collaborations. The focus is to inform the response to the main question of this study, exploring how working collaborations can be created between teachers and SGB members. Finally, the chapter discusses the theoretical framework used in this study and provides a conclusion.

2.2 Meanings of Educational Collaborations and Working Collaborations

Collaborations between schools and stakeholders have been researched extensively, yet there appears to be no single and acceptable definition of what these collaborations entail. In this section, I discuss the meanings of educational collaborations and working collaborations.

2.2.1 Educational Collaborations

Collaborative activities have been researched across numerous disciplines for an array of reasons. These involve understanding human, social and cognitive advancement from early infancy (Vygotsky, 1978), studying shared problem-solving (Roschelle & Teasley, 1995) and examining collective work (Schmidt, 1994). The concept of educational

collaborations has multiple meanings attached to it. In the current era, collaborations with various stakeholders are a strategy which must be adhered to for the sustainability of schools. Empirical studies have recognised educational collaboration as an imperative approach, which allows schools to operate from a state of relative authority (Chapleo & Simms, 2010). The American Speech-Language-Hearing Association (ASHA) regards collaboration as the most important aspect in whole-school success (ASHA, 2010). In South Africa (just like many other countries), numerous initiatives, such as decentralisation, the entrustment of obligations in roles, forming relationships and accountability in schools, have impacted the school as an entity and the structures of a school (Mestry, 2019).

Numerous interactive systems within education have enhanced working collaborations among stakeholders in schools (Hallinger & Murphy, 2013). Collaboration creates chances for persons to work jointly and allows for the creation of partnerships between all role players. In the context of the South African education system, it can be mentioned that collaboration between various stakeholders is a prerequisite for the attainment of both long- and short-term goals (Campher, 2020). Walkley (2011) recognises educational collaborations as the interaction between groups and persons who contribute to the governance of the school. Wise et al. (2013) confirm that the growth of trusting relationships among stakeholders is an imperative leadership factor in the advancement of a school culture, which ultimately leads to an improvement in school effectiveness.

The SASA recognises collaborations among the SGB and teachers as the crest for success in schools (RSA, 1996a). Farrell (2009) and Rossenblatt and Peled (2002) highlight that international research confirms the significance of collaborations between stakeholders in schools. Educational collaborations aid in addressing challenges and improving matters like social and cultural issues that are too large to tackle alone, without support (Fleming & Monda-Amaya, 2001). As the years have progressed, teachers have recognised collaboration as a vital component when addressing school challenges (Friend & Cook, 2012; Goddard et al., 2007; Levine & Lezotte, 1990; Scruggs et al., 2007; Waters & O'Meara, 2008). Although its interpretation and uses may vary across different literature sources and actual practice in schools, a common thread is the idea of working together on behalf of learners. Numerous studies, however, recognise that there is a lack of collaboration among schools and workplaces in education and training (Gessler, 2017; Louw, 2017; Wahlgren & Aarkrog, 2024).

Schrage (1995) stated that collaboration can be identified as a 'purposive' relationship, as the epitome of collaboration is based on the desire to rectify a problem or to create or unravel something within a set of constraints. Interprofessional collaboration refers to joint efforts among stakeholders to attain mutually desired outcomes through shared decision-making (Canadian Interprofessional Health Collaborative, 2010; Gajda & Koliba, 2007). Graff (2016) recognises that common development enhances the collective learning process. Schools need to support their teachers and provide for the needs of their learners for them to collectively meet objectives (Bush & Glover, 2014).

2.2.2 Meanings of Working Collaborations

The dawn of democratic governance in South Africa in 1994 allowed for a series of restructurings in the education system (Khuzwayo, 2005), with much attention directed at working collaborations between stakeholders in the school. Over the years, educators have deliberated on working collaborations as an essential attribute for addressing challenges in the scholastic context (Friend & Cook, 2012; Goddard et al., 2007; Waters & O'Meara, 2008). To understand the meaning of working collaborations, it is helpful to consider the perspectives of Mattessich et al. (2001) and Schrage (1995). Mattessich et al. (2001) are recognised for investigating the impact of working collaborations in organisations and regard collaborations as a jointly beneficial and well-defined relationship entered into by two or more organisations to attain a common objective. Working collaborations are grounded in assurance of mutual relationships and foster a well-developed structure with shared responsibilities (Mattessich et al. 2001). Schrage's (1995) description of working collaborations highlighted shared creation, which occurs through a higher degree of collaboration. Consequently, Schrage (1995) describes working collaborations as purposive relationships with a central focus on the desire to resolve a problem, create or learn something within a set of limitations.

As the years have progressed, much attention has been paid to working collaborations, and this is due to an increase in school advancement strategies in numerous countries (Ainscrow, 2016; Azorin, 2018; Chapman et al., 2016; Hands, 2010; Malone, 2017). A study conducted at the University of Sweden in 2021 established that external support from community stakeholders can support schools in their work while simultaneously strengthening their development capability (Datnow & Park, 2018; Chapman et al., 2016; Hands, 2010; Malone, 2017).

In keeping with understanding the meanings attached to working collaborations, it is essential to understand the duties of the principal, teachers and SGBs as stakeholders within the school and how working collaborations can be enhanced through their ability to work collectively.

2.2.2.1 The role of the principal as a leader and in teacher empowerment

The principal and their ability to lead is an imperative attribute to empowering teachers (Halikias et al., 2015). The principal is considered the highest leader and has significant influence in determining the progress of the school (Gunawan, 2018). Gunawan et al. (2023) recognises the need for school principals to be firmly in charge of the effective operation of school programmes. Furthermore, they need to execute their positions as leaders, mobilise all members of the school, and accomplish the educational objectives of the schools (Gunawan et al., 2023).

Leadership displayed by the school principal should be recognised as a component of their role as a model for all members of the school community. Marno (2018) emphasises that within the school it is the principal who is the most proficiently endorsed person, who oversees all the school's resources while collaborating with teachers in providing knowledge to students to enable them to attain their educational objectives (Marno, 2018). Owing to that, the principal can also be regarded as the main source of either the success or failure of the school. The influence of leadership on school effectiveness can be regarded as both a direct and an indirect leadership effect (Wulandari, 2019). Hendarmann (2018) recognises that an effective principal is expected to shape the learning process, which is implemented by the teacher; foster conditions that permit a harmonious and conducive working environment for all school activities; and influence the establishment of organisational outcomes by empowering followers to attain these outcomes while advancing the school's goals and culture.

As per the SASA, the principal must be referred to as the person in charge and, as a result, the overall leader of the school (RSA, 1996a). Regarding this, the 2015 South African Standard for Principalship (DBE, 2015) specifies particular tasks for principals to motivate teachers. Some of these include motivating the continuous professional development (CPD) of teachers, working to sustain good working situations and improving the morale of teachers (DBE, 2015). Smith (2017) acknowledge that principals play a vital role in developing leadership capacity among their staff while creating a desirable work structure

in which skills are freely distributed, allowing each stakeholder to work interdependently and collaboratively.

2.2.2.2 The role of teachers as leaders

Williams et al. (2023) argues that empowering teachers and construing a compassionate school climate can help schools to respond to setbacks, which stakeholders may encounter when promoting educational competence and enhancing working collaborations. Empowerment is a method through which individuals acquire power, control and the ability to obtain resources in order to have control over their lives, while also making decisions to impact present and forthcoming conclusions (O'Byrne, 2019). Allowing teachers to participate in decisive processes like identifying goals and policies for the school, allows teachers to take up leadership roles and makes them feel empowered (Bayler et al., 2017). The leadership of schools and curriculum management is no longer just the privilege of the principal and SMT; it has become an individual responsibility. Teachers as leaders need to undertake formal roles and responsibilities when dealing with school management and leadership (Al-Taneiji & Ibrahim, 2017; Grant, 2017; Gulbahar, 2017).

Kimwarey et al. (2014), concur that through advancing leadership methods among teachers, their skill and knowledge to take actions and enhance their proficiency is supplemented. Elacqua et al. (2021) contend that the main attribute to motivating teachers as leaders is how the leadership is distributed and the range to which this distribution allows for independence, opinion and self-assurance through teamwork, autonomy and support. Owing to that, when teachers participate in decision-making procedures, their ability to solve challenges improves, and the school ultimately benefits from this, resulting in advanced commitment to the school (Hairon & Goh, 2017).

2.2.2.3 The role of School Governing Bodies

The SGB is a legal unit and therefore plays a critical role in the quest for school improvement and progressive development. The SGB first came into existence on 1 January 1996, regulated through the SASA. Section 21 of the SASA defines the duties of the SGB (RSA, 1996a). It can be argued that the composition of the SGB, its responsibilities and its ability to perform are essential to school governance in South Africa. Section 20 (1) of the SASA stipulates that the SGB has several functions which they need to accomplish, some of which include determining procedure and strategy and appointing substructures within

the school to aid with carrying out activities. Squelch and Lemmer (1994) and Section 6 of the SASA (RSA, 1996a) state that the SGB must comprise the principal, as the head of the school; elected members of the parent component of the governing body; selected members from the school staff; learners; and selected members of the non-teaching staff. Consequently, at least one learner in the school must serve on the governing body.

For the SGB to be able to render its service to the school successfully, it needs collaborative efforts with the various substructures within the school (Mathebula & Runhare, 2021). Collaborative strategies can be used by the SGB as a method to assimilate the objectives of the various stakeholders. Members of the SGB are required to provide oversight, leadership and support in terms of daily activities. However, it is evident that SGBs struggle with the required duties, which have been set out for them, as enacted in the SASA. It is the duty of the SGB to uphold Section 20(1) (a) of the South African Schools Act (RSA, 1996a), which stipulates that it is the duty of the governing body to "promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school".

In the USA, SGBs are known as school boards. Their function is to supervise the school by providing tactical guidance, maintaining administrative control and reviewing the school's progress effectively. Martens (2013) acknowledges that, just like in South African schools, principals in the USA need to ensure that standards in the school and among relevant stakeholders are always upheld. The relationship between the board and principal of the school is regarded as a crucial factor in the school's well-being. Mannes (2015) recognises that, no matter how well established a board is in the USA, it can at times be dysfunctional, which affects decision-making and the smooth running of the school. The UK is also known to have an SGB component that is known as a governing body. Claridge (2018) mentions that the role of school governors in the UK is based on decision-making and all areas of school management. Young (2017) asserts that school governors in the UK are responsible for ensuring compliance with the law, and they bring a diverse range of skills to the governing body.

2.2.2.4 The role of other stakeholders

A school that delivers successful and efficient educational outcomes does not only count on the capability of the school employees; it necessitates influence from every stakeholder – internal and external. Teachers, guardians, students, and the local government are key

stakeholders, and their purpose is working towards reaching eminence in education. The SASA (RSA, 1996a) makes it possible for stakeholders like parents and trade unions to be active in the decision-making processes of a school. Pile & Gilchrist (2020) recognise that school stakeholders include learners and their families, school employees and the surrounding community, all of whom possess the skills and resources to support the educational system's intentions while endorsing the growth of the children. Khadija (2022) identifies stakeholders as individuals who are devoted to the interest of a school. Stakeholders are essential to the management of schools, as they work in line with the administrators to provide a stimulating learning environment, which nurtures successive growth for teaching and learning (Pelayo, 2018). Subsequently, all stakeholders are required to actively collaborate to build effective school systems and learning environments. Plessis and Mestry (2019) acknowledge that intentionally maximising stakeholder participation in schools is understood to assist in decreasing challenges encountered by learners and schools, which, in turn, allows for academic well-being.

Marishane et al. (2013) note that since South Africa's democratisation, significant government efforts have been made to include stakeholders in decisions that affect them. It is imperative for school principals to allow SGB members to participate in school matters and take decisions that are up-to-date. The SGB allows the voices of parents to be heard. Marishane et al. (2013) further state that the government of South Africa requires parents to participate in the formal education of their children. Through the participation of parents in schools, community members benefit too. Research shows that involvement and participation of numerous stakeholders assist in the management of schools (Brus et al., 2011).

Pile and Gilchrist (2020) state that one must be able to distinguish between internal and external stakeholders. Internal stakeholders include members of SGBs, including selected parents, educators, learners from high schools and non-teaching staff members. Internal stakeholders can be recognised as those with a larger capacity to bring about positive change in schools. Stakeholders can be regarded as persons who are able to influence a community, and schools ought to keep these parties informed about matters affecting them (Glossary of Education Reform, 2013). Despite this, they do not always possess the power to do so, because they lack the skills or necessary authority, and therefore, there is a need for other stakeholders. The word ‘external’ relates to a connection with or on the external side of, and the word ‘stakeholder’ refers to an individual encompassed within a particular

organisation (Hombly, 2000). People outside the school, such as NGOs and private sector individuals/organisations, form part of the external stakeholders. As a result of their remoteness from the school, these groups of stakeholders differ in their ability and level of influence.

The enablement of schools and their stakeholders was the result of the devolution in the Department of Education (DoE) (Olmo-Extremera et al., 2024). The United Nations Educational, Scientific and Cultural Organisation (UNESCO) placed importance on school leadership as a key mediator in attaining the Education 2030 Agenda. School leadership has emerged as a key policy priority in line with the new vision for education articulated in the fourth Sustainable Development Goal, "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2016, p. 10). A school operates based on the functions of its stakeholders. As Mogute (2013) states, a team needs all its various members to succeed. Every person's unique job is important to the whole group. School stakeholders have their own concerns and varied interests in the success of a school. The American Institute for Research (2020) recognises these in each cluster of stakeholders and highlights the following: students are worried about their own achievement and future ventures; parents revolve around the basis of pride and chances for their children; and the school staff worry about their own professional effectiveness and being happy with their job.

The South African education system faces numerous challenges which hinder the successful participation of stakeholders. Armstrong (2015) notes that the existing difficulties in the South African education system can only be successfully dealt with if there is straight discussion with principals, teachers, parents and other interested stakeholders. The challenge is that South Africans are unable to distinguish between stakeholders and stipulate their roles and responsibilities. In Singapore, the Office of Education has school advisory management groups, community and graduate associations in place, which play pivotal roles in advancing education. The US educational arrangement has a site manager, who serves as a representative of the school's primary stakeholder in the school and is expected to set the tone for students, parents, staff and community members.

Stakeholders can inculcate their own knowledge, expertise and experience to enhance the movement of ideas and lower the likelihood of dissatisfaction in the school (Esterhuyse, 2019, cited in Mascena & Stocker, 2020). Positive change can only be achieved if the

school stakeholders commit themselves and initiate involvement in all aspects of the school's well-being. (National Conference of State Legislation, cited in Council of Chief State School Officers [CCSSO], 2008).

2.3 Creating Working Collaborations between Teachers and SGBs

International research confirms the importance of working collaborations between SGBs and SMTs (Farrell, 2009; Rosenblatt & Peled, 2002). In South Africa, parental involvement in school leadership occurs through their participation in the SGB and working collaborations with the SMT, as enacted through the SASA, which establishes the two tiers of school leadership (RSA, 1996a, sections 20, 21 & 24(1)(a)). Basson & Mestry (2019) recognise that working collaborations among SGBs and teachers inevitably advance effective leadership in the school.

For working collaborations between school leaders to occur successfully, members of the SGB and teachers in a school need to work together to enhance their performance and guidance (Setlhodi, 2019). According to the literature, the following factors have emerged that enhance working collaborations between teachers and SGBs.

2.3.1 Collective Action

Group effort permits the promotion of organisational accountabilities which may be challenging to execute (Cameron & Green, 2015). Consequently, working collaborations are necessary, as they allow stakeholders to overcome challenges aligned to social and cultural issues (Jimerson & Wayman, 2015). In a study conducted in South Africa by Miler-Grandvaux and Yoder, (2002), it was found that working collaborations needed to have collective action among different stakeholders. This study was conducted in KwaZulu-Natal and focused on teachers in primary schools. Subsequently, a similar study conducted by Myende (2019) in schools in the Free State and KwaZulu-Natal revealed that collective action was of pivotal importance in working collaborations. Owing to that, it is evident that collective action plays a major role in ensuring that working collaborations are successively implemented in schools.

As per Mbokodi and Singh (2011), collaborative efforts attempt to discover methods to interlace resources and approaches to attain goals. In the scholastic setting, it is necessary for the two tiers of leadership (the teachers and the SGB) to work together and provide effective direction to generate a measured shared purpose (Setlhodi, 2019). It is of pivotal

importance for leaders to be able to successfully inspire people, influence collaborative action and manage collective initiatives. Waggoner (2010) recognises that the ability to improve and the capacity to inspire occur when those persons charged with leadership duties use their skills to encourage others to offer their services to a cause. Collective action is supported by shared information, common morals, helpful leadership, collective creativity, personal practice and circumstances that are in sync with the school's vision (Nkengbeza & Heystek, 2017). Intentional action among all role players is a vital factor for successfully harnessing conversations (DBE, 2019).

Decision-making is an integral part of collective action, as it is a key characteristic of school life and allows teachers to express leadership traits (Ingersoll et al., 2018). Emira (2010) states that stakeholder development in the school is vital for the achievement of goals associated with educational reform. When stakeholders feel seen and heard and have a good attitude towards their duties, they develop a mindset which can be perceived as "resilient" (Beltman et al., 2011; Schussler et al., 2018). Basson and Mestry (2019) emphasise that collective action (through working collaborations) ought to be deliberate yet volitional to encourage conversations and the need to participate. In addition, collective action enables operational achievement. Basson and Mestry (2019) recognise the need for collective action in order to advance working collaborations amongst school stakeholders. The willingness to act and speak confidently is a key component that fosters trust and open communication in collective groups, thereby encouraging working collaborations. Mohapi and Netshitangani (2018) highlight that working collaborations among teachers and SGB members of a school can be attained if members are aware of their duties, observe boundaries and strive for good performance.

Collective action is grouped into three different categories of action: coordination, cooperation and collaboration. Castaner and Oliveria (2020) define coordination as a comparatively passive procedure whereby stakeholders acknowledge common goals while demonstrating a willingness to work for their goals. Cooperation is symbolic of active interactions. Castaner and Oliveria (2020) and Hord (1986) recognise that people generally work towards collective goals through engaging in cooperation. Lastly, collaboration indicates vigorous involvement at all stages of conceptualising, preparation and endorsing (Hord, 1986). These three categories of collective action have immense, yet differing, ramifications for stakeholder decision-making and well-being. School leaders can improve their instructional and decision-making skills through their participation in professional

working collaborations with their colleagues (Darling-Hammond et al., 2009). Subsequently, the head of the institution can endorse the establishment of norms and organisational practices that advance coordination and collaboration among stakeholders and support growth in decision-making across all stakeholders (Bryk, Gomez, et al., 2015).

2.3.2 Distributed Leadership in Schools

In the scholastic context, principals should no longer be given the responsibility of just leading and managing schools on their own. In functional schools, stakeholders work collaboratively and in teams across all elements of the school. An effective strategy that school leaders may use to maintain working collaborations and strengthen the holistic functioning of schools is to distribute leadership among teams and individuals (Hatcher, 2005; Triegaardt 2013; Botha, 2015; Harris, 2015, as cited in Botha & Triegaardt, 2015). Distributed leadership is a term used to signify a leadership approach which aims to transform the organisation of schools and extend leadership beyond a single person (Bush et al., 2018; Harris, 2010; Leithwood et al., 2009). Botha and Triegaardt (2015) go on to state that distributed leadership improves the efficiency and functionality of schools. Naicker and Mestry (2013) assert that distributed leadership is a collective, independent and participative leadership practice, with the core goal being building capacity for transformation and progress.

Beyond the idea of allocation of power, distributed leadership is an approach whereby decision-making accountability is shared among leadership teams and delegated to staff, thereby lowering workload (Hartly, 2010). Sharing leadership roles among school leaders can bear successful outcomes, as each stakeholder will feel empowered, encouraging them to take on relevant roles and responsibilities and, in many cases, even exceed expectations. Subsequently, when practised successfully among teachers, principals and members of the school, distributed leadership leads to the progression of the school and an improvement in working collaborations (Fairman & Mackenzie, 2012; Al-Taneiji & Ibrahim, 2017).

2.3.3 Respect and Trust among School Leaders

The relationship which exists between the school principal, teachers and the SGB is a crucial factor in maintaining working collaborations. Wolfendale (1992) recognises mutual respect as an important attribute for working collaborations between the SGB and teachers. The SGB as a component of a school is unable to function on its own, therefore, it must maintain a relationship with the teachers. Working collaborations can only succeed when

relationships are built on trust and respect. Hafeez and Akhtar (2022) recognise the need for trust in good leadership, as this makes a positive difference in the performance of both teachers and SGBs.

Spicer (2016) states that beneficial relationships in the school occur when the principal accepts, respects and values employees. Principals who lead by example and work to build hope, collective values and a shared vision, while working to enhance relations between stakeholders, create a happier and healthier work environment.

2.3.4 Two-way Communication

Teachers and members of the SGB need to be constantly receiving information from relevant sources. With that being said, information needs to be continuously shared and communication must occur regularly. This is supported by Ehren et al. (2016), who recognise that school governors must maintain strong communicative structures to engage effectively with the relevant stakeholders in the school. Heystek (2004) mentions that differences or conflicts arising from ineffective communication between the SGB and teachers, as well as a lack of mutual trust, are key sources of poor relationships among these school leaders.

A report by the DBE (2019) identified that members of the SMT are aware that the SGB is an important body for communicating sensitive matters and for serving as caretakers of areas that may be overlooked. However, SGB members are unable to carry out their duties, as stipulated in the SASA, because they lack legislative knowledge, which in turn creates challenges for the SMT (Mestry and Khumalo, 2012). Bechuke and Nwosu (2017) contend that these challenges occur due to ineffective communication, resulting from a lack of appropriate training to assist members with managing the required leadership and governance. Bechuke and Nwosu (2017) further attribute challenges faced by members of the SGB to inadequate communication skills, as these members are unable to work productively with other stakeholders in the school, because of insufficient skills in governance and leadership. If members of the SGB are unable to function effectively with members of the SMT and other stakeholders, the leadership of the school is infringed upon and becomes ineffective (Bechuke & Nwosu, 2017; Mohapi & Netshitangani, 2018).

Khuzwayo (2005) found that members of the SGB and principals are unable to understand their collective and individual responsibilities. Research conducted by Mohapi and Netshitangani (2018) indicates that the parental governors on the SGB find it challenging

to implement the functions of the SGB, as indicated in the SASA (RSA, 1996a), due to a lack of guidance. Owing to the lack of effective two-way communication, SGB members are unable to execute the basic skills required of them, such as appointing teachers or overseeing school budgets or instrument guidelines as defined in the South African Council of Education (SACE) (Keating, 2008). For working collaborations to flow, interactions must be intentional, promote dialogue and encourage active participation between teachers and SGB members (Basson & Mestry, 2019).

2.3.5 Clearly Understanding the Vision of the School

School vision statements are expressions of a desired future for the school. They stress its morals, purposes and unique factors to direct behaviour and enhance motivation and commitment among stakeholders. A well-derived vision statement can serve as the backbone for a school's success, as it offers insight into the path and purpose of the school, whilst aiding in inspiring stakeholders and aligning them to a mutual goal (Berson et al., 2001; Larwood et al., 1995; Shamir et al., 1993). According to DuFour and Eaker (1998), a school vision will answer the following question: "What do we hope to become?" (p. 62). School visions are ideally created after a negotiation process, based on the values of multiple stakeholders in the school (Kose, 2010). Research indicates that the formulation of a clear school vision enables strategic leadership, which ultimately allows for working collaborations between school leaders (Ismail et al., 2018). As leaders, members of the SGB and teachers need to work together to enhance their performance and guidance. This implies that they need to continuously reassess their vision and methods to create a shared purpose (Setlhodi, 2019). It is therefore mandatory for members of the SGB and teachers to know how to successfully empower people, stimulate collaborative action and watch over shared initiatives.

Mncube (2009) recognises that, in many cases, members of the parental component of the SGB are unable to fulfil their required duties and meet the expectations of the school, as they often have little or no knowledge of the school's vision statement or of how things are meant to be done. Chaka (2008) concurs, stating that members of the SGB are required to be familiar with both education and non-education policies. Mestry and Khumalo (2012) affirm that the limited preparation provided to members of the SGB regarding knowledge of legislation and training undermines their ability to execute their functions. As a result, many SGB members struggle to fulfil their responsibilities because of a limited understanding of the school's vision and expectations, which often causes them to adopt a

passive role in school activities. Tsotetsi et al. (2008) agree with the notion that for the SGB to carry out its functions successfully, a proper understanding of the school's vision, along with sound training, must be provided to members so that they can properly discharge the numerous duties bestowed upon the SGB.

In addition, a clear understanding of the school vision will provide stakeholders with a clear picture of what their school could achieve if working collaborations among school leaders are successful. In 1996, the Interstate School Leaders Licensure Consortium documented six standards for school leaders, which were recognised and accredited by licensing agencies across the United States (CCSSO, 2008). The first of these standards requires school leaders to develop a school vision to guide and support school employees (CCSSO, 2008). Therefore, for working collaborations between school leaders to occur, the power of a shared and acknowledged vision statement is essential for stakeholders, as this shapes relationships and teaching and learning.

2.3.6 Supportive Policies

Working collaborations are a vital ingredient for effective management structures, as principals on their own cannot succeed in running their school and achieving its goals. The SASA (RSA, 1996a) makes provision for the formation of SGBs for all public schools. The SGB functions as a vehicle for the leadership and supervision of school activities and comprises the principal, teachers and the parental component (RSA, 1996). This underpins the notion that governing bodies see themselves as co-responsible for the active delivery of learners' education (Selamolela, 2019). The SASA aimed to enhance democracy through redistributing authority to school communities, whilst simultaneously removing centralised control over certain elements. As per section 20(1)(a) of the SASA, members of the SGB are fairly selected by parents, educators, learners and non-teaching staff members of the school, with the aim of promoting the absolute well-being of the school (RSA, 1996a).

According to the SASA, SGBs are entrusted with the duty of ensuring that schools are managed effectively. In essence, this Act has a major influence on the school and its well-being. Subsequently, sub-section 4(m) of the National Education Policy Act 27 of 1996 (NEPA) mandates that the national Minister of Basic Education ensure comprehensive public involvement in the development of education by including relevant stakeholders in policy and governance in the education system (RSA, 1996c). The National Development

Plan 2030 (RSA, 2012) clearly regulates that education necessitates political agreement.

2.3.7 Collaborative Governance

Collaborative governance incorporates the reconstruction of democracy, which places emphasis on the notion that decisions ought to be made on the grounds of clearness, discussion, collaboration, teamwork and active participation by all the stakeholders (Lima, 2021). Supporting this statement, Saleh (2021) highlight that in collaborative governance, individuals need to be openly involved in the decision-making procedure while also focusing on attaining goals made through agreement and by following the right decision-making channels. Collaborative governance can be perceived as a strategy used to directly integrate the aims and interests of the stakeholders (Lima, 2021). This is supported by Ansell & Gash (2008 , p. 5), who define collaborative governance as "a governing arrangement where one or more public agencies directly engage non-stake stakeholders in a collective decision-making process that is formal, consensus-orientated, and deliberative and that aims to make or to implement public policy or manage public programs or assets."

Collaborative governance can be used by the SGB as a method to direct and integrate the aims and interests of numerous stakeholders, such as teachers and parents. From a narrower stance, collaborative governance is a method used to ease cooperation between the governance structure (SGB) and stakeholders within the school. From a wider stance, collaborative governance entails the reform of the democratic system, with the aim of allowing the voices of the role players (such as learners, parents and educators who are part of the SGB) a voice (Armstrong, 2015).

2.4 Enabling the Creation of Working Collaborations between Key Stakeholders

It must be noted that leadership plays an important role in enabling working collaborations. The principal's understanding of their role, the SMT's ability to fulfil expectations, the duties and responsibilities of teachers and SGBs and the school culture are all factors that serve to enable working collaborations in schools. These factors and the significance of providing strategic directions for working collaborations are discussed below.

2.4.1 The role of the Principal

While the reputation of a well-educated, informed teaching staff remains a pivotal feature for success at schools, the influence of leadership that a principal holds in establishing a collaborative learning centre that promotes student learning is essential. The principal is

considered the highest leader and has significant influence in determining the progress of the school (Gunawan, 2018). School principals who are able to execute their positions as leaders, mobilise all members of the school and accomplish the educational desires of the schools are characterised as successful leaders (Gunawan et al., 2023). Subsequently, a school principal's role must revolve around educating and managing all stakeholders for successful working collaborations to prevail (Gunawan, 2018).

Sallee (2014) upholds that the principal needs to prioritise relationship-building for meaningful results in schools. Consequently, principals can foster working collaborations by placing high values on all stakeholders within the school. Principals who govern by example and work to form trust, shared values and a communal vision augment working relationships, thereby creating a happier work environment for stakeholders (Spicer, 2016). As per the South African Employment of Educators Act (RSA, 1998) and PAM (RSA, 1999), every principal must exhibit characteristics of leadership and be able to govern and contribute effectively towards successful governance. This infers that school leadership necessitates direction by the principal so that the functions and determinations of the school are fulfilled. However, one needs to acknowledge that for sustainable working collaborations, teachers, SGB members, the intellectual stimulation dimension and the school's values must merge.

There are several strategies which must be considered when ensuring that working collaborations between principals, teachers and SGBs exist (Walkley, 2011). Ntsimago (2016) emphasises the need for the principal to work to ensure that teachers and members of the SGB collaborate for the school to function effectively. Mohapi & Netshitangani (2018) recognise that working collaborations between the SGB and teachers can only be achieved if each of these structures understands its required duties and observes boundaries while pursuing good performance. Thus, a principal who initiates and maintains a collaborative relationship among school stakeholders directly allows the achievement of the school's goals and the sustainability of working collaborations.

According to Section 16A(1)(a) of the Education Law Amendment Act 31 of 2007 (RSA, 2007), it is a principal of a public school who represents the local Head of Department on the SGB when acting in endorsed ability as anticipated in sections 23(1)(b) and 24(1)(j) of the SASA Consequently, the principal is regarded as an ex officio member of the SGB as outlined in Section 23(1)(f) of SASA (RSA, 1996a). As the school principal serves the role of an *ex officio* member of the SGB, this means that the principal must act in their official

capacity while advancing the welfare of the staff. If the principal does not work collaboratively with the SGB, they are prone to numerous types of sanctions, which are applied by the SGB.

Section 16(3) of the SASA states that "the professional management of a public school must be undertaken by the principal under the authority of the head of department" (RSA, 1996a). This means that the principal is a representative of the employer and must, therefore, safeguard their interests at all times (Heystek, 2004, p. 308). As per Section 16(A) of the Education Law Amendment Act (31 of 2007) (RSA, 2007), the principal has the following responsibilities, among others:

i. The principal of a public school must represent the Head of Department (HoD) in the governing body when acting in an official capacity.

ii. The principal must assist the SGB in their role functions and responsibilities.

It can be gathered that the principal is required to manage the daily tasks and activities for the successful running of the school. Principals are the key intermediaries between the Department, the SGB and the school, and they must work to ensure that the rules are upheld as per the school's regulations. The principal must ensure the full involvement of parent and learner committees in the decision-making of the SGB to create circumstances that align with the schools' values and the level of involvement mandated by the SASA (Mncube, 2009).

2.4.2 The role of the School Management Team

Fullan (2010) notes that forming relationships is a key aspect of effective leadership. The SMT comprises the school principal, deputy principal and departmental heads or those acting in such positions (DoE, 2000). The role of the SMT is to assist the principal with the management of the school and to share the management tasks across the school (DoE, 2000). Obtaining teaching and learning resources, developing physical amenities and mobilising parents and societies on financing are additional SMT roles. The SASA (RSA, 1996a) recognises the need for the principal and the SMT to undertake the responsibility of the specialised management of the school. Although responsibilities assigned to the principal and SMT differ, in today's context, these accountabilities are likely to overlap. The SMT plays a major role in influencing working collaborations between the different stakeholders in a school.

The SMT assists with the formulation of the school's vision and mission and the development of specific institutional outcomes. Consequently, they are accountable for the implementation and development of the school plan, selecting, procuring and even managing learning and teaching support materials (Alia & Botha, 2006; Bush & Glover, 2014). Working collaborations amongst members of the SMT are essential, as these stakeholders are responsible for implementing management practices to enhance teaching practices and aid in strategies for collaborative forces between stakeholders (Bisschoff and Mathye, 2009).

Brumley (2012) suggests that strong management in the SMT can positively impact working relationships through the promotion of democratic policies and by fostering a strong relationship between the stakeholders of the school. Members of the SMT have an important task in terms of preparation, decision-making, dealing with challenges, and the development of teams and school finances (DoE, 2021). For SMTs to function effectively in South African schools, it is necessary for members to understand their duties. Naidoo (2019) states that competent management teams foster teamwork and clear communication; furthermore, they provide clear direction to all stakeholders, which contributes to improving the organisation.

2.4.3 Responsibilities of the SGB and Teachers in Creating Working Collaborations

The relationship which exists between the school principal, the teachers and the SGB is an essential aspect in maintaining working collaborations among school stakeholders. Wolfendale (1992) recognises the need for mutual respect, a common goal and the sharing of information, responsibilities and duties as important if partnerships are to exist between the SGB and teachers. The SGB, as a component, is unable to function on its own; therefore, it must maintain a relationship with the teachers. Therefore, working collaborations necessitates for the ideal of trust and respect. Ntsimago (2016) recognises the need for the principal to ensure that members of the SGB and teachers work towards maintaining working collaborations for the school to function effectively. Mohapi and Netshitangani (2018) recognise that working collaborations among the SGB and the teachers can be attained if each of these groups understands its duties and respects boundaries when striving for good performances.

According to SASA (RSA, 1996a, sections 20 and 21), the SGB tier is responsible for providing oversight, whereas the SMT is liable for the daily operational leadership of a

school. In terms of the relationship, the SMT has the task of implementing the plans and policies, which are developed by the SGB and align with those of the DoE (Botha, 2010). Furthermore, members of the SMT are trained to implement policies and plans. Serfontein and De Waal (2018) highlight that although authority is vital for overseeing and governing a school, the desire for such power can also lead to numerous challenges, as tasks are often neglected in favour of personal gain. Serfontein and De Waal (2018) highlight that although authority is vital for overseeing and governing a school, the desire for such power must be controlled, as mismanagement can lead to numerous challenges, including self-serving behaviour and personal gain. Numerous scholars have identified the most common reasons for authority abuse found among principals and SGBs (see Van Wyk, 2004; Mncube & Harber, 2013).

2.4.4 School Culture

School culture is recognised as a system of meanings, which impacts each aspect of the school – including school effectiveness. Research on school culture proposes that much of its influence operates beneath the surface (Abu-Jarad et al., 2010; Schein, 2004). Each school has differing characteristics, reflecting the mission and vision on which the school is founded. School culture is regarded as a key notion that enhances and allocates purpose to the numerous school activities (Dimmock et al., 2021). Owing to that, a constructive school culture has an exceptionally positive influence on the stakeholders within a school (Van der Westhuizen et al., 2005). Hence, if a school culture has strong leadership and determination and abides by its vision and mission statement, stakeholders will feel within themselves the motivation to want to work together, thereby enhancing working collaborations between these leaders. In line with this, Dogan (2017) claims that stakeholders in schools with a positive school culture exhibit higher school effectiveness. Likewise, Yasin et al. (2017) concluded in their study that a positive school culture is a mandatory feature for effective, functioning working collaborations between all stakeholders in a school.

Eger and Prasilova (2020) studied the features of a school culture that influence teaching and learning outcomes and working collaborations and found that each school leader has a key role in shaping the school culture. Duan et al. (2018) recognise that schools with stronger cultures had teachers who were extremely satisfied, which aligns with the notion that it is imperative for school leaders to understand the importance of school culture to promote working collaborations. Dimmock et al. (2021) recognised that, for the successful

application of educational improvements, a collaborative school culture must be founded on joint goals, trust among stakeholders and a strong academic focus is. As habits and culture serve as guiding forces for people in an institute, the social and organisational culture of a school can influence school leaders and their efforts in applying leadership ideas and introducing necessary changes (Yildirim et al., 2024). Subsequently, it is vital for school leaders to work together and collaboratively manage strategies to steer each other in working towards a common goal (Eger & Prasilova, 2020).

2.4.5 Providing Strategic Direction

South Africa's first democratically elected government took reign in 1994. This government promulgated the SASA, which mandated the establishment of SGBs. Through this Act, parents constitute the bulk of the SGB members, thereby giving them significant influence over decision-making. Section 20(a) of the SASA orders the SGB to "promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners in the school" (RSA, 1996a). This mandate ultimately allows the SGB to become an authorised juristic person, enabling it to promote school governance and contribute to the school's success. Consequently, effective communication between teachers and the SGB is imperative. Providing the school with a strategic direction and methods to achieve the school's goals is essential (Mireles et al., 2013) and is the support that a well-functioning SGB offers.

Holmström (1996), cited in Steyn and de Beer (2012), states that the SGB and the teachers' main duties are to communicate information at regular intervals to gain the trust of the whole school community. Through the distribution of the correct information and by acting fairly, a strong relationship between the SGB and staff members can be developed. Fostering working collaborations within the school implies that the school community, parents, management, learners, the SGB and its groups consent to adhering to shared goals in a unified collective manner, as this allows for successful decision-making and problem-solving (Basson & Mestry, 2019). This shows that the SGB cannot function on its own without obtaining support from the teachers and community. The current state of the education system requires working relationships among stakeholders within education and in the school as an institute (Dhlamini, 2016). Working collaborations between SGB members and teachers ought to be formalised through regular meetings or at least one meeting per term. Teachers and the SGB, as two tiers of leadership, must collaborate to turn around routine tasks and allocate effective direction. This implies that they must

rethink their vision and approaches to create a shared purpose (Setlhodi, 2019). These stakeholders need to take shared accountability, recognise their mutuality and support jointly agreed-upon initiatives to achieve their vision.

2.5 Factors Hindering the Creation of Working Collaborations between Teachers & SGBs

Working collaborations between teachers and SGB members are vital for schools to succeed. However, these relationships are often hindered by an array of challenges, including conflicts and misunderstandings, a lack of training and cultural and contextual barriers. Resultantly, these factors can severely limit or hinder the development of working collaborations among school stakeholders.

2.5.1 Conflicts and Misunderstandings

In the South African education system, there is numerous legislation which functions as recommendations for the management and supervision of educational faculties (Msila, 2012). However, it appears that the majority of our educational institutions are unable to manage conflict (Somech & Ohayon, 2020). In recent times, the phenomenon of SGBs interfering in the professional management of schools has become a serious challenge. The most obvious exhibition of this power dominance is recognised in the relationship between the principal and the SGB (Mncube & Harber, 2013). This interference results in the formation of unhealthy relationships and tensions developing between the school principal and the SGB. A critical indicator of the functionality of the SGB is the respect that the SGB and school principal have for each other (Mohapi & Netshitangani, 2018). Serfontein & De Waal (2018) recognise that despite authority being an integral component of managing and governing a school, the craving for authority can become a huge challenge.

At the grassroots level, there are several types of challenges which contribute towards the strain found between principals and SGB members. Mohapi & Netshitangani (2018) acknowledge that parental governors experience challenges in fulfilling the functions of the SGB, as set out in the SASA (RSA, 1996a). Their research indicates that some of the SGB functions are reliant on and impacted by the socio-economic setting of schools and capacity variations among SGBs (Mohapi & Netshitangani, 2018). In that regard, Mohapi & Netshitangani's (2018) study indicates that low levels of education and the literacy of some parent governors are related to low-income regions, while parent governors from wealthier backgrounds have higher levels of education. Another challenge is the SASA's

expectations of the SGB. Scholars like Soudien (2009) and Duku (2006) critique the SASA (RSA, 1996a) for being guided by middle-class values. They assert that the Act has been shaped to reflect middle-class conditions and values, without considering underprivileged communities. Resultantly, in some societies (particularly less affluent schools), parents rely on teachers to fulfil their functions in the SGB regarding school governance issues (Duku, 2006; Mncube, 2009).

If principals do not agree with the SGB on governance challenges, some SGB members may react irrationally by restraining the principal's duties. The lack of knowledge and clarity regarding the roles of teachers and the SGB needs to be identified and addressed. However, it must be acknowledged that their roles are made clear by the SASA, which stipulates that the daily professional administration of the school must be dealt with by teachers, and governance matters must be the responsibility of the SGB (RSA, 1996a). Section 16(1) of the SASA further stipulates that the governance of each school is entrusted to its SGB. In addition, the Act details an assortment of functions, such as the adoption of the scholastic structure and the development of the school's mission statement. The SASA also mandates the SGB's duties, such as making endorsements for the selection of teachers and promoting the best interests of the school (RSA, 1996a, Section 20(1)(i)). The Act requires that the SGB of a school endorse the well-being of the school and work to ensure the establishment of quality education (RSA, 1996a).

2.5.2 Lack of Training

In most instances, roles are perceived as the positions team members undertake or the roles they take on in a certain situation or operation. Training of SGB members is often a challenge. Nwosu & Chukwuere (2017, p. 2) cited Mabasa and Themane's 2002 report, which stated that "SGBs are not trained before they start their work, and this manifests in problems such as unfamiliarity with meeting procedures". This status quo exists as, in numerous schools, SGBs are not operational due to their inability to comprehend their roles. SGBs are required to select office holders from among themselves, yet many members feel unprepared for their roles and responsibilities. Resultantly, they do not participate in school activities and believe that other stakeholders are more skilled than they are. This is reinforced by Thekiso's (2013) study, which indicates that the majority of the SGB meetings are dominated by principals. Thekiso's study notes further that principals and teachers believe that unskilled parents are unable to work for the good of the school or take matters into their own hands. In addition, some teaching staff assume that parents are not

prepared to participate in such issues and should not involve themselves in school matters (Thekiso, 2013).

The most prevalent challenge in schools is the absence of transparency regarding the duties expected of SGB members (John, 2012). Often, parents from well-to-do communities perceive themselves as better than the school principal and view their main responsibility to be that of administering the successful running of the school. Conversely, in poorer schools, most members of the SGB are illiterate, and this contributes to the minimal effort put forward in the SGB.

Another challenge faced by principals and SGBs is the failure of SGBs to supervise educator selections in the school. As per Section 20(1)(f) of the SASA, the SGB is required to recommend teachers for appointment at the school to the HoD, subject to the Employment of Educators Act (1998) and the Labour Relations Act (1995). However, Msila (2014) mentions that some parents on the SGB, who are not skilled in the particulars of the teaching profession, feel judged by educators who are professionals. There are numerous cases of tension between teachers and SGBs, often as a result of SGB members' inability to understand their roles and responsibilities. SGB members must be thoroughly competent for them to enact their duties, and training will allow them to gain more assurance in their roles and educate them in their roles as school governors.

Section 19 of the SASA obliges provincial governments in South Africa to allocate training for SGBs. In this section of the SASA (RSA, 1996a), it is stipulated that, out of resources appropriated for this purpose by the province, the HoD must begin an agenda to (a) allocate training for newly selected governing bodies to allow them to execute their duties and (b) include ongoing training for SGBs to endorse the operative performance of their duties and qualify them to undertake further roles. Mncube (2009) mentions parent governors are not very participative in the SGB, as many feel they have insufficient expertise to execute their duties. Principals and SGB members find it challenging to execute their tasks successfully due to the inadequate training of the parents in school governance (Bayar, 2016). Nwosu and Chukwuere (2017) state that, in terms of working collaboratively, there is a lack of knowledge in skills among SGB members, which leads to frustration and friction between the SGB and key role players in the school. Subsequently, due to the magnitude of authority, duties and responsibilities of the SGBs, it is important that members have some form of basic expertise and skills to implement their mandate effectively.

2.5.3 Cultural and Contextual Barriers

The period between 1980 and 1989 witnessed the start of an international trend towards the decentralisation of power in schools, culminating in the legislation of the duties of the various stakeholders and learners (Carr & Williams, 2009; Edwards & DeMatthews, 2014). Several studies highlight factors which restrict the ability of the parental component of the SGB to execute governance functions effectively (Woods & Roberts, 2018). Communication and transportation are aspects which hinder parents' capability to fulfil their roles as SGB members (Mohapi & Netshitangani, 2018). Cultural norms and socio-economic status also influence the involvement of the parental component of the SGB (Mncube et al., 2011). As a result of barriers such as language, scholars have found that members of the SGB are unable to comprehend guidelines, leading to inabilities in applying them to school policies (Mohapi & Netshitangani, 2018).

Communication emphasises that, to achieve the goals of the institution, individuals need to share views that promote collective harmony, mutual understanding and democratic participation, and that critically question authority and dominance (Teo, 2011; Nkoane, 2012). However, communication is seen as a challenge, owing to attitudes of surliness and limited information sharing, which hinder collaborative unity. Ineffective information flow in the SGB leads to a delay in members' responses, according to Allen et al. (1999). This results in a clear lack of guidance and an absence of dialogic communication in the SGB.

The literacy level of parents from the SGB is identified as another barrier to working collaborations in the school (Mncube, 2007; Mohapi & Netshitangani, 2018; Modisaotsile, 2012; Van Wyk, 2004). Parents are unable to fully come to terms with what is stated in the SASA documents or the minutes of meetings when read. In 2018, in South Africa, approximately 59% of 25–64-year-old individuals had obtained a higher secondary education, or matric qualification (Organisation for Economic Co-operation and Development [OECD], 2019). Nevertheless, uncertainty regarding the quality of the matric qualification is prevalent, as only a small percentage of people acquire a university entry pass. Further setbacks which affect the parent component of the SGB and their ability to enact their duties include uncertainty about the demarcation between the roles of the teaching staff and the SGB, inconsistency of time, low confidence levels and language barriers (Mncube, 2007). Additional barriers to participation for parents on the SGB include social status, salary and race (Mohapi & Netshitangani, 2018; Naidoo, 2005).

2.6 Emerging Issues

As per the literature above, it has been established that working collaborations serve as the basis for the well-being of teachers and SGB members in a school, as each stakeholder has their own perspective and much to offer when creating such collaborations. However, this expertise needs to be effectively inculcated into their respective practices for whole-school success. Subsequently, each stakeholder (especially SGB members) needs to be skilled in their role, as this manifests in the way in which they collaborate. Furthermore, while performing their duties, school stakeholders should combine their diverse skills with the ability to trust and communicate with each other, as this is essential for working collaborations.

While the importance of creating working collaborations between teachers and SGB members is highly recognised, there are still challenges that hinder this process. As the leader of the school, the principal should be tasked with the responsibility of identifying possible intrusions to these collaborations (as they occur). Furthermore, despite the vital role that SGB members play within the school, it has emerged that the voices of the parents on the SGB are often disregarded. As a result, parents on the SGB often feel overlooked, thus limiting their participation. Owing to that, the need for continuous meetings to provide regular direction to school stakeholders (SGB members in particular) is of utmost importance, as in many instances, these stakeholders become entangled in the daily interferences of life and tend to forget the key aspects of their duties. Therefore, for working collaborations to be successful, challenges need to be deliberated upon, and each school stakeholder needs to work jointly with the other.

2.7 Theoretical Framework

A theoretical framework uses theories and integral elements as a prescribed working model to drive the investigation and exploration of a social phenomenon (Connaway & Radford, 2021).

2.7.1 The Collegial Model as a Framework for this Study

The Collegial Model is a theory developed by Robert Birnbaum (1988), which has its basis on agreement, distribution of power, and attaining common goals and expectations (Bush, 2011). It supports this study's focus on creating working collaborations among school stakeholders, as the primary belief aligned to this model is that power and decision-making

ought to be shared among almost all members of the organisation. Furthermore, this model emphasises the need for each stakeholder to be present and participate in the decision-making process. Birnbaum (1988) proposes that the Collegial Model consists of three interrelated conditions, which, when used appropriately, foster working collaborations among stakeholders and lead to constructive outcomes. These are professional collegiality, social collegiality and academic collegiality.

2.7.1.1 Professional collegiality

Professional collegiality refers to being able to collaborate and cooperate in the workplace, as this enhances one's professional responsibilities and the shared goals of the organisation. It recognises mutual trust for one another, constructive criticism in tasks and collective commitment to the organisation's goals and values (Coleman and Anderson, 2000). To achieve a mutual objective, it is important for all stakeholders to bring together their varied perspectives, skills and resources, as this contributes to the success of everyone involved (Barth, 2020; Goddard et al., 2020) Jarzabkowski, 2021; Retallick & Butt, 2018). Employing the Collegial Model requires that all stakeholders have a partnership relation as opposed to a hierarchical one (Kamau, 2012). Therefore, this model works to avert any disruptive behaviour in the workplace (Prendergast and O'Meara, 2017; Deckman, 2017a).

2.7.1.2 Social collegiality

To achieve social collegiality, stakeholders need to form interactions that go beyond formal work duties to feel confident in their roles. Fletcher et al. (2024) contend that, while it is important to work professionally in one's duties, stakeholders should also be able to form interpersonal relationships beyond formal associations, as these are of great importance and help them feel empowered to assume their roles, consider their strengths and work to do their best. Social collegiality embodies the understanding that it is important to spend more time with colleagues, as it allows stakeholders to feel connected and supported (Houston, 2019). Regular team-building sessions enrich working collaborations for all stakeholders, thereby promoting social collegiality (Nehez & Blossing, 2020). Subsequently, this approach not only promotes workplace collaboration but, through positive interactions, it also allows for stakeholders to thrive mentally (Houston, 2019). Consequently, this model recognises the need for social interactions, as this enhances good communication and working collaborations (Judkins, 2019).

2.7.1.3 Academic collegiality

The role of academic collegiality is important for attaining school success. Founding and overseeing collegiality allows stakeholders to form working collaborations, as there is a presence of cooperation built on a common commitment to supporting the students' well-being. The basis of any organisation needs to be grounded on stakeholders' participation and their ability to communicate and share responsibilities effectively (Shapira-Lishchinsky and Levy-Gazenfrantz, 2016). Thus, the functions of academic collegiality are vital for stakeholders, as they foster working collaborations through a common goal in education – the students. Furthermore, since all stakeholders have a common goal, academic collegiality allows organisational activities to be promoted while reducing hefty workloads, as expertise is distributed among all stakeholders (Hargreaves, 1994). As a result, academic collegiality advocates for stakeholders in organisations to work together to attain the vision and mission of the organisation.

Applying the Collegial Model in this study addresses the obstructions in creating working collaborations between teachers and SGB members, particularly among public schools in the iLembe district of KwaZulu-Natal. Internationally, scholars like Botha et al. (2024) and Walker (2024), whose research focuses on working collaborations, also draw on the Collegial Model to expedite educational advancements among stakeholders. Similarly, in South Africa, Mamba (2014) and Sesinyi and Gcelu (2023) draw on the Collegial Model to advance working collaborations between school stakeholders. The Collegial Model, thus, supports stakeholders and enhances practices and innovation among them (Coban & Atasoy, 2020). The Collegial Model's method of sharing decision-making strategies, as opposed to being dictated to by a single leader, inculcates a valuable structure for advancing working collaborations between stakeholders (Teachers Institute, 2023). Therefore, this model can be perceived as a structured tactic which enhances working collaborations (Kania & Kramer, 2013). Guided by this theoretical framework, this study examines the strategies that can be employed by teachers and SGB members to foster working collaborations in the scholastic setting.

2.7.2 Application of the Collegial Model in the Study

The Collegial Model is applied in this study as an analytical framework for understanding how teachers and SGB members create and sustain working collaborations. The three dimensions of the model – professional collegiality, social collegiality and academic

collegiality – serve as analytical categories for interpreting participants' experiences and perceptions of working collaborations.

Professional collegiality is used to examine professional relationships, cooperation, shared responsibilities and the contributions of stakeholders to common organisational goals. Social collegiality provides a lens for examining interpersonal relationships, communication, mutual support and trust among teachers and SGB members. Academic collegiality is used to examine how teachers and SGB members work together towards shared educational goals, particularly those relating to teaching, learning and learner success.

These three dimensions therefore provide a framework for analysing the factors that support or hinder working collaborations between teachers and SGB members. Applying the Collegial Model in this way enables the study to examine the creation of working collaborations from a multi-stakeholder perspective and to identify strategies that may strengthen collaborative relationships within schools.

2.7.3 Understanding the Collegial Model

The Collegial Model, as outlined by Kocatürk and Karadağ (2021), aims to enable a democratic structure in which all school stakeholders are given the ability to speak out. This model emphasises the circulation of power among various stakeholders by the leader, thereby allowing each stakeholder to feel acknowledged and involved in the organisation's activities (Bush, 1995). Burr et al. (2017) articulate that collegiality represents a structured relationship between stakeholders as they work towards a common goal within the organisation. Owing to that, this model intends to enhance communicative strategies so that school stakeholders recognise their significance in decision-making and in the lives of the learners (Robacker et al., 2016). The Collegial Model is intrinsically designed to encourage mutual trust and the distribution of duties between stakeholders, as this enhances working collaborations (Donohoo, 2017). The idea of the distribution of power is particularly vital to the Collegial Model, as it advances a common idea – in this case, creating working collaborations. Each stakeholder is given the ability to undertake duties, which correlates to their abilities, while supporting and respecting each other and working to attain the goals of the organisation (Fletcher et al., 2024).

This study forms its basis on how working collaborations between teachers and SGB members are created. It suggests that, in order to achieve school success, it is necessary to

create strategies to facilitate working collaborations between stakeholders. Furthermore, this study supports the implementation of the Collegial Model, through the principle of professional

collegiality, as it allows stakeholders to cooperate and share their perspectives, with the aim of enhancing collaborations. This is especially significant for secondary schools in the iLembe district. Consequently, this study highlights strategies which could be employed to foster working collaborations in schools.

2.8 Chapter Summary

Fostering working collaborations between teachers and SGB members is a necessary factor for a school to function effectively. In this chapter, working collaborations were considered by gathering information from various local and international studies and by looking into their perspectives on creating collaborations between teachers and SGB members. The fundamental characteristics of working collaborations between teachers and SGB members were delineated, some of which included supportive policies and collaborative governance. Furthermore, the chapter discussed the various meanings attached to working collaborations and explored the role of the principal and SMT in fostering working collaborations. It also investigated notions such as school culture and respect among the SGB and teachers and how these characteristics enable working collaborations. Factors that hinder collaborations were discussed, including conflicts, misunderstandings and lack of training (among others). To end, I explored the Collegial Model as the theoretical framework for this study. Chapter Three describes the research design and methodology of the study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter Two reviewed the literature on working collaborations between teachers and SGB members and introduced the Collegial Model, which supports this study. This chapter describes the methodology used in this study. It deliberates on the interpretivist paradigm and the qualitative research methodology adopted in this study. Subsequently, the chapter explores the research design used to attain the intended outcomes recognised in Chapter One. The study assesses working collaborations between teachers and SGB members in schools located in the iLembe district of KwaZulu-Natal. This chapter elaborates on how the data was formulated and reviewed. Furthermore, it investigates the manner by which trustworthiness was secured and elucidates the ethical considerations that guided the study. To conclude, a summary of the chapter is presented.

3.2 Interpretivist Paradigm

Interpretivism originated through a critique of positivism, with a subjective perception. Maree (2007) and Chilisa and Kawulich (2012) note that interpretivism seeks to understand the practices of others and how they interpret their world. Berryman (2019, p. 273) affirms that "social construction, language, shared consciousness, and other social interactions" are essential concepts for interpretivist researchers to gather answers to qualitative questions, as they help in structuring research questions aimed at understanding "how and why". Interpretivism considers humans as different from physical phenomena, regarding them as entities capable of establishing deeper meanings, with the assumption that people cannot be discovered in a similar way to physical wonders. It is the duty of an interpretivist researcher to formulate ways to see and understand the varied natures of dealing with issues faced (Hammersley, 2013).

Bhattacharjee (2012) stipulates that interpretivist analysis ought to be interpreted from the participant's stance, as their views are closely aligned to the particular social framework they are in. In this paradigm, reality is reliant on social relations and how one makes sense of the world (Willis 2007; Chilisa & Kawulich 2012). Following the points above, this paradigm was used to investigate collaborations between teachers and SGBs in selected schools in KwaZulu-Natal. As a researcher, I was able to use this paradigm to understand the different social occurrences "through the eyes of the participants" (Cohen, Manion &

Morrison, 2007, p. 21), and this guided me with the analysis of the collected data. Creswell (2009) states that "qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Subsequently, I selected qualitative research to explore the understandings and experiences of the participants in my study. This approach is discussed next.

3.3 Research Approach

Grover (2015) categorises a research approach as a set of processes and techniques used by researchers to obtain, analyse and interpret collected data. This study adopted a qualitative research approach. Qualitative research is conducted to enhance understanding of individuals' cultures, beliefs and values, human experiences and scenarios, and to formulate theories that describe these experiences (Creswell & Plano Clark, 2011; Munhall, 2012; West, 2012; Holloway & Galvin, 2016). This research approach arose from the behavioural and social sciences as a means of understanding the exclusive, self-motivated and holistic nature of individuals (Hogan et al., 2009; Maxwell & Mittapali, 2010; Creswell, 2014). Since this study focused on working collaborations between SGBs and teachers, the literature review (Chapter Two) defined these collaborations and identified the stakeholders involved. In this study, the stakeholders comprised PL1 teachers, departmental heads, SGB chairpersons and members of the parent component of the SGB. These school stakeholders presented detailed narratives on their lived experiences and the meanings they attach to working collaborations. They deliberated on how school stakeholders can create working collaborations between teachers and SGBs and also delved into the factors that enable and hinder these working collaborations.

Qualitative researchers, such as Punch (2013), argue that qualitative research pursues a deeper understanding of the social life of the selected participants, as opposed to focusing on numbers or on measurements. Toledo (2018) adds that qualitative research emphasises how persons construe and make sense of their experiences to better understand the world they live in. Taylor et al. (2015) recognise the importance of qualitative research, observing that it has the ability to explain the nature of certain occurrences and recognise challenges that are prevalent. Delving into participants' stances – at a more detailed level – provides greater insights into valuable perspectives, which ultimately aids in enhancing understanding of participants' experiences and viewpoints (Greenleaf et al., 2023). Furthermore, Taylor et al. (2015) deliberate on the notion that this approach permits a researcher to confirm assumptions and theories they may have. Lastly, Taylor et al. (2015)

state that this approach provides solutions, thereby allowing a researcher to gather conclusions about a certain practice. This aligns with my desire to explore working collaborations between teachers and SGBs, to test the theory drawn upon in this study, to identify solutions and to draw conclusions (Taylor et al. 2015).

I used semi-structured interviews as the data collection method in this study. Data obtained during the course of the fieldwork was studied inductively, which allowed me to cultivate insights from the theories that emerged from the data. Subsequently, an abundance of narratives materialised from the documents and interviews, which were the basis of the data.

A qualitative approach was used for the research to gain familiarity with the subtleties associated with the creation of working collaborations between teachers and SGB members in schools. An imperative characteristic that should underpin the foundation of participants' involvement is the use of open-ended questions, framed around 'what', 'why' or 'how' as opposed to questions involving 'how many' or 'how much' (Kamal, 2019). Subsequently, the guiding questions which facilitate this research are:

1. What meanings do different school stakeholders attach to working collaborations between teachers and SGBs?
2. How can school stakeholders create working collaborations between teachers and SGBs?
3. What are the enabling and hindering factors towards creating working collaborations between teachers and SGBs?

3.4 Research Design

A research design is recognised as a procedural method adopted by a researcher that brings together diverse elements of the study in a logical and valid manner (Blaikie, 2000).

3.4.1 Case Study Design

This study aimed to explore the characteristics of working collaborations between teachers and SGBs and how this either brings success or interruptions to a school. Hunziker & Blankenagel (2024) state that a case study can be recognised as a single entity that is studied extensively. Such a case may consist of an individual, an association or a cluster of people. Salmons (2023) recognises that a case study is associated with creating

understanding and perspectives as a means to gather information and inform proficient practice, policy expansion and public or societal action. This method is particularly valuable when used to disclose, communicate and evaluate the many features of a research problem. Alam (2021) highlights that a case study is considered most effective when used to gather an extensive array of solid, relevant data based on a real-life subject. The goal of this research corresponded to the case study approach, as the aim was to gather an extensive array of data about the creation of working collaborations between teachers and SGB members. The case study approach allows the researcher to harness an array of interpretations on the focal characteristics and connotations associated with working collaborations (Lichtman, 2013).

Yin (2018) highlights that case study allows for present-day occurrences to be examined in depth, particularly when boundaries and insights may not have been captured clearly by other research methods. This scholar further pinpoints that the aim of a case study is to address "why" or "how" questions regarding current happenings, which participants have minimal control over. Merriam (1998) acknowledges that case studies are most fruitful when exploring research studies and suggests that their strengths help to mitigate their limitations.

The main elements of research can be disseminated into three segments: the element of study, the research process and the concluding result (Schoch, 2020). In this study, the unit of analysis was working collaborations between teachers and SGB members, which was the main focus. Case study design was suitable for my study, as I wanted to gain familiarity with the perceptions of school stakeholders. Consequently, I acknowledged that the inability to create working collaborations significantly dampens a school's success. Furthermore, I found that school stakeholders have their own mindset, which can infringe on their ability to work collectively. Recognising these hindrances at an earlier stage allowed me to plan the fieldwork more strategically. For my discussions, I focused on participant engagement while providing timely prompts to minimise bias prior to the interviews. Swanson and Morris (2010) highlight that a key strength of case study is its flexibility, allowing participants to mainly influence the interview. As the researcher, I went into each interview with the intention of presenting general interview questions; however, the responses from each participant allowed me to formulate detailed follow-up questions. Through this, I was reassured that the participants' perspectives were the main feature of this study.

3.5 Selection of Participants

In this study, data was collected from schools in the province of KwaZulu-Natal. When selecting my participants, I followed the advice of Polkinghorne (2005) that the selection procedure necessitates purposive strategies. I ensured that the participants I selected wanted to participate and that they could provide an array of descriptions, drawn from their experiences. The sampling method that was most appropriate for my study was purposive sampling. Purposive sampling is "used to select respondents that are most likely to yield appropriate and useful information" (Kelly, 2010, p. 317) and is a method of recognising and selecting cases that will use resources efficiently (Palinkas et al. 2015). Ethikan et al. (2016) state that purposive sampling, also known as "judgement sampling", is a practice whereby participants are chosen based on specific qualities they may possess that are pertinent to a researcher's study. This method of sampling involves the premeditated selection of participants, through characteristics like proficiency and cognition. Ames et al. (2019) indicates that purposive sampling relies on the researcher's prudence to identify persons who will yield the best outcome in meeting the objectives of the research.

Initially, I had identified clear objectives that summarised my intentions regarding working collaborations among school stakeholders. I concentrated on three secondary schools in semi-rural communities and selected school leaders and SGB members who generally worked in an interactive manner for the well-being of the school. The rationale for purposive sampling in my research was to identify participants by considering their experience in the school and the proficiency they had acquired through working with one another. I also aimed to engage with committed participants who were willing to provide their time over an extended period, allowing me to obtain detailed insights into their perceptions. Purposive sampling was used to identify teachers who had been in the school for at least five years and SGB members who had served for a one- or two-year term. This method allowed me to acquire high-quality information on working collaborations (Thomas, 2017; Stratton, 2024).

The names of the schools and participants were kept anonymous to ensure that my research adhered to ethical considerations. The names allocated to the three schools were Thandolwethu High School, Siyakhula High School and Zamokuhle Secondary School. The research setting was chosen as a means to support the research objectives of this study, which aimed at understanding the characteristics of working collaborations and the role of school stakeholders in these collaborations. The objective was to gain familiarity with how

working collaborations are created and the barriers associated with the creation of collaborations between teachers and SGB members. Overall, 15 participants were chosen – five from each school. The chosen participants consisted of PL1 teachers, departmental heads, SGB chairpersons and members from the parent component of the SGB. These above-mentioned schools were selected as, despite a large number of students, they are still top performing schools in the iLembe district. Subsequently, these schools have strong values embedded in them, and their reputation is well recognised by district officials.

3.6 Data Generation

To explore working collaborations between teachers and SGBs in selected schools in the iLembe district, data in this study was generated by means of semi-structured interviews.

3.6.1 Semi-structured Interviews

An interview can be regarded as a "two-way conversation" (Maree, 2016, p. 92) between a researcher and participants, designed to enable the researcher to acquire rich data and gain insight about the attitudes, beliefs, perceptions and behaviour of the participants. Qualitative interviews are of extreme significance, as they allow the researcher to comprehend the ways of the world as viewed by the participants (Maree, 2016). I used semi-structured interviews to gather data for this study. Megaldi and Berler (2020) argue that researchers are able to make deeper discoveries through semi-structured interviews. A semi-structured interview usually consists of a balance between main questions, follow-ups and probes (Rubin and Rubin, 2005). Kallio et al. (2016) highlight that in this type of interview, a predetermined set of open-ended questions is developed, which allows the researcher to acquire detailed responses. Through semi-structured interviews, researchers are able to explore participants' perspectives while gaining a comprehensive understanding of the topic (Salomão, 2023). Participants are interviewed individually in this type of interview, which helps to foster a calmer environment, as opposed to interviews where more than one participant is present at the same time (Adeoye-Olatunde & Olenik, 2021).

Once official documentation from the KwaZulu-Natal DoE and the University of KwaZulu-Natal was given to me permitting me to proceed with my research (Appendices A & B), I commenced my investigation at the three secondary schools. A semi-structured interview format was used to facilitate the effective means of collecting data aligned with my research objectives (Salomão, 2023). Before conducting the face-to-face interviews, I

first reached out to each gatekeeper telephonically to get their consent before the interviews. Interview questions were formulated prior to the interviews (see Appendix F). Formulating an interview schedule prior to an interview guides the conversation and allows the researcher to consider elements that will ensure cohesive progression (Teachers Institute, 2023). Thereafter, I familiarised myself with the essential characteristics of the topic so that I could formulate questions that were germane to my participants and the research.

To provide background insight and promote transparency in the data generation process, the settings where each interview took place are described below. I first met with the departmental head from Siyakhula Secondary School. The interview occurred in the HoD's office, which she shared with four other departmental heads. The interview with the SGB chairperson occurred in his office at the iLembe Municipality. The interview with the participant from the parent component of the SGB took place at a local clinic where he served. The interview with Meloshnie – a PL1 teacher from the school – took place in the staffroom of the school, while the second PL1 teacher from Syakhula Secondary School, Akshay, was interviewed in his home.

The departmental head from Thandolwethu High School was interviewed at the school in the staffroom. Subsequently, the interviews for Thabo – a PL1 teacher, Sbu – the SGB chairperson and Mfundo – a participant from the SGB parent component also took place in the school staffroom. These interviews were all conducted on the same day. Lastly, Nishantha (the other PL1 teacher) was interviewed at her home on a different pre-arranged day.

The interview with the departmental head from Zamokuhle Secondary School occurred at the school in the HoD’s office. The SGB chairperson and the participant from the parent component of the SGB both occurred at a local restaurant, Nandos (as per their request). Whilst Nora and Vishnu, both PL1 teachers from the school, were interviewed at the school, in the teachers’ staffroom.

At the onset, participants were given a general overview of my research and its purpose, along with a briefing on the confidentiality etiquette (as indicated in my invitation letter to participants – Appendix C). Permission was obtained from each participant to record their responses to ensure that the correct information was captured. Once they had given me consent, I assured them that the information would not be misused and that the recordings

would be kept in a confidential manner (Christen et al., 2020). The interviews ranged from 30 to 45 minutes, with the duration largely influenced by the participant's ability to understand the questions asked and the complexity of the follow-up probes, which were used as a method of gathering rich perspectives from the data (Given, 2012). Robinson (2023) recognises the importance of probing as a method of enhancing the interview process. In addition, as a researcher, I paid heed to non-verbal prompts, such as body language, as a means of understanding the subtleties conveyed through the participants' experiences.

3.6.2 Document Analysis

A document contains text and can be identified as a potential source for qualitative analysis (Patton, 2015). Document analysis is a research method that involves examining and interpreting documents to identify relevant information and potential meanings (Armstrong, 2021).

Armstrong (2021) and Morgan (2013) state that analysing documents is most potent when interviews and annotations are used with it, as this enhances the reliability of the research findings. The document analysis in this study primarily focused on the interactions between teachers and the SGB, with a focus on creating working collaborations between them. Each of the selected schools had Facebook pages, and through their respective pages, I was able to view some of the collaborative practices which occurred between the teachers and members of the SGB at each school. These Facebook pages were used as supplementary contextual observations to complement the interview data and provide insight into the collaborative practices occurring within the selected schools. This platform was very helpful in analysing working collaborations, as I was able to assess the reliability of the data given to me during the interviews through the events which were posted on the school's social media page.

I also reviewed several pre-existing discussions in scholarly journals by researchers such as Basson and Mestry (2019), Nkengbeza and Heystek (2017) and Mohapi and Netshitangani (2018), which discuss the characteristics of working collaborations between school stakeholders. The motive behind my analysis was to establish the features of working collaborations and recognise factors that foster and impede these collaborations. Whilst revising the relevant documents, I worked on generating notes and then establishing themes. As a result, I became more acquainted with the data generated from each interview.

The Facebook observations provided supplementary contextual evidence that could support the interpretation of the findings obtained from the interviews conducted at the three schools. Lastly, the data acquired during the interview process was then allied to the documented data through the document review process.

3.7 Thematic Analysis Technique

For a more detailed understanding of the phenomenon, a thematic analysis approach was used. The first stage in this analysis was to recognise central themes. Fundamental themes were established and then developed through an analysis of the data collected. Data were collected through two primary methods, namely document analysis and interviews, which were audio-recorded and then transcribed into a written format using MS Word. Keywords were then identified from the transcribed data. Upon making notes and comments, inconsistencies were identified in the data. Consequently, eight participants (out of the 15 participants selected) were re-interviewed to further explore these aspects and obtain more detailed insights. The follow-up interviews generated further insights and contributed to a deeper understanding of the phenomenon under investigation. Once this was completed, the recordings were listened to and transcribed while identifying keywords. These keywords were then grouped into codes based on their resemblance to the underlying concepts. During the process, any further discoveries made were also integrated. The additional insights obtained through the re-interviews were incorporated into the coding and thematic analysis, contributing to the completeness and depth of the findings. The intention behind this process was to ensure that the coding procedure closely reflected the data (Saunders et al., 2018).

During the formulation of codes, meanings were derived through labels from the recorded descriptive interviews documented for the study. These codes varied in size and could be applied to phrases, sentences or even paragraphs, which may be either related to the situation or independent (Saunders et al., 2018). In this study, words and phrases were used rather than entire sentences, which resulted in a more detailed analysis.

Following the coding, the next activity involved an examination of the interview excerpts using a spreadsheet. For this study, Microsoft Excel was used, and words that appeared most frequently were recognised as crucial. Using this tool, the prevalent keywords that were related to each other were gathered and arranged into several groupings, which then formed the foundation of the unfolding patterns that were formulated. Divisions with

meanings that were related to each other were clustered collectively to frame a single theme. An applicable description was given to each constructed thematic group, and this unfolded until all the significant phrases and keywords had been coded and categorised (Saunders et al., 2018).

3.8 Ensuring Trustworthiness

Connelly and Clandinin (1990) acknowledge numerous instances where researchers are swayed, going back and forth, reflecting the differing perspectives being shared. Subsequently, Adler (2022) asserts that trustworthiness must be ensured by aligning the data recorded by the researcher with the actual proceedings that transpired in the context. Connelly and Clandinin (1990) suggest that a researcher must remain alert and know what they are doing, rather than becoming too comfortable. To ensure this, the study employed the framework by Lincoln and Guba (1985), which is based on credibility, transferability, dependability and confirmability, and used these categories to corroborate the outcomes.

3.8.1 Credibility

The Oxford Learner's Dictionary (Oxford University Press, n.d.) identifies credibility as the quality of being trustworthy and authentic. In qualitative research, maintaining credibility is essential to minimise the influence of any personal experiences or feelings that could misrepresent the true nature of the subject. Anney (2014) recognises that member checking is used to reduce researcher bias when the researcher analyses and works with the results. When qualitative researchers construct ideas that reflect the constructed actuality, then the results are perceived as genuine (Zafar et al., 2023).

To ensure credibility, I interviewed various participants from three secondary schools, including PL1 teachers, departmental heads, SGB chairpersons and SGB parent representatives. These participants served as a solid foundation for the data, allowing me to align the findings to ensure credibility. The interview schedules were designed using basic English to ensure participants had a clear understanding of what was being asked. Permission was obtained to allow the use of an audio recorder during the interviews. Owing to that, data paraphrasing was employed as a method of restating the perspectives of the participants. Noble and Heale (2019) describe triangulation as a method which aids in fostering credibility in research, while Hesse-Biber and Johnson (2015) view it as a means of obtaining an array of data, thereby heightening collaborative learning among school stakeholders. To further enhance credibility, data obtained from each participant

was strategically compared to enrich the findings acquired from the various participants (Kakar et al., 2025).

3.8.2 Transferability

Transferability can be referred to as the degree to which the findings from qualitative research can be generalised or transferred to different readers (Stalmeijer et al., 2024). As explained by Alston & Bowles (2018), transferability is a method employed to facilitate the potential application of findings in other contexts, whereas generalisation is the researcher's own attempt to claim wider relevance. Building on this, Maree (2016) clarifies that transferability does not imply that the study results are universally true (generalised). Instead, it requires the researcher to provide rich details about the specific context, allowing readers to connect elements of the study to their own situations, experiences or research contexts. Ultimately, the reader decides if and how the findings might be relevant elsewhere.

To obtain transferability for my study, as a researcher I provided a 'thick description' (Maree, 2016). These detailed descriptions allow the researcher to clarify the research procedures in the final report. Evidently, in my study, a sample of just three schools cannot be an illustrative generalisation of all secondary schools in South Africa. However, there may be factors identified in my research that may still be relevant and applicable to schools with comparable features (Anney, 2014).

3.8.3 Dependability

Quantilope (2024) associates dependability in qualitative research to consistency and the extent to which a study can be reiterated by a different researcher yet still yield the same results. Anney (2014) emphasises that dependability correlates to meticulousness in the enquiry process and involves using in-depth discussion guides to obtain data while also focusing on using digital records, with a thorough examination of transcriptions and extensive note-taking. Morse (2015) highlights that dependability is tantamount to the idea that if a study is repeated, it should obtain the same results in a comparable setting. In prior sections, I had emphasised that I used a voice recorder to record the data collected from each participant. Once each interview was completed, I went back to the recording and played it again to ensure that the gathered replies were captured correctly. Spending a good amount of time with participants serves as a method to foster deeper connections, especially along the lines of trust (Zafar et al., 2023). This method of engagement allowed me to

recognise habitual patterns and facilitated a deeper familiarity with the perspectives of each participant. Owing to that, as a means of assuring reliability with the results of my study, I tabularised the replies from the participants to the unchanged research questions and then formulated themes from the comparable answers.

3.8.4 Confirmability

Lal (2025) recognises confirmability as a standard in qualitative research that aligns outcomes and grounds them in the actual data. To ensure confirmability, researchers ought to adopt an impartial attitude, whilst putting aside any prejudiced ideals or orthodox approaches (Anney, 2014). Noble and Heale (2019) assert that confirmability in qualitative research can be attained through triangulation. To illustrate this, sharing the findings obtained by the researcher with the participants allows them to confirm that the analysis aligns with the experiences they shared during the interviews. To ensure confirmability, I provided each participant with their transcripts to allow for verification. This reassured each participant that their views were not twisted and that the data aligned with their stances.

3.9 Ethical Considerations

Ethical considerations in research are principles that inform research methods and designs. Penn LPS (2024) mentions that ethical considerations in research are essential for fostering an environment wherein participants are fully informed, participation is voluntary and confidential, and subjects are protected from unintended consequences. Ethical considerations are significant, as they have allowed me to become more familiar with how research can affect participants (Faculty of Humanities, 2010). In this study, I employed the ethical guidelines as prescribed by the University of KwaZulu-Natal and the KwaZulu-Natal DoE. Furthermore, the vital characteristics of ethical research – providing information sheets, gathering informed consent, maintaining that the participation by each participant be conducted on a voluntary basis and maintaining privacy, confidentiality and anonymity – were strictly upheld throughout the research. The sections below describe a few of the ethical considerations that were taken into account during the course of the study.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The preceding chapter provided a comprehensive overview of the research design and methodology, including the sampling techniques, data generation methods and procedure for data analysis. This chapter presents and discusses the findings elicited from the data. As indicated in Chapter One, the study undertook to establish how working collaborations between teachers and SGB members are created. I begin the chapter by giving the profile of the participants as a way of correlating the findings and familiarising the reader with the participants in the study. Pseudonyms were used for both the schools and participants as a measure to protect their character – an ethical obligation of research. Following that, the findings of the data generated are presented, followed by the chapter summary.

4.2 Profiling the Research Sites

The research took place in three high schools in the iLembe district of KwaZulu-Natal: Siyakhula High School, Zamokuhle Secondary School and Thandolwethu High School. The names given to these schools are fabricated, and pseudonyms are used for all stakeholders interviewed in order to conceal their identities. Profiling of the above-mentioned research sites was done to provide the readers with a detailed analysis of data gathered during the data acquisition process. The features of the research locations where the data was generated are described in this section. Since all three schools are situated in semi-rural areas, the learner population is large; however, their work ethic knows no limits. The following sections present an outline of each research site, along with key characteristics.

4.2.1 Thandolwethu High School

Officially classified as a Quintile 3 school, Thandolwethu High School is a long-standing semi-rural school situated in the iLembe district. Schools classified in this quintile are regarded as no-fee-paying schools and they receive higher government funding than Quintile 4 and 5 schools. There are 1 523 learners and 50 teachers, two administrative clerks, three groundsmen and two security guards at the school. This is an agricultural school, and most of the parents of the learners at this school are unemployed and rely on funding from social grants and child support to assist them. The school does its best to ensure collaborative practices between themselves and the community members occur,

through acts of continuous planning and meetings. However, the results are not always as expected, as many of the community members often still feel disregarded.

4.2.2 Zamokuhle Secondary School

Zamokuhle Secondary School is a government school located on the outskirts of the iLembe district in KwaZulu-Natal. With approximately 1 000 learners, the school is managed by the school principal, one deputy head, five departmental heads and 24 educators. The administrative clerk, groundsman, cleaners and security guards work tirelessly to promote the school's best interests. The school is well-kept, and the infrastructure is well cared for. This is a Quintile 4 school, therefore charging school fees. This means that despite the school getting a percentage of its funding from the government, acquiring fees from parents is a means of furthering its budget.

The relationship between the school and the community is mostly positive, as the community members strive to work hand-in-hand with school members through collaborative practices, such as holding regular meetings. However, despite this level of dedication, there have been moments of tension between these key role players.

4.2.3 Siyakhula High School

Siyakhula High School is a semi-rural Quintile 3 school located in the iLembe district of KwaZulu-Natal. It is a school that relies heavily on government intervention, as this is a no-fee-paying school. Subsequently, learners are taught free of charge, and there is a feeding scheme in place for them. There are approximately 1 200 learners enrolled at this school, with at least 29 educators. The school is run by an SMT consisting of the principal, a deputy principal and five departmental heads. The staff consists of two administrative clerks, cleaners and two security guards, who do their best to keep the school safe.

Despite its reliance on government for funding, the school looks to businesses within the community for additional funding. Much of the infrastructure, such tables and chairs, are old and, in some cases, even dilapidated. However, despite that, the school still presents a clean appearance. Additionally, the friendly, light-hearted nature of those within the school creates a welcoming atmosphere, making this a thriving setting.

4.3 Profiling the Participants

For my study, data was generated from 15 participants. three SGB chairpersons, three SGB

members from the parent component, three departmental heads and six PL1 teachers. All the participants used were from the three selected high schools in the iLembe district of KwaZulu-Natal. To ensure anonymity, I used pseudonyms for the participants, and, as mentioned above, fictitious names were given to each of the three schools used.

Table 4.1:Profile of each participant

Participants Name	Age	Gender and Race	Role in the School
Nishantha	43	Indian/Female	PL1 Teacher
Thabo	35	African/Male	PL1 Teacher
Zwelisha	44	African/Female	Departmental Head
Sbu	45	African/Male	SGB Chairperson
Mfundo	39	African/Male	SGB Parent Component
Nora	47	Indian/Female	PL1 Teacher
Vishnu	38	Indian/Male	PL1 Teacher
Jabu	44	African/Female	Departmental Head
Siyabonga	45	African/Male	SGB Chairperson
Jabulani	39	African/Male	SGB Parent Component
Meloshnie	43	Indian/Female	PL1 Teacher
Akshay	60	Indian/Male	PL1 Teacher
Princess	45	African/Female	Departmental Head
Timon	42	African/Male	SGB Chairperson
Themba	38	African/Male	SGB Parent Component

4.4 Presentation of Findings

In this section, data guided by the research questions is presented. Thematic analysis is used to generate the data collected from the interviews. The findings have been organised into themes, which correlate to each research question. This section discusses key characteristics of working collaborations between teachers and SGBs, what promotes collaborations between these stakeholders and the factors that allow for and hinder these collaborations. To recap, this study was guided by three research questions, namely:

1. What meanings do different stakeholders attach to working collaborations between teachers and SGBs?

2. How can school stakeholders create working collaborations between teachers and SGBs?

3. What are some of the enabling and hindering factors towards creating working collaborations between teachers and SGBs?

4.4.1 Meanings of Working Teacher–SGB Collaborations

The first research question of the study explored the meanings attached by teachers and SGB members to working collaborations. When answering the question, the participants often responded with their individual perceptions of what they believed working collaborations between teachers and SGB members to be about. The data from the interviews revealed four essential features that defined meaningful working collaborations. These were collaborations built on trust, stakeholders' collective commitment, collaboration for the benefit of learners, and the SGB acting as a support system. Each of these characteristics is discussed in the next sub-sections.

4.4.1.1 Collaborations built on trust

The interviews highlighted that school stakeholders viewed working collaborations between teachers and SGBs as being grounded in mutual trust, which they regarded as a defining element of successful partnerships. They shared a mutual understanding that trustworthy relationships are essential for working collaborations. For example, during an interview with the department head of Zamokuhle Secondary School, **Jabu**, he emphasised that trust is a guiding force which helps one navigate through challenges while fostering meaningful collaborations between teachers and SGBs. He believes that through trust, stakeholders can navigate the complexities of the workplace and build on collaborations. **Jabu** stated:

> The relationship between teachers and SGB members must be guided by trust because if you are going to expect somebody to attend to an issue which you identify as a problem and build on that, then you must have a level of trust with the person.

Similarly, **Sbu**, the SGB chairperson from Thandolwethu High School, voiced similar

thoughts. He believes that with trust, transparency and communication can flow freely, and this is the backbone of working collaborations. Furthermore, he acknowledges that being trustworthy allows for the promotion of collaborations, as stakeholders would not have reservations in terms of approaching such a collaboration and communicating. **Sbu** stated:

> If there is trust and openness between stakeholders, then it becomes easier to work collaboratively. There will be open communication, and it will be easy for me to work with the person without any reservations. But if there is no trust, stakeholders won't others for something that bothers them.

Like **Sbu** and **Jabu**, the departmental head of Siyakhula High School, **Princess**, reported that a fundamental element of effective working collaborations resides with stakeholders engaging in the practice of building mutual trust, which she regarded as necessary for cultivating sturdy relationships within the school. **Princess** said:

> Teachers and SGB members need to trust and be honest with each other. We have instances where teachers do not trust SGB members and SGB members do not trust teachers. For working collaborations to occur, there must be a level of trust among each stakeholder in the school.

Similarly, PL1 teacher at Zamokuhle Secondary School, **Nora**, emphasised the need for trust when stakeholders collaborate and engage in discussions. She recognised trust as a pivotal factor in gaining acquaintance with a stakeholder. She said*:*

> When we have trust, we have a stronger relationship, because if you know somebody well, then you can trust them, as opposed to someone you don't know, then there will be no trust.

Likewise, **Jabulani**, a member of the SGB component from the same school as **Nora**, stated that as an SGB member, instituting mutual trust and engaging in collaborative practices are essential steps to forming progressive interactions and obtaining successful school leadership. **Jabulani** said:

> If you're part of the SGB, and you do not work hand-in-hand with the other stakeholders in the school, there will be a problem with the entire leadership of the school. So, there must be a good relations and trust between the SGB and teachers, so they will also work and collaborate.

The participants' voices revealed that trust is an essential element in ensuring working collaborations among stakeholders. This feedback aligns with the literature review in Chapter Two, Section 2.3.3, which highlights that the SGB needs to maintain good relations with teachers for them to be successful and vice versa (Hafeez & Akhtar, 2022). In addition, it was also noted in the literature review that trust creates easy communication and allows effortless collaboration (Ehren et al., 2016). These findings further align with the argument that effective collaboration of stakeholders contributes to the heartbeat of a school's performance (Hafeez & Akhtar, 2022). The Collegial Model, which serves as the theoretical framework for this study, emphasises that collaboration involves teachers and SGBs working collectively, and this is built on trust, distributed goals and mutual understanding (Mestry & Govindasamy, 2013). In Chapter Two, the literature asserts that for all stakeholders in the school to establish a shared objective, it is important that they understand the need to trust in each other and collaborate in order to develop their skills and the skills of the learners (DeLuca et al., 2017; Vangrieken et al., 2017; Admiraal et al., 2021). These findings substantiate the Collegial Model, which is consistent with the study's objective and the reviewed literature, highlighting trust between stakeholders as a defining feature of working collaborations between stakeholders in schools (Nehez & Blossing, 2020).

4.4.1.2 Stakeholders collective commitment

The second theme that emerged from the initial research question emphasised that a crucial aspect of working relationships between teachers and SGB members was the shared commitment of all stakeholders. Commitment from teachers and SGBs can single-handedly dictate the success or failure of the way in which a school operates. A collaborative approach allows for teamwork, unity and a level of respect among these stakeholders. In the interviews, participants emphasised the significance of collective assurance grounded in mutual trust as a fundamental factor in fostering working collaborations between teachers and SGB members. For example, **Akshay** from Siyakhula High School emphasised that when members of the SGB are on the school premises, it is important for teachers to acknowledge them, as this sense of recognition reinforces a sense of shared commitment, which enriches the building of operative collaborative relationships. He said:

> When I find a governing body member on the school premises, I always invite them into my classroom because it must be seen as a friendly environment, and then

> learners must know that the governing body members are here and are interested in the school's success. Also, there are learners who want to interact with them and draw their attention to problems that they are experiencing, so by the SGB being on the school premises, learners can do this. So this commitment between teachers and SGB members then promotes collaborations.

Similarly, **Mfundo** of Thandolwethu Secondary School also emphasised that for working collaborations between teachers and SGB members to be progressive, commitment from all stakeholders is essential. Therefore, he believes that an important characteristic of working collaborations is commitment because it ensures that the school is well run. **Mfundo** said:

> Working collaborations is very important, because the school is automatically being run by stakeholders. Government can't only be responsible for the running of the school because there must be learners and parent components too. So when stakeholders work, they have to do this in a conducive manner, and this will promote collaborations between teachers and the SGB.

Sharing a common view, **Nora**, from Zamokuhle Secondary School, emphasised that working collaboration between teachers and SGB members is dependent on the commitment of all stakeholders for the school to thrive. She believes that collaborative structures built on commitment allow teachers and SGB members to perform their duties with a better outlook. **Nora** said,

> When everyone works together, it makes running the school easier and the well-being of teachers better. Therefore, teachers and SGB members need to exhibit a sense of commitment, as this then supports collaborative practices.

Concurring with **Nora**, **Jabu**, from the same school, expressed a similar stance. For him, when stakeholders work together, it creates a better and more expressive workplace, and this in turn benefits the learners – which is the ultimate goal. He believes that commitment is important, as members of the SGB and teachers need to be acknowledged, as this increases their willingness to actively participate in school matters. **Jabu** said:

> Commitment in a relationship is very important because a cordial relationship exists when stakeholders collaborate. This in turn can improve the functionality of the school and eventually benefit the learner. Subsequently, the main purpose of

> the schooling system is to assist learners, so a good relationship between the stakeholders aids in benefiting all present, as the environment will then thrive. When there is a lack of commitment, stakeholders tend to exclude themselves from duties. Subsequently, when included, they feel important and then commit themselves to fulfilling their purpose.

Nishantha, from Thandolwethu High School, expressed a similar viewpoint, highlighting that working collaborations between teachers and SGBs is embedded in shared commitment. She emphasised that when members of the SGB are active in scholastic functions, teachers feel supported and empowered. Resultantly, this illustrates the dynamics of collaboration as a source of motivation and individual assertion. **Nishantha** said:

> Commitment between teachers and SGB members is important. The SGB connects teachers and parents. Elected parents must be committed to the school, and without collaboration, teachers face issues alone. With SGB support, teachers have a stronger position when dealing with difficult parents or learners. The SGB backs the teacher and can take matters to the broader parent body.

Like **Nishantha**, **Sbu –** the SGB chairperson from Thandolwethu High School – indicated that when teachers and SGB members are steadfast in their duties to the school, this allows them to work in harmony with each other, which in turn benefits the learner. Sbu stated:

> This commitment is important because the schooling process relies on learners, teachers and parents working together. Collaboration helps teachers teach effectively and communicate with parents when learners struggle. It ensures parents understand what's happening at school, and teachers know the learners' backgrounds. When all stakeholders work together, it improves results and ensures learners are well supported.

Concurring with **Sbu**, **Vishnu** from Zamokuhle Secondary School established a broad understanding of the importance of commitment for all stakeholders, the learners and the school as a whole, as he emphasised that being committed is a key characteristic for collaborations between teachers and SGB members. **Vishnu** said,

> Commitment from teachers and SGB members is essential for the school to thrive. When they work together, learners succeed and the school becomes a beacon of

> hope. True collaboration means all stakeholders show and act on their dedication to the school's success.

Feedback from the various participants revealed that commitment between teachers and SGB members is a vital defining feature of working collaborations. As indicated in research by Mpuangnan (2023), a vital attribute of working collaborations is when stakeholders are committed, as this aids in preventing any obstructions to the school's well-being. This aligns with Chapter Two, Section 2.3.1, which highlights the importance of collective action between teachers and SGB members (Setlhodi, 2019). This approach is essential as it allows for unified management between SGB members and teachers, which will enhance the ability of school stakeholders to understand their roles and will, in turn, promote successful discipline (Mohapi & Netshitangani, 2018). Furthermore, the Collegial Model reinforces the need for distributing duties appropriately for working collaborations to be successful in schools. This approach allows for all stakeholders to have shared access to power, which occurs by means of collective agreement (Simuyaba, 2022). As noted in the literature review (Section 2.3), working collaborations between teachers and SGB members can only work when all stakeholders are committed and work towards enhancing their performance (Setlhodi, 2019). Working together, sharing values and trusting each other is crucial for each school stakeholder to be successful (Ainscow & Sandill, 2010; Armstrong & Ainscow, 2018; Liu et al., 2016; Hadfield & Chapman, 2009; Muijs et al., 2011).

4.4.1.3 Collaboration for the benefit of learners

During the interviews, it became evident that stakeholders viewed collaboration between teachers and SGBs as based on a collective commitment to learner benefits. Subsequently, this illustrated that they perceived working collaborations as a means to enhance the academic performance of learners. Various participants emphasised the importance of ensuring that collaboration between school stakeholders is ultimately directed towards benefiting learners. **Nishantha** highlighted the significance of teachers and SGB members working collaboratively, which is to promote student success in schools. She said,

> SGB members and teachers must involve each other and work in such a way that in their efforts, they work collaboratively and in doing such, this yields better results for learners – especially in their academics.

Like **Nishantha** above, **Sbu** demonstrated a clear appreciation that working collaborations

must ultimately benefit the learner. He noted that working collaborations are rooted in good communication and a clear understanding of expectations and highlighted that through working collaborations, the actions of the SGB and teachers will coincide with their duties as outlined in the SASA, which is founded on the interests of the learners. **Sbu** said:

> The relationship between teachers and the SGB is rooted in the Schools Act. Subsequently, teachers and members of the SGB must perform their duties and work collaboratively to ensure that the learner is put first, and efforts to overcome hindrances to this must be addressed when encountered.

Meloshnie from Siyakhula High School shared sentiments that resonated with the Chairperson of Thandolwethu High School, **Sbu**. She noted that working collaborations between teachers and SGBs is about unity, which is based on stakeholders having the best interest of the school and learners as their goal. She said,

> When they work collaboratively, teachers and SGB members then have one goal in mind, and that is supporting the learners in their scholastic success, thus fostering working collaborations.

Echoing **Meloshnie's** views, **Akshay** elucidates on working collaborations between teachers and SGBs for learner success. He reflected on his experiences and explained that learners are considered when school stakeholders work collaboratively. **Akshay** said,

> Working collaborations means to prioritise the learner above all and aim to develop them holistically, so we can confidently say 'job well done' when they leave us – knowing each of us has fulfilled our role.

Sharing a similar stance, **Jabu**, the departmental head of Zamokuhle Secondary School, believes that working collaborations between stakeholders are important for the school, and this works to benefit the learner, as they begin to thrive. Subsequently, he believes when stakeholders work with the intention of aiding the learner, it then fosters working collaborations between teachers and members of the SGB. **Jabu** said,

> The main goal of the schooling system is to support learners, and when stakeholders work well together, the learning environment thrives to their benefit, as they collaborate.

The Chairperson of Zamokuhle Secondary School, **Siyabonga**, highlighted the significance of working collaborations between school stakeholders. He recognised that working collaborations are founded on a pleasant environment, and as a result, this promotes the best interests of the learners. **Siyabonga** said,

> Working collaborations are very important for all components of the school, as this allows for them to come together to address potential challenges and then serve the best interests of the learner.

In this discussion, participants recognised that working collaborations allow teachers and SGB members to work with the intention of putting the learner first. Through their stances, participants established that working collaborations allow stakeholders to put learners first. Ross (2016) highlights that working collaborations between school stakeholders equip learners with skills that can help them tackle life after school. Concurring with this, Kelso (2024) acknowledges that working collaborations between school stakeholders must be about preparing learners for life after school. The literature in Chapter Two emphasises that working collaborations between teachers and SGB members are essential for responding to setbacks that may hinder educational effectiveness and, therefore, negatively impact the learners (Williams et al., 2023). The Collegial Model argues that stakeholders in the institution must work collaboratively and perceive each other as team members working towards the same goal while having various levels of strengths to assist in accomplishing those goals (Kamau, 2012). Chapter Two, Section 2.7, stresses that the Collegial Model promotes the distribution of authority and skills among all stakeholders (Bieletzki, 2018). The sharing of authority among school stakeholders allows them to work collectively and make decisions that will support the school and the learner (Teachers Institute, 2023). By working collectively with the school's best interests in mind, stakeholders can foster the growth of a structured environment that supports learner's success.

4.4.1.4 SGB as a support system

Participants strongly believed that a working collaboration between teachers and SGB members is characterised by the SGB serving as a support system. Subsequently, teachers feel more competent when they have the SGB on their side, as this nurtures working collaborations and direction. **Akshay** highlighted that when SGB members and teachers perform their expected duties, it enhances the flow of working collaborations between them. He said:

> SGB members are a vital support system for schools, especially as the Department of Education has delegated many responsibilities to them. This is important as when teachers and SGB members share responsibilities and employ collaborative measures, we then work without fear or the need for favour.

During her interview, **Zwelisha** also deliberated on the need for the SGB to support teachers for working collaborations to occur and the school to thrive. She highlighted that a school cannot function on its own. Therefore, when teachers and SGB members work collaboratively, the school runs smoothly as it is governed in the correct manner. **Zwelisha** said:

> Collaboration works best when everyone understands their role. The SGB plays a vital role – not just in supporting teaching, but in shaping policies that affect everyone, including learners. Their involvement in decisions helps create a smoother, more effective teaching and learning environment.

Vishnu's interview echoed **Zwelisha's** stance. He highlighted his commitment by emphasising that positive changes are brought about when SGB members support their teachers. Subsequently, he emphasised that the support offered, in turn, positively affects both their working collaborations and the attitude of the learners. **Vishnu** said,

> A school's success depends on the relationship between teachers and the SGB. With SGB support, teachers feel confident and backed, which creates working collaborations and encourages strong leadership, thus promoting a healthy school culture.

Similarly, **Timon** –the SGB Chairperson from Siyakhula High School – demonstrated a comprehensive understanding of the importance of having an SGB that supports and actively works with their teachers. He further elaborated on the need for these structures to be continuously upheld to promote working collaborations between these stakeholders. **Timon** said,

> The drive behind the SGB should be on the school, the well-being of teachers, and involving all stakeholders, including learners. When teachers have the support of the SGB, they feel empowered, and this enhances working collaborations.

Concurring with **Timon**, **Nora** shared a very similar stance on the need for the SGB to support teachers in the school. She also emphasised the need for the SGB to recognise

possible obstructions to collaborative practices in the scholastic context and then work in unison with teachers to allow for effective working collaborations. **Nora** said,

> SGBs need to identify challenges affecting teachers and find ways to help. When the SGB assists, it enhances their relationship and promotes working collaborations.

Similarly, **Jabu** emphasised that a fundamental principle of the SGB is to work collaboratively with teachers, with the main drive behind this being that the school can flourish. He went on in his discussion and said that without support, there will be no working collaborations between teachers and the school SGB. **Jabu** said,

> The SGB has the responsibility of supporting the teachers. That's meant to be their main aim. They are in school on a regular basis, so they must work collaboratively and, in doing so, provide assistance to their teachers.

When expressing his stance on the need for the SGB to support their teachers, **Sbu**, the SGB Chairperson of Thandolwethu High School, shared the same sentiments as the other participants. He explained that this stipulation is even found in the SASA, therefore accentuating the importance for the SGB, as a component, to work hand-in-hand with its teachers. He said,

> It is crucial for teachers and SGBs to work together, as this is guided by school policies and the Schools Act. SGB members should find ways to foster collaborations in the school, whilst acting in the best interest of the learner and teachers.

Like **Sbu** above, **Siyabonga**, the SGB Chairperson from Zamokuhle Secondary School, recognised the need for teachers and SGB members to work collaboratively. He emphasised that it is the duty of the SGB to collaborate with teachers, as this aids in ensuring the best for everyone in the school. **Siyabonga** said:

> A good relationship between SGB and teachers is crucial for working collaborations. As stakeholders, the SGB must collaborate to support teachers and develop the school. That’s why all stakeholders are needed.

Feedback from participants signified the importance of the support of SGB to teachers and the school. This support serves as a platform for fostering working collaborations between

the teachers and SGB members. The feedback obtained through the interviews aligns with Chapter Two, Section 2.3, which advocates the idea of unity, as school stakeholders must support each other and foster working collaborations (Lima, 2021). These findings also resonate with Section 2.3.4, which highlights the importance of having stakeholders who are committed to creating an environment where everyone feels valued (Kligman, 2020). Furthermore, the findings are consistent with the Collegial Model, as the model works to prevent any form of disruptive or uncooperative behaviour (Prendergast and O'Meara, 2017; Deckman, 2017b). In addition, the Collegial Model enhances efficiency and resilience between stakeholders, thereby developing a self-motivated environment that facilitates working collaborations (Holcombe et al., 2023). Having stakeholders support each other allows for a pathway where challenges are positively overcome, morale is enhanced and a culture of working collaboration between school stakeholders is created (Ruben & Lederman, 2023). The insight provided by the participants strengthens the Collegial Model and the literature examined in the study. Subsequently, having school stakeholders support each other alludes to a workforce where communication and empathy serve as the backbone for successful collaborative practices (Golson Jr, 2018).

4.4.2 Creating Working Collaborations

This section deliberates on participants' perspectives on how school stakeholders can create working collaborations between teachers and SGBs, which responds to the second research question. Perceptions from school representatives reveal the need for teachers and SGBs to exhibit leadership traits to allow them to make meaningful contributions to the relationship they share. Constant and clear communication between teachers and SGBs, respect among school stakeholders, sharing of responsibilities between teachers and SGBs and policy understanding among SGBs were four key characteristics revealed by the data.

4.4.2.1 Constant and clear communication between teachers and SGBs

The interviews revealed that clear and constant communication between teachers and SGB members serves as the cornerstone for creating and maintaining working collaborations in the school. Each school stakeholder has meaningful contributions to make, and working collaborations may nurture collective learning and development among them.

Princess, the departmental head of Siyakhula High School, believes that communication between teachers and SGBs is an essential factor in fostering working collaborations. She recognised the need for these school stakeholders to sit down and deliberate on their ideas

at all times. She suggested that these school stakeholders must be informed and inform each other about necessary ideas and, in the process, work collectively with each other. **Princess** said,

> Communication between stakeholders is key. We should meet to discuss and create school policies – like those on cell phones, uniforms and school times. Furthermore, teachers should act as a bridge, facilitating communication between SGB members and staff in both directions.

Concurring with **Princess**, **Meloshnie**, a PL1 from the same school as **Princess,** also stressed the need for clear communication among school stakeholders, as a lack of communication can be the school's greatest setback. She said*:*

> The lack of communication and trust between governing bodies and teachers is the biggest obstacle to effective collaboration. Therefore, for working collaborations to occur, there must be structures put in place to aid communicative processes between teachers and SGB members.

The SGB chairperson, **Timon**, from Siyakhula High School, believed that working collaborations need to begin with communication, which must be clear and constant. This vital characteristic allows for school stakeholders to make cohesive decisions. Furthermore, he affirms that these decisions will, in turn, be beneficial, as they will not obstruct the smooth and holistic functioning of the school. **Timon** said:

> Communication between teachers and SGB members is vital for working collaborations because it clarifies everyone's roles in running the school. Without clear communication, misunderstandings arise, responsibilities get mixed up and conflicts occur. Strong communicative structures help in preventing these issues by ensuring everyone knows what's expected of them.

Aligning with the SGB chairperson, **Themba,** a member of the SGB parent component from Siyakhula High School, emphasised that having clear communicative structures assists in guiding stakeholders to become familiar with their expected roles and responsibilities, thus fostering working collaborations. Consequently, he believes that when stakeholders are aware of expectations, it allows for growth and a successful relationship between teachers and SGB members. He said,

> Clear communication between teachers and SGB members is essential for a school.

> It ensures all stakeholders know what's expected of them to keep things running smoothly. Without it, roles get confused, responsibilities overlap and conflicts arise.

Nora, the departmental head from Zamokuhle Secondary School, had a similar stance on clear and constant communication between school stakeholders. She recognised that the ability to avail oneself for meetings is not always a viable option and can hinder clear communication. Subsequently, she suggested that working collaborations should not rely solely on face-to-face but look into other methods of communication, as there are online platforms which can be used to relay interactions. **Nora** said,

> Working collaborations between teachers and the SGB stem mainly from regular and clear communication – about aspects like infrastructure, the school environment and learner performance. Therefore, finding ways to enhance communication channels, like WhatsApp groups and regular contact, will help regulate and strengthen the working collaboration beyond just formal meetings, as sometimes everyone cannot avail themselves.

Thabo, a PL1 from Thandolwethu High School, shares a similar perspective to the participants mentioned above. He emphasised that working collaborations are created through communication channels that are clear and constant. **Thabo** further recognised that when communication is clear between all stakeholders – even learners – it promotes the formation of stakeholder working collaborations. He said,

> When communication is transparent between teachers and SGB members, messages which are even relayed to learners are delivered without any signs of miscommunication. Therefore, this creates a positive school culture and allows for a climate where working collaborations are created.

During my interview with **Siyabonga**, the SGB Chairperson of Zamokuhle Secondary School, it became clear that he recognised that working collaborations are created through reliable communication that is made clear to all, as it allows for stakeholders to align their mindsets, to the goals of the school. He further added that a lack of effective communication channels can hinder working collaborations between the SGB and teachers and, ultimately, may impact the school as a whole. **Siyabonga** said,

> If there's a lack of communication between stakeholders, then every structure

> within the school will fall. If there's no clear communication within the SGB & teachers, the structure of the institution won't work and working collaborations will not be created.

This section highlights findings from participants, indicating that for working collaborations between teachers and SGB members to occur successfully, there must be clear and consistent communication between them. Their experiences indicate that proper communication fosters an optimistic environment for school stakeholders, and this allows the establishment of working collaborations. The literature reviewed in Chapter Two, especially Section 2.3, emphasises that for working collaborations to occur effectively between teachers and SGB members, there must be interactions which encourage dialogue between participants (Basson & Mestry, 2019). Beck (2025) recognises that effective communication ensures stakeholders remain aligned on key discussions, therefore facilitating ongoing connection and collaboration. This correlates to the findings, as it is believed that effective communication paves the way for working collaborations. The Collegial Model also acknowledges the need for communication to be constant and fair to all stakeholders (Simuyaba, 2022). As per the model and literature, it is evident that effective communication is vital for stakeholders to work collaboratively, as good communication allows stakeholders to articulate their ideas effectively (Judkins, 2019). Subsequently, for working collaborations between teachers and SGB members to occur in schools, there must be regular engagement and effective communication.

4.4.2.2 Respect among school stakeholders

During the interviews, participants elaborated on the importance of respecting one another in fostering meaningful working collaborations. Each voice echoed the need for teachers and SGB members to bear in mind that everyone is unique. Therefore, no school stakeholder should be belittled, as each person adds fundamental value to the school. In his discussion, **Akshay**, a PL1 teacher from Siyakhula High School, provided a clear picture of what he believes happens in schools. He emphasised the need for teachers and SGB members to have mutual respect and further deliberated on times when members from the SGB believe that they are superior to others. He said:

> Respect is key when working with each other; we must treat teachers and SGB members as professionals. Regardless of position, no one has the right to be disrespectful or belittling. Changing this attitude would make all the difference in

creating working collaborations.

Aligning with **Akshay's** perspective, **Meloshnie** shared a similar stance on the need for mutual respect between teachers and SGB members. In addition to this, she further emphasises her perspective that some SGB members feel the need to take charge and dictate what should be done without considering the next person's feelings. She said,

> Mutual respect is essential, but when the wrong SGB is elected, they may try to dictate to already overburdened teachers. Facing large classes and challenging learners, teachers get frustrated and, without SGB cooperation, tension and lack of respect grow between them.

Similarly, **Jabu**, a departmental head from Zamokuhle Secondary, believes that respect stems from being able to understand your duties, as this impacts one's ability to interact and make proper individual and collective decisions. He said:

> Respect is crucial in these relationships and comes from understanding each other's responsibilities. If a teacher makes a mistake, it should be addressed respectfully through proper channels – not by SGB members confronting teachers harshly on school grounds. Addressing issues cordially ensures respect is maintained.

Nishantha, a PL1 from Thandolwethu High School, highlights the importance of respect among teachers and SGB members in any school. In her interview, she discussed the need for school stakeholders to view and treat one another respectfully, as this characteristic forms the basis for successful working collaborations. She said,

> In any collaboration, trust and respect are essential. For SGB members, parents and the SMT to work well together, they must show mutual respect and trust, which are earned through transparency. Without transparency, trust cannot be built.

Princess, the departmental head from Siyakhula High School, agreed with the participants above. She shared the belief that it is of absolute importance for stakeholders to always remain mentally grounded, irrespective of their qualifications, as this enhances working collaborations in schools. **Princess** said:

> Respect is essential, as without it, collaborations cannot occur. While teachers may feel knowledgeable, SGB members also have valuable insights to provide. Therefore, to promote working collaborations, it is important for teachers and SGB

members to have mutual respect and communicate effectively with each other.

Timon, the SGB chairperson from Siyakhula High School, also highlighted the need for there to be mutual respect between teachers and SGB members, as this trait is vital in creating working collaborations. He also believes that schools would not perform at their optimum if stakeholders do not have reciprocal regard for each other. **Timon** said:

> I think respect is mandatory. As stakeholders, we must respect and understand each other's roles. If we have this, we can create working collaborations, and this will allow the school to then flourish.

Themba, a member of the parent component of the SGB, who is also from the same school as **Timon**, recognised that if working collaborations are to be properly established, there must be a level of respect in the way in which school stakeholders interact with each other. He said:

> Working together with respect and willingness always leads to positive results. Therefore, when sharing responsibilities and performing duties, teachers and SGB members must regard and respect each other. This is what working collaborations are about, and at the same time, this will aid in establishing these collaborations.

The response by **Vishnu,** a PL1 from Zamokuhle Secondary School, echoes the above participants. He acknowledges the need for respect in the scholastic setting and states his perspective that teachers and SGB members cannot succeed in creating working collaborations without having a level of reverence for each other. **Vishnu** said,

> Respect is essential for teachers and all SGB members. Without mutual respect, the school's success is at risk, and working collaborations will not be created. Both teachers and SGB members must respect each other for the school to thrive.

Like the other participants, **Sbu**, the chairperson of the SGB from Zamokuhle Secondary, also shed insight into the role of respect, stating that as a school stakeholder, inculcating respect in one's duties is an obligation that one has to follow. He also gave his perspective on the need to respect one another, as this attribute aids in creating working collaborations between teachers and SGB members in the school. **Sbu** said:

> Respect is the foundation of collaboration, especially since we come from different backgrounds. It shapes the relationship between the governing body and educators

> and prepares us to work well with each other and through that, this also fosters working collaborations between us. Respect is earned not just by age, but by recognising each person's role and relevant duties.

This section identifies respect as a key characteristic in fostering successful working collaborations between teachers and SGB members. The review of literature revealed similar findings. Chapter Two, Section 2.3., revealed that when there is a sense of respect, stakeholders work with an attitude that not only nurtures growth but also allows for transparency and added participation, thus fostering working collaborations (Lima, 2021). These findings align with the argument that respect and inclusivity are key factors for enhancing interests and advancing working collaborations. The findings are consistent with the Collegial Model discussed in Chapter Two, Section 2.7, which emphasises that effective working collaborations occur when duties and respect are distributed equally among stakeholders, rather than being one-sided (Deckman, 2016; Holcombe et al., 2023). In addition, this model serves as a guiding framework for fostering a more positive workplace and promoting consensus through a respectful approach (Teachers Institute, 2023). Mutual respect nurtures trust and promotes working collaborations by fostering growth among all stakeholders, the learners and the school as a whole (Mpuangnan, 2023). The insights provided by the participants reinforce both the Collegial Model and the literature examined in this study. They underscore the importance of working with a respectful approach in order to promote good communication and overcome obstacles when creating working collaborations (Li et al., 2024).

4.4.2.3 Sharing of responsibilities between teachers and SGBs.

During the interviews, participants explained the importance of sharing responsibilities between teachers and SGB members, as it fosters collaboration and enhances school governance. Various participants shared their insights on the need for the sharing of responsibilities between school stakeholders. For example, during her interview, **Meloshnie,** a PL1 from Siyakhula High School, affirmed that the sharing of responsibilities in the school setting ensures that teachers and SGB members are assigned comparable duties, which allows everyone to feel acknowledged and, in turn, fosters working collaborations in the school. She said,

> If working collaborations between teachers and SGB members are to be created in schools, then it is important for responsibilities to be distributed in an equal manner.

Like **Meloshnie**, **Sbu**, the SGB Chairperson of Thandolwethu High School, shared his perspective and, in doing so, acknowledged the need for teachers and SGBs to share responsibilities for working collaborations between teachers and SGB members to be created. He further explained that in addition to sharing responsibilities, it is also important to have regular meetings and discussions so that any misinformation can be clarified. **Sbu** said:

> The main role of the SGB is to support the school and share responsibilities with educators as needed. School management, led by the principal and SMT, enforces policies agreed upon by the SGB. Working collaborations between the SGB and teachers happen through meetings and discussions addressing challenges that affect the workforce.

Similarly, **Zwelisha,** a departmental head from the same school as **Sbu**, zealously highlighted the need to ensure that each school stakeholder is given a platform to voice their opinions. She further remarked that all teachers (even those who are not in management and want to come forward) must be given the opportunity to share their perspectives. She said,

> Stakeholders should be given opportunities to share their views, as decisions often happen without proper consultation. Creating spaces where teachers and SGB members feel comfortable with sharing their ideas and knowing their input is valued will improve working collaborations.

Echoing **Zwelisha**, **Vishnu** indicated that the well-being of each school stakeholder is of pivotal importance for collaborative governance. He emphasised that sharing responsibilities aids in allowing teachers and SGB members to feel acknowledged and empowered, which in turn fosters working collaborations. **Vishnu** said,

> Teachers and SGB members should be assigned duties, as being entrusted with responsibilities empowers them and then fosters a feeling of importance. Successful collaboration occurs when responsibilities are shared among all stakeholders.

Nora, a departmental head from Zamokuhle Secondary, shared her insights and highlighted that working collaborations in schools occur when SGB members and teachers share responsibilities. She emphasised that members from the SGB should assist teachers in performing aspects of their duties when necessary. **Nora** said,

> SGB members need to engage with teachers regularly, as this creates opportunities to connect. SGB members should join us for school activities. Sharing duties will help close the gap between SGB members and teachers, which will assist in creating working collaborations.

Jabu, the departmental head from Zamokuhle Secondary School, shared his perspective and acknowledged that when responsibilities are shared, it is essential to become acquainted with the respective roles of all stakeholders, as this fosters mutual understanding and helps to establish working collaborations. **Jabu** said,

> Along with sharing of responsibilities between teachers and SGB members, there must be respect and familiarity to each other's roles, so you must know what is your role as a teacher and members from the SGB know what their roles are. This will promote working collaborations as each stakeholder will not interfere with the next person, unless asked of them.

Participants' feedback highlights the importance of sharing responsibilities among stakeholders and the range of positive outcomes that this can generate in creating working collaborations. Their experiences highlight that when they share responsibilities, it not only advances collaborative strategies but also allows each school stakeholder to feel acknowledged. This feedback aligns with the literature review presented in Chapter Two, which illustrates that sharing responsibilities assists in maintaining ties, thus coinciding with the notion of working collaborations (Mattessich et al., 2001). The findings are also consistent with the Collegial Model, which underscores that the sharing of authority and responsibility among stakeholders when making decisions is vital (Bieletzki, 2018). When given the opportunity to participate, stakeholders feel a sense of belonging and then work to the best of their ability. This leads to the enhancement of working collaborations between them (Chen & Guo, 2020). Furthermore, the findings resonate with the literature review in Chapter Two, Section 2.2.1, which highlights the level of achievement that can be attained when school stakeholders work together in carrying out their responsibilities (DBE, 2019). Sharing responsibilities nurtures the ability to work towards the school's functionality and also uplifts stakeholders' values and communicative structures, thus creating effective working collaborations (Basson & Mestry, 2019). The insights provided by the participants reinforce both the Collegial Model and the literature examined in this study. Subsequently, they highlight the importance of sharing responsibilities to create working collaborations between teachers and SGB members. By working together and

sharing responsibilities, school stakeholders can create working collaborations, as individual members will be working towards a common goal – being that of the well-being of the school and its learners (Zainuri & Huda, 2023).

4.4.2.4 Policy Understanding among teachers and SGBs

Stakeholders firmly believe that understanding school policies is crucial for creating working collaborations. Owing to that, they believe that when teachers and SGB members gain familiarity with the necessary policies, it allows them to broaden their horizons on aspects such as student growth and school rules, which are essential to creating working collaborations. **Meloshnie**, a PL1 from Siyakhula High School, highlighted that when creating working collaborations, it is essential for school stakeholders to understand relevant school policies, as this helps to minimise disparities, such as fault-finding, among these stakeholders. **Meloshnie** said:

> Corruption in schools, especially among SGB members and teachers, threatens our country's future. Education is key to success, but if stakeholders are unacquainted with policies that govern them, corruption will be rife among SGB members and teachers. Therefore, they must be aware of the relevant guidelines. If this is not addressed, it will harm the entire education system.

In his interview, **Siyabonga**, the SGB chairperson from Zamokuhle Secondary School, stressed the need for school stakeholders to familiarise themselves with the documents that they need to understand to work collaboratively. He explained that, if working collaborations are to be established, it is vital for stakeholders, especially members of the SGB, to have at least a basic understanding of the policies that govern them. **Siyabonga** said:

> If members of the SGB and teachers do not work collaboratively, the entire school leadership will face problems. There must be a good relationship and trust, they also need to understand key documents like the Code of Conduct and the South African Schools Act, as this guides the way they should act. Even if they can't memorise these, they should at least understand what is expected of them, and this will help to create a stronger workforce as teachers and SGB members will know their obligations.

Similarly, **Zwelisha** highlighted the impact of having a basic understanding of relevant

policies for teachers and SGB members and how it fosters working collaborations. She acknowledged the extent to which this understanding assists in the holistic functioning of the school and learner well-being. **Zwelisha** said:

> Teachers are responsible for ensuring effective teaching occurs, and the SGB plays a role in making sure the school has the correct policies and is properly staffed. Subsequently, it is important for teachers and members of the SGB to become affiliated with the necessary policies that govern them, as this will guide proper working collaborations and will ensure that the school is well-managed. I also believe that collaboration works best when everyone understands their role.

Sbu's stance aligns with the perspectives of the above participants, as he believes that policies guiding teachers and SGB members serve as the rules that are meant to govern working collaborations. Consequently, he emphasised the need for school stakeholders to be familiar with expectations and to act within the boundaries that should guide their roles. **Sbu** said,

> It is of paramount importance for members of the SGB and teachers to understand the necessary policies, as this allows for them to work collaboratively and accounts for their actions. Therefore, knowledge of policies allows teachers and SGB members to work in a collaborative manner.

Siyabonga also shared insights that echoed similar sentiments. He underscored the importance of being familiar with the policies governing teachers and SGB members, noting that this helps in creating working collaborations. **Siyabonga** said,

> Being aware of necessary policies helps teachers and SGB members to deal with challenges as soon as they arise. Therefore, it is important for teachers and SGB members to understand policies like the South African Schools Act, as this fosters working collaborations.

In this discussion, stakeholders recognised the need for teachers and SGB members to gain familiarity with the policies that govern them. Their experiences reveal that by acquainting themselves with basic policies, stakeholders become more involved in school functions, which then aids in promoting working collaborations. The literature reviewed in Chapter Two, Section 2.3.1, also emphasises that when performing their stipulated duties, school stakeholders ought to understand necessary policies, as this allows for working

collaborations (Mohapi & Netshitangani, 2018). Research conducted by Leithwood et al. (2020) highlighted that the ability to comprehend the insights of governing policies aids the creation of working collaborations, as stakeholders then understand their duties. The Collegial Model discussed in Chapter Two, Section 2.7, also contends that it is vital for stakeholders to understand governing policies, as these serve as a guiding force for working collaborations. This model thrives on people engaging with each other, as each stakeholder offers unique perspectives, which aid in fostering professional learning and working collaborations (Nehez & Blossing, 2020). The findings and the existing literature studied support the Collegial Model. They emphasise that when stakeholders are aware of the requirements of the governing policies, they feel more able to contribute (Bottiani et al., 2019). By understanding policies, working collaborations between school stakeholders are bound to be more effective and efficient.

4.5 Factors Enabling/Hindering Teacher–SGB Collaboration

The third research question explored the factors that enable and hinder working collaborations between teachers and SGB members. Insights from school stakeholders disclose the successes which emerge from working collaborations and reveal how participants feel about interferences that hinder the creation of these working collaborations. Teachers and members of the SGB are key players in ensuring collaboration occurs in a conducive manner, and when these stakeholders work collaboratively, school success is bound to occur.

4.5.1 Enabling Factors

During the interviews, participants highlighted several factors that enable the creation of working teacher–SGB collaborations. The factors included inclusive team-building sessions, understanding of the school vision and mission by the SGB and SGB capacity-building.

4.5.1.1 Inclusive Team-building sessions

During the interviews, participants deliberated on the need for inclusive team-building sessions to promote working collaborations between teachers and SGB members. Each participant had a unique point to make, and their voices echoed with emotion on how this enables working collaborations. **Akshay** emphasised the need for team-building sessions where staff and SGB members are able to interact with each other. Furthermore, he

deliberated on his belief that this should be an ongoing exercise, explaining that it can allow for successful collaborative structures between teachers and SGB members. **Akshay** said:

> It's important to have team-building and regular interaction between teachers and SGB members. The teaching staff and SGB members need to be fully included in discussions. When the entire teaching team is involved, everyone gains a clearer understanding of what is really happening and can contribute meaningfully to the school's plans. Team-building sessions would be great so staff and governing body members can interact. Regular team-building sessions help to eradicate challenges, so it is important for all members to interact.

Similarly, **Princess**, the departmental head from Siyakhula High School, discussed the need for team-building between teachers and SGB members as a necessity when promoting collaborations. She emphasised that these sessions allow for teachers and SGB members to work in a more relaxed manner, without feeling constrained or judged. She said,

> Team-building sessions help everyone relax and communicate openly without pressure. This builds understanding and allows them to develop strategies for effective, collaborative work.

Like **Princess**, **Meloshnie**, a PL1 from the same school, also highlighted the need for these sessions, as they allow for an easier flow in communication and enhance collaborative structures. In her discussion, she stated that team-building sessions help school stakeholders to become more familiar with one another. **Meloshnie** said,

> Team-building sessions are effective, as they allow us to get to know each other more freely.

Themba, a member from the parent component of the SGB of the same school as the above participants, also acknowledged that team-building must be seen as a factor which promotes working collaborations between teachers and SGB members. He said,

> It shouldn't be just about meetings. Team-building sessions are what truly foster good work and strong collaborations between teachers and SGB members.

Similarly, **Thabo**, a PL1 from Thandolwethu High School, also provided his perspective on how team-building sessions aid in fostering working collaborations. He believes that

these sessions allow for collective decision-making and effective communication. He said,

> I believe in holding sessions like team-building workshops where SGB members and teachers don't just sit separately. I believe this helps them to come together, communicate and make decisions collectively.

Like the participants above, **Vishnu**, a PL1 from Zamokuhle Secondary, explained the need for these inclusive sessions, as he believes that they promote growth between teachers and SGB members and allow for a healthier approach to teamwork and communication. He said:

> I believe continuous team-building sessions are essential for the growth of both SGB members and teachers. These sessions help stakeholders learn while enjoying themselves, creating a less formal and more positive environment. Regular team-building is key if we want our school, teachers and SGBs to collaborate effectively and thrive together.

In this discussion, stakeholders identified inclusive team-building sessions as a key characteristic to enabling working collaborations between teachers and SGB members. Their perspectives highlighted the advantages of encouraging teachers and SGB members to interact in non-formal settings. The literature in Chapter Two, Section 2.3.5, also emphasises that a positive and inclusive school culture enhances and gives purpose to the various activities of a school (Dimmock et al., 2021). Subsequently, it is vital to have such interactions, as they foster growth and development through a system where stakeholders can interact informally with each other. The Collegial Model discussed in Chapter Two, Section 2.7.1., affirms that inclusive team-building sessions between stakeholders promote organisational structure and culture, collective decision-making and mutual trust and support in the school. (Nehez & Blossing, 2020). This model also contends that a favourable factor to facilitate opportunities in the school is by maintaining a healthy social and emotional school culture (Axelsen, 2022). Hence, the need for inclusive team-building sessions is a significant characteristic in promoting this (Axelsen, 2022). Chapter Two, Section 2.3.4, highlights that if members of the SGB are unable to function effectively with members of the SMT and other stakeholders, the school's leadership will be compromised (Bechuke & Nwosu, 2017; Mohapi & Netshitangani, 2018). Subsequently, teachers and SGB members need to be drawn together through teamwork and reflection (Zainuri & Huda, 2023), which can be done through their team-building interactions.

4.5.1.2 Understanding of the school vision and mission by the SGB

During the interviews, it became evident that a factor that promotes working collaborations between teachers and SGB members is when these stakeholders can individually understand the school's vision and mission statement. Participants shared their views on how this factor fosters working collaborations between school stakeholders. For example, **Zwelisha**, the departmental head from Thandolwethu High School, acknowledged the need for SGB members to be familiar with the vision and mission of the school, as it promotes cohesiveness among all school stakeholders. She said,

> When the vision is clearly and regularly communicated, everyone works toward the same goal. No one is pulling in opposite directions. With everyone aware of the vision and mission, it becomes much easier to stay aligned and focused on what's expected.

Princess, the departmental head of Siyakhula High School, shared a similar stance, explaining that each school stakeholder needs to understand the school's vision and mission to help alleviate any hindrances, as this will not only benefit them but the learner too. **Princess** said:

> Teachers and SGB members should work together as a team to achieve the school's vision and mission. They need to sit down, develop and understand the school's vision, mission and goals. When everyone knows these clearly, collaboration becomes easier and decisions can be made effectively to ensure learners receive the best education.

Siyabonga, the SGB chairperson from the same school as **Themba**, believes that members from the SGB must be aligned to the mission and vision of the school and simultaneously work to ensure that these objectives are met. He said:

> The school's vision and mission help educators understand their purpose and what's expected of them, no matter how long they've been at the school. New SGB members must also understand the vision and why it matters. As the SGB, it's important to regularly assess whether the school's goals are being met – reviewing the plans, tracking progress, and asking: Did we achieve our objectives? If not, why?

Similarly, **Thabo**, a PL1 from Thandolwethu High School, felt that SGB members need

to know the vision and mission of the school they serve, as this will guide them in their actions. He said,

> You can't work for an organisation without knowing its direction. If the SGB understands the school's vision and mission, their decisions will align with it, ensuring they stay on the right path, and this will help create working collaborations between teachers and SGB members.

Sbu, the SGB chairperson from Thandolwethu High School, stated that the SGB must understand what the school's vision and mission statements expect of them so they can work to overcome any obstacles they encounter and, in doing so, assist the school more effectively. He further stated that being unfamiliar with the vision and mission statement will hinder growth among the SGB. **Sbu** said:

> The SGB must have a clear understanding of the vision and mission so they become aware of the school's challenges and goals. If the SGB doesn't know the school's vision and mission, they may act based on personal views or preferences, which can end up going against the school's intended direction and goals.

Aligning with the above perspectives, **Vishnu**, a PL1 from Zamokuhle Secondary School, believed that collaborations between teachers and SGB members can be promoted if the SGB become acquainted with the mission and vision statement of the school. **Vishnu** said:

> As a teacher, I've witnessed many conflicts between staff and SGB members, often because the SGB lacks a clear understanding of the school's vision and mission. Even a basic awareness would help them collaborate more effectively with us for the benefit of the school and our learners.

This section highlights the findings from participants, indicating that for working collaborations, each stakeholder (especially SGB members) must be acquainted with the school's vision and mission statement. Everyone who wishes to contribute to steering the school in a positive direction ought to be familiar with its mission and vision, as this enhances their understanding of how they should serve. This feedback aligns with the concept presented in Chapter Two, Section 2.3.5, which highlights that understanding a school's vision and mission advocates a shared purpose between stakeholders (Setlhodi, 2019). Research conducted by Aceves et al. (2025) found that when stakeholders are aware of a school's mission and vision, they are more driven and able to attach a deeper meaning

to persistence, direction and priorities. The findings are consistent with the Collegial Model, which emphasises that when stakeholders are more cognisant of an organisation's goals, leadership flows in a more effective manner. Subsequently, the Collegial Model encourages organisations to engage actively in collaborative practices, as doing so fosters recognition of the organisation's vision and mission and strengthens the desire of stakeholders to achieve better results (Gcelu, 2019). The insights provided by the participants reinforce both the Collegial Model and the literature examined in this study. Subsequently, they underscore the importance of school stakeholders' understanding of their school's mission and vision statements. Therefore, school stakeholders must work to foster a dynamic culture in decision-making and familiarity with the policies that govern them and the values of the school to enable effective working collaborations (Kalkan et al., 2020).

4.5.1.3 SGB capacity-building

During the interviews, participants discussed the need for SGB capacity-building workshops to occur more often to promote working collaborations between teachers and SGB members. They believed that this characteristic could equip SGB members with skills that could assist in fine-tuning their ideas to those of the teachers, which could ultimately benefit learners and the whole school. **Meloshnie**, a PL1 from Siyakhula High School, highlighted that when elected, SGB members must undergo training so they are aware of their duties. She said,

> I believe that once the governing body are elected, they should immediately undergo proper training to understand their roles and boundaries; this could assist in promoting collaborations between them and teachers.

Jabu, a departmental head from Zamokuhle Secondary School, mentions that when SGB members attend workshops, it allows them to become more accustomed to the policies and the school's expectations. Furthermore, he says that teachers should also be reminded of their roles, as this can aid in creating collaborations. He said:

> It is important to workshop SGB members so that they fully understand school policies. Once they understand these, they can clearly define their roles and functions according to the Constitution and the Schools Act. This shouldn't be limited to SGBs only – teachers also need ongoing capacitation. Although they may have covered these during training, policies are updated regularly. Refresher

> sessions ensure teachers understand the role of the SGB and don't expect more from them than what the policy allows. This clarity is essential for effective collaboration.

Concurring with the above views, **Sbu**, the SGB chairperson from Thandolwethu High School, highlighted the need for the DoE to increase the hours of training for SGB members at these workshops, as he believes that this will yield added benefits to their knowledge and understanding. He said:

> If the Department could enhance the training offered to SGBs, it would make a significant difference. Right now, the workshops are far too short. SGB members are entrusted with critical responsibilities: managing school funds, overseeing infrastructure, employing educators, and contributing to policy development, including the school's Code of Conduct. They need thorough training—not just surface-level workshops.

Zwelisha, a departmental head from the same school as **Sbu**, shares his perspective. She believes that more needs to be done for SGB members at these workshops. **Zwelisha** emphasises that this will, in turn, benefit the teachers and the school. She said:

> SGB members do not receive adequate training from the Department of Education, especially considering the huge responsibilities placed on them. Unlike teachers, who regularly attend training workshops, SGB members are often appointed without proper preparation. Many come with personal agendas or differing views, which can affect the functioning of the school. The Department must step in by organising thorough and structured training for newly appointed SGBs – so they fully understand their roles and can be held accountable. Right now, it feels like they're given too much power without enough oversight.

Similarly, **Siyabonga**, the SGB chairperson from Zamokuhle Secondary School, believes that workshops can be used to reinforce the motives behind SGB members' selections and can help them by strengthening their understanding of their roles. He said*:*

> The Department of Education should strengthen support for teachers and SGB members, especially the SGB. They need ongoing workshops to help SGB members, and in those workshops they must reinforce their roles better so SGB members are constantly reminded of their responsibilities.

Agreeing with the above, **Vishnu**, a PL1 from Zamokuhle Secondary School, asserts that

developing strategies to enhance capacity-building workshops for the SGB ultimately leads to enhanced working collaborations between teachers and SGB members. He believes that this will be as a result of the SGB members undergoing further training, thereby advancing their skills and knowledge. He said,

> If SGB members receive regular training like teachers, they will better understand the rules and guidelines they must follow. Annual training isn't enough. Frequent sessions will help build stronger, more progressive collaborations between SGB members and teachers.

The participants' perspectives revealed that holding SGB capacity-building sessions is a vital characteristic of creating working collaborations in schools. Chapter Two, Section 2.4.1., asserts that, as the leader, the principal must initiate activities that enable school stakeholders to work in a harmonious and conducive environment. In keeping with this statement, Sallee (2014) highlighted that relationships are important in the school, and the principal must safeguard them by having strategies, such as workshops, in place for stakeholders (especially SGB members). This feedback further aligns with the argument that when collaborative structures between teachers and SGB members are weak, more effective structures, including capacity-building workshops, need to be introduced to advance stakeholder collaboration (Basson and Mestry, 2019). The findings are consistent with the Collegial Model, which underlines the need for all members of an organisation to find techniques to use that will assist them to work collaboratively in their roles. Additionally, a key factor to working collaborations is when school stakeholders collectively take responsibility and implement changes (such as regular workshops) to assist them (Boeskens & Nusche, 2021; Hixon et al., 2016; Wiggins & McTighe, 2005; Yuan & Zhang, 2017). Regular interactions are essential for all stakeholders when they work together and take on responsibilities to aid learners (Kools & Stoll, 2016). Furthermore, the findings resonate with Chapter Two, Section 2.2.2, in the sense that various substructures need to be in place to aid SGB members in the quest for collaborations (Mathebula & Runhare, 2021). The insights provided by the participants reinforce the Collegial Model and the literature reviewed in the study. Furthermore, they highlight the need for school stakeholders (especially SGB members) to find methods to work towards sustaining collaborative practices between them.

4.5.2 Hindering Factors

During interviews, participants highlighted several factors that hinder the creation of working teacher–SGB collaborations. The factors included literacy challenges amongst SGB members, SGB members failing to avail themselves when they are required to do so and conflict when SGB members and teachers don't know boundaries.

4.5.2.1 Literacy challenges among SGB members

The interviews revealed that a factor that hinders creating working collaborations between teachers and SGB members is when serving SGB members are illiterate. This becomes a major obstacle, and teachers become reluctant and begin to question the school. **Akshay**, a PL1 from Siyakhula High School, shared his insight on this matter. He stressed that when members from the SGB are illiterate, they make decisions without due consideration. As a result, they bring in people without looking at their qualifications, and this, in turn, affects the balance between teachers and SGB members. He said:

> There are times when SGB members with irrelevant qualifications sit on hiring panels. They then bring in people who they like and do not look into their qualifications too. This then undermines qualified teachers, regardless of their experience or credentials. This then hinders working collaborations between the SGB and teachers. If you want to serve on the governing body, you should have your credentials put on the table.

Jabulani, a member of the SGB parent component from Zamokuhle Secondary School, believes that if the SGB members are not academically aligned to teachers, they will make rash decisions without thinking of the consequences. This will affect collaborations between SGB members and teachers. He said,

> If the SGB leadership, like the chairperson and finance members, lack education, it often leads to poor decision-making. They might misuse funds or spend irresponsibly because there's little accountability. This will then hinder collaborations between them and teachers.

Similarly, **Thabo**, a PL1 from Thandolwethu High School, believes that it should be mandatory for an SGB member to be literate in order to serve. He believes that being illiterate and serving as an SGB member has no benefit, as the member would be unable to fulfil their duties. Subsequently, teachers will not respect them and could disregard their authority when performing their duties. He said:

> It has a very negative impact, and I believe the problem starts with how those members are elected. To be an SGB member, you need at least some level of literacy. Even if you don't have formal qualifications, in a school environment where education is key, you must be educated at some applicable level so you can then contribute effectively and be acknowledged.

Concurring with the above views, **Vishnu**, a PL1 from Zamokuhle Secondary School, alluded to the fact that the biggest obstruction to working collaborations between teachers and SGB members is when those who serve on the SGB are illiterate. He explained that, to make a decision for the school, members should have at least some education. **Vishnu** said:

> I think the key is that when parents elect SGB members, they should choose individuals who understand schooling, have a positive attitude and are committed to the school's success—not those lacking the necessary knowledge. Our SGB members need to be at least somewhat literate—ideally having completed Grade 12. We're responsible for shaping the futures of children, so we can't entrust important decisions to uneducated people. As teachers, one of our biggest challenges is when SGB members lack basic literacy.

Feedback from the various participants revealed that elected SGB members ought to be literate to promote working collaborations between the SGB and teachers. The arguments made during the interviews highlight that illiteracy among SGB members hinders meaningful collaborations. Research conducted by Mohapi and Netshitanagi (2018) indicated that due to high illiteracy rates, SGB members find it challenging to execute their duties as articulated in the SASA. It is further highlighted that when SGB members are illiterate, they present challenges regarding parental involvement in school activities (Mohapi and Netshitanagi, 2018). This aligns with Chapter Two, Section 2.3.1, which highlights that stakeholders need to possess the fundamental intellectual skills needed to take the school forward (Oneye and Onyango, 2021). Dibete and Potokri (2021) also acknowledge the need for SGB members to be literate, as they are required to uphold key duties, such as determining policies relating to finance, and a lack of basic skills can create significant challenges. The Collegial Model reinforces the need for collaborative practices in order to attain greater results (Gcelu, 2019). According to the model, these practices can be attained when individuals work together and have complementary skill sets (Guzman, 2022; Katzenbach & Smith, 1993). Chapter Two, Section 2.4.3, emphasises the need for

stakeholders to be competent in their duties, as insufficient intellectual skill hinders growth (Mestry & Khumalo, 2012). When stakeholders possess such skills, the synergy and dynamics within the school improve, making it easier to overcome challenges (Cameron & Green, 2019).

4.5.2.2 SGB members failing to avail themselves when they are required to do so

During the interviews, it became evident that a major obstruction to creating working collaborations between teachers and the SGB occurs when SGB members fail to avail themselves when they are required to do so. Various participants shared their perspectives on how this affects working collaborations between teachers and SGB members. For instance, **Akshay**, a PL1 from Siyakhula High School, recognised the need for the SGB members to make themselves more visible. He recognised that a major downfall of collaborations is when SGB members are not actively involved. According to **Akshay**, SGB members need to make this sacrifice and avail themselves. He said:

> Stakeholders who serve on the governing body must understand that it requires sacrifice, including time away from work. They need to be fully available and actively involved. Visibility is key. Governing body members should regularly visit the school, walking through and engaging with teachers and learners. This keeps everyone alert and motivated. Regular presence helps the school grow and reassures everyone that the governing body is dedicated to the school's success.

Agreeing with **Akshay**, **Jabu**, a departmental head from Zamokuhle Secondary School, shares his view that SGB members need to realise that whatever they do for the school they serve is strictly voluntary and depends on their execution of these duties. He stated that working collaborations will only successfully occur when the SGB realise that they are responsible for their respective functions and then make themselves available when required. He said,

> Sincerity is crucial when joining the SGB. Members must understand that their work is voluntary and unpaid. Accepting this promotes better collaboration. Without this understanding, threats to effective collaboration are more likely to arise.

Nishantha, a PL1 from Thandolwethu High School, believes that the presence of the SGB needs to be felt and seen. She emphasised that the SGB need to make themselves more visible among the teaching staff, and, in doing so, they will support them. She said,

> SGBs usually only come for their meetings and rarely meet with the entire staff. They should take time to visit the staff room and engage with teachers more often, as this aids in collaborations.

Similarly, **Zwelisha**, a departmental head from the same school as **Nishantha**, highlighted that the SGB must become more visible for working collaborations with teachers. Furthermore, she stated that when SGB members are more visible, it allows teachers to feel acknowledged in their actions, thus supplementing collaborations. She said,

> I think the SGB must be more visible in the school. Giving more support to teachers to address hindrances and being there for teachers will aid collaborations between them.

Jabulani, a member from the parent component of the SGB at Zamokuhle Secondary School, acknowledged that the SGB chairperson must also initiate meetings between the SGB and teachers. He acknowledged that the SGB cannot just wait for teachers to do this. Instead, they must support their teachers, and a great way to do that is by becoming more visible through regular meetings. He said,

> The SGB, especially the chairperson, should call regular meetings to update teachers and ensure everyone understands what's happening at the school. This removes uncertainties and then aids in creating working collaborations between them.

Like the participants above, **Vishnu**, a PL1 from the same school as **Jabulani**, echoed similar sentiments. He reasoned that for effective working collaborations between teachers and SGB members to occur, SGB members must be seen more by teachers. He further alluded to the idea that when the SGB become more active and present, teachers start developing a positive attitude to them, thus fostering growth in the relationship between these stakeholders. **Vishnu** said,

> I truly believe SGB members should be present at school regularly; they should attend assemblies, functions, and other events. Their presence supports teachers and creates opportunities for meaningful interaction, but sadly, this doesn't happen enough.

In this discussion, stakeholders emphasised the negative impacts of the SGB not being visibly present when needed. Their experiences indicate that when SGB members are more

visible in the school, teachers feel less pressured and more competent. However, this is not generally the case, as SGB members are rarely on the school premises. The literature in Chapter Two, Section 2.2.2, emphasises that SGB members need to render their services in a competent manner, and a vital characteristic of this is supporting the school's daily activities (Mathebula & Runhare, 2021). The Collegial Model also argues that it is important that each stakeholder is actively present and participates in the decision-making process to yield better outcomes for the organisation (see Chapter Two, Section 2.7). The findings, along with existing literature, align with the Collegial Model. Both frameworks highlight that increased interaction among school stakeholders on a regular basis fosters positive relationships and strengthens trust (OECD, 2019). Subsequently, it is vital for the principal, as the school leader, to create conditions that will allow or encourage SGB members to be visible more often so that the culture of collaboration will grow and be strengthened (OECD, 2020).

4.5.2.3 Conflict when SGB members and teachers don't recognise boundaries

The last factor hindering the creation of working collaborations between teachers and SGB members, as identified from the interviews, is when conflict arises when SGB members and teachers don't recognise boundaries. Participants believe that being unable to distinguish boundaries can lead to individuals overstepping their roles, thereby causing conflict. **Princess**, a departmental head from Siyakhula High School, highlighted that there are times when it seems that SGB members can't tell right from wrong and, resultantly, overstep. She stated that this leads to numerous setbacks, especially regarding how collaborations are meant to occur. She said:

> The problem is that some SGB members have their own agenda and are particularly unaware of when they overstep their boundaries. The results are detrimental, as collaborations between teachers and SGB members fail to occur due to the resultant conflict which then arises. Teachers represent the professional side; they are there to manage, and the SGB is there for governance. The SGB should not interfere with what teachers are doing, because sometimes teachers get irritated that SGB members don't know their boundaries.

Timon, the SGB chairperson from Siyakhula High School, acknowledged that the head of the SGB must be able to differentiate right from wrong. He further highlighted that when a member oversteps in exercising their authority, it disheartens the teachers and dampens

their enthusiasm. He said:

> Not understanding your role as a chairperson is a problem. An SGB member cannot simply tell teachers how to teach or interfere in one's classroom, which would be overstepping and discouraging. Instead, the SGB chairperson should then step in when he/she sees SGB persons overstepping and then provide support and encouragement to teachers, creating an environment where collaboration can excel.

Jabulani, a member from the parent component at Zamokuhle High School, deliberated on the need for unity among teachers and SGB members for working collaborations. He recognised personal agendas and overstepping of boundaries as being at the forefront of factors hindering collaborations between teachers and SGB members. He said,

> Collaboration thrives when the team is united and transparent. If members come to meetings with hidden agendas or overstep, it undermines and hinders effective teamwork.

In his discussion, **Jabulani** touched on the impact that overstepping boundaries has for all school stakeholders. He highlighted that this hindrance impedes growth and teamwork, regresses collaboration between teachers and SGB members, and negatively impacts the school too. **Jabulani** said,

> When overstepping boundaries takes priority, the school's goals suffer. This creates problems, no collaboration, a lack of respect among staff and leadership, communication breakdowns with parents, increased gossip, strikes and, in extreme cases, even threats to people's safety."

Nishantha, a PL1 from Thandolwethu High School, shared a similar viewpoint to the participants above. She emphasised that, when school stakeholders overstep their boundaries, it prevents the establishment of collaborative practices, creates conflict and therefore hinders growth. She said,

> When teachers and SGB members work without realising their boundaries, they then work separately, ignoring school collaboration. Subsequently, hidden agendas and politics through overstepping boundaries can cause conflicts, affecting both the intentions of the SGB and the teachers.

Similarly, **Thabo**, a PL1 from the same school as **Nishantha**, shared sentiments which

aligned with the views of the participants from above. She believed that there are numerous times when SGB members have their own motives and intentionally overstep boundaries. This restricts whole-school development and hinders collaborative action from occurring between these school stakeholders. He said,

> One major issue is when SGB members bring personal agendas and resultantly, overstep on the boundaries of others, instead of focusing on the school's needs. This undermines collaboration and negatively affects the school's functioning, since SGB members play a key role in overseeing the school. Without genuine interest, the school's performance can suffer.

Jabulani, a member of the parent component of the SGB, highlighted that school stakeholders must have positive intentions for the school to thrive. Furthermore, he recognised that personal agendas will ultimately hinder progress. He said,

> If stakeholders have good intentions, the school will run smoothly. But if their intentions are selfish, the school will struggle because they prioritise themselves over the learners.

Siyabonga, the SGB chairperson of the same school as **Jabulani**, shared his stance on how overstepping among teachers and SGB members led to shortfalls. **Siyabonga** explained that teachers and SGB members need to recognise their duties and align these boundaries accordingly, whilst recognising the harm associated with overstepping boundaries. His views highlight the power dynamics that may arise when teachers and SGB members have different understandings of their roles and responsibilities, and how these differences can lead to disrespect. Siyabonga said:

> Sometimes teachers and the SGB have different views on running the school. As the SGB chairperson, it's important to unite everyone by clarifying roles. Parents can't teach in class, and teachers shouldn't create school policies – that's the SGB's role. Teachers' job is to implement these policies. Likewise, the SGB must respect boundaries and avoid disrupting the learning environment. If stakeholders disrespect and believe they know it all, there will be no progress and collaboration.

The implications of the theme, aligned with the study's findings and existing literature, acknowledges the need for school stakeholders to know their boundaries. Participants provided their perspectives on the importance of being able to distinguish right from wrong,

in carrying out one's duty in the school. An organisations success is distinguished by stakeholders' identity, and their ability to recognise their role in accomplishing the school's goals (George, 2021). In Chapter Two, Section 2.2.1., of the literature review, scholars like Mestry (2019) and Graff (2016), emphasise the need for stakeholders to develop ways to work in a manner that will be conducive to the school environment. To promote this type of setting, stakeholders need to work in accordance with their prerequisites and not overstep in achieving the educational goals for the learners (De Torres, 2021). This finding is consistent with the Collegial Model, which emphasises shared participation, communication and respect for the roles of different stakeholders in decision-making. In this context, recognising and respecting role boundaries does not prevent collaboration; rather, it allows teachers and SGB members to contribute their perspectives appropriately while working towards common educational goals. The model's emphasis on distributed participation and shared decision-making therefore reinforces the importance of clear roles, mutual respect and effective communication in creating working collaborations between teachers and SGB members. Furthermore, the Collegial Model aims to enhance communicative strategies, so school stakeholders recognise their significance in decision-making and the lives of the learners (Robacker et al., 2016).

4.6 Chapter Summary

This chapter presented and deliberated on the findings, whilst closely intertwining them with the literature review and the Collegial Model, which formed the theoretical framework for this study. The results revealed that working collaborations between teachers and SGB members are a key factor in promoting learner success and enabling the school to thrive. Stakeholders had unique interpretations aligned with insightful information, largely due to their lived experiences. These stakeholders provided their perspectives on characteristics such as collaboration built on trust, stakeholders' collective commitment, learner-focused benefits, clear communication between teachers and SGBs and policy understanding among SGBs, among other themes discussed. The findings reveal the importance of teachers and SGB members and the need for them to actively participate and interact with each other on a regular basis for the well-being of the learner.

The relationship between teachers and SGB members largely shapes the school environment and the execution of their working relationship. The findings reveal factors that facilitate or hinder these working collaborations. To eliminate these hindering factors,

it is important for the SGB and teachers to work hand-in-hand and actively fulfil roles to rectify them. Subsequently, by maintaining regular interactions and ensuring that SGB members and teachers receive information promptly; schools can work towards overcoming these setbacks that impede the school's ability to flourish. Participants in this study echoed these sentiments, adding depth to the findings, which align with both the Collegial Model and the literature reviewed in addressing the study's vital questions. Chapter Five summarises the findings, draws conclusions and offers recommendations that have arisen from this research journey.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter explored the data obtained from the semi-structured interviews, revealing insightful patterns by means of the thematic analysis technique. The aim of this chapter is to shed light on the conclusions drawn from the findings and deliberations presented in Chapter Four. I start by summarising the study, emphasising the key characteristics derived from the previous chapters. Subsequently, I revisit the research questions that have steered this study, outline the key findings and ensure clarity about what has been uncovered. To end, I present the findings and recommendations, which will be divided into two strategic segments – practical recommendations and thought-provoking recommendations for advanced research. Lastly, I present my final reflections on this study.

5.2 Study Summary

Having concluded the fieldwork for this study, I have obtained insightful takeaways to put forward. I present the main research questions and include a succinct summary of the chapters to highlight the key takeaways of the study. This basis will set the stage for the upcoming conclusion and recommendations. To recapitulate, this study centres on three core research questions, which are:

1. What meanings do different stakeholders attach to working collaborations between teachers and SGBs?

2. How can school stakeholders create working collaborations between teacher's and SGBs?

3. What are the enabling and hindering factors towards creating working collaborations between teachers and SGBs?

In Chapter One, I set the scene for the study by introducing the topic, providing contextual information, enunciating the problem statement and deliberating on the rationale for the research. The focus was on creating working collaborations between teachers and SGB members. The study set out to investigate the meaning of working collaborations and how these can be created. It also intended to examine the features that enable and hinder the creation of working collaborations between teachers and governing bodies in three high

schools located in the iLembe district of KwaZulu-Natal. Collaborations, working collaborations, stakeholders within the school, SMTs and SGBs – essential components of this research – were well-defined. I concluded the chapter by outlining the structure of the study and describing the context and the aim of the subsequent chapter.

Chapter Two revolves around the literature backing the research questions. Through this literature review, it became clear that prior research primarily looked into how SGB members felt restricted in their roles due to their lack of academic rigour. Furthermore, these studies also recognised that the principal, as the leader, has an influence on creating collaborations between teachers and SGB members and must therefore execute this influence in the correct manner. Fundamental traits such as collaborative, collective action, distributed leadership, the role of the principal and teachers, and stakeholder perspectives were closely studied. This chapter also critically deliberated on characteristics such as providing strategic direction and supportive policies that drive working collaborations between teachers and SGB members. It further delved into factors such as inadequate SGB training, conflicts and misunderstandings that hinder the success of teacher–SGB working collaborations. Lastly, I presented the theoretical framework for this study, which was the Collegial Model (Birnbaum**,** 1998).

In Chapter Three, I delivered a detailed analysis of the research design, which was grounded in the interpretivist paradigm. Furthermore, I explored the use of case study as the methodology used for this study. I used purposeful sampling to select my participants and semi-structured interviews as the main source of the data generation. Thereafter, I also deliberated on the setting of the study. Lastly, ethical considerations and the importance of ensuring trust at all times in the study was also addressed in this chapter.

Chapter Four undertook the various insights acquired through data analysis. At this point, I described each participant and the setting of the study. This contextual complexity can be seen in sections 4.2 and 4.3 of this chapter. In Section 4.4, I explore the discoveries which emerged from the data. The findings were organised into three main themes, which correlated to each research question.

- Meanings different stakeholders attach to working collaborations (sub-themes such as collaboration built on trust, stakeholders' collective commitment, learner-focused benefits and the SGB as a support system were recognised**)**.

- The role of school stakeholders in creating working collaborations between teachers and SGBs (sub-themes like constant and clear communication between teachers and SGBs, respect among school stakeholders, sharing of responsibilities between stakeholders and policy understanding among SGBs emerged).
- The enabling and hindering factors that affect creating working collaborations between teachers and SGBs (sub-themes such as inclusive team-building sessions, SGB members' understanding of the school vision and mission, SGB capacity-building, literacy challenges among members, SGB members' unavailability, and conflict stemming from stakeholders overstepping boundaries were discussed).

The data enabled me to gain a deeper understanding of the nature of these working collaborations and the impact they have on the well-being of the learners and the school as a whole.

5.3 Summarising the Findings

The findings are discussed below, guided by the research questions.

5.3.1 What Meanings do Different School Stakeholders attach to Working Collaborations between Teachers and School Governing Bodies?

This study highlighted numerous attributing factors that allow for working collaborations between teachers and SGB members. It recognised that trust should be regarded as a foundation of working collaborations between teachers and SGB members and emphasised the need for this trust to be sustained for smooth and effective cooperation. Subsequently, by building trust among school stakeholders, working collaborations are created and any feelings of disregard and unease among members are interrupted and dissolved.

SGB members and teachers need to focus on their duties for the creation of working collaborations. The study's findings revealed that it is crucial for stakeholders to show unity, as this affects collaborations between teachers and SGB members. Furthermore, this study emphasises the need for teachers and the SGB to ensure that, in their actions, they keep aside any personal vendettas and have one factor in focus – the learner and the school as a whole.

When creating working collaborations, teachers and SGB members need to be cognisant

and think of the learner. The study highlights that the actions of teachers and members of the SGB, has both a direct and indirect effect on the learner. Learners feel more at ease when they know that teachers and SGB members are working in collaboration, which helps prevent them from going astray in their learning journey. Subsequently, SGB members being present as a support system allows teachers to feel at ease, as they know that they are being supported in their duties. Owing to that, it gives the community reassurance that the SGB has the schools' best interest in mind. Hence, fostering teacher–SGB working collaborations affirms that school stakeholders not only work in cohesion but also allows teachers and SGB members to feel heard and acknowledged.

5.3.2 How can School Stakeholders Create Working Collaborations between Teachers and School Governing Bodies?

The study emphasises communication as vital to creating successful working collaborations between teachers and SGB members, recognising the impact that effective communication has on a school's ability to function. Therefore, it confirmed that regular and ongoing communication aids in bridging any gaps which may have knowingly or unknowingly occurred between teachers and SGB members. Sustained and effective communication also assists these stakeholders in familiarising themselves with their roles and expectations.

In addition, the study revealed that respect nurtures trust and builds constructive relationships. Establishing visible boundaries and recognising each stakeholder's uniqueness allows for respect to be fostered in ways that enhance working collaborations. Furthermore, adopting a respectful approach ultimately develops a more conducive environment, where each stakeholder knows their boundaries and works in the best interest of the school. The study further revealed that working relationships occur when teachers and SGB members coordinate their efforts and share duties as allocated to them. Consequently, it can be recognised that, through allocating duties, stakeholders feel acknowledged and, in doing so, gain a sense of visibility and esteem. By establishing a system of shared responsibilities, every person has a role to play, and no one sits idle. Furthermore, working collaborations are strengthened, as each stakeholder actively engages with the duties allocated to them.

This study also recognises that SGB members' and teachers' knowledge of relevant policy enhances working collaborations in schools. This study clearly highlighted that, while

structures are in place to serve and enrich working collaborations between teachers and SGB members, many stakeholders are not familiar with them. Owing to that, it was also gathered that in many instances (even after election), SGB members, in particular, regard gaining insights into the policies as a burden and tend to overlook them. Subsequently, whilst each stakeholder must be aware of the policies which govern them, more emphasis should be placed on the need for the SGB to recognise and adhere to this, as teachers undergo workshops on a more regular basis than other members of the SGB.

5.3.3 What are the Enabling and Hindering Factors of Creating Working Collaborations between Teachers and School Governing Bodies?

5.3.3.1 Enabling factors

The need for inclusive team-building sessions was underscored in the study. It was revealed that, through these team-building sessions, stakeholders are able to communicate with a sense of ease, as they are not tied to the constraints of the school. Furthermore, it was also revealed that fear of judgement (especially among SGB members) is lessened, as stakeholders have time to truly understand one another and, in doing so, bond with each other, thereby fostering working collaborations.

Additionally, the study also reveals that it is vital for members of the SGB to be acquainted with the school's vision and mission. It emphasised that when members of the SGB overlook this aspect, it can hinder both their ability to create working collaborations and contribute to the school's success. Ultimately, when members from the SGB understand the vision and mission of the school, it aligns their mindset to what they need to do in order to achieve the school's goals. Furthermore, teachers then realise that the SGB are serious and want what is best for the institution. This, in turn, aids in fostering working collaborations between these school stakeholders.

5.3.3.2 Hindering factors

The study's findings emphasised the need for members who serve on the SGB panel to be literate. It was recognised that teachers are opposed to having SGB members who are uneducated, particularly in the interviewing and recruitment process. Furthermore, teachers believe that just as their credentials are taken into consideration when applying for a post, the qualifications of SGB members should also be considered. Owing to that, it is believed that when this procedure is followed, then further challenges like greed and corruption will be overcome, and working collaborations will then emerge.

It was further found that members of the SGB must be accessible when they are needed to support school leadership and decision-making structures. Through the study, it was identified that SGB members – in some cases – fail to present themselves when teachers need them to be on the premises. It was also acknowledged that when teachers see SGB members on the campus, they feel supported and more confident in their actions. However, according to the findings of the study, this is not generally the case, as there are times when SGB members perceive their role as a burden to them, and many drop out of attending meetings at the last minute. This, in turn, hinders the progression of working collaborations between teachers and SGB members.

Lastly, the scholastic setting is deeply influenced by an individual's ability to inspire and empower others. However, conflicts arise when school stakeholders overstep their roles and fail to recognise boundaries. The study revealed that most conflicts between teachers and SGB members occur when expectations are disregarded. This can influence a member's ability to execute tasks and thus hinders working collaborations. It was identified that, as a school stakeholder, it is important to be able to distinguish right from wrong. Simultaneously, teachers and SGB members must know their roles and expectations, as this serves as a mechanism to prevent interruptions to working collaborations.

5.4 Conclusions: Learning from the Findings

Through this study, it became evident that for the school to thrive and for learners to flourish, working collaborations between teachers and SGB members must be formed. The influence of the principal, SMT, PL1 teachers and SGB members is a significant determinant of a school's success. When these school stakeholders work collaboratively, the school's achievements are reflected, and everyone is able to recognise them. However, when there are conflicts, this too is recognisable and, regrettably, impedes the growth and harmony between teachers and SGB members.

The study, which was piloted in three secondary schools in the iLembe district of KwaZulu-Natal, revealed the influence that working collaborations between teachers and SGB members have in a school. In order for these working collaborations to be effective, there must be trust, respect and a good understanding – by both SGB members and teachers – of the roles they play. It is through the success of working collaborations that obstructions can be dissolved. As a researcher, gathering various perspectives from diverse participants

assisted me in gaining a solid understanding of the dynamics of this study.

The themes (from the previous chapter), have guided the following recommendations, emphasising key attributes related to the meanings different stakeholders attach to working collaborations, the role of school stakeholders in creating working collaborations between teachers and SGB members, and the factors that enable and hinder the creation of working collaborations between teachers and members of the SGB.

5.4.1 Recommendations for Practice and Policy

By considering the findings and conclusions drawn from this study, the following recommendations are proposed:

- Teachers and SGB members should engage in regular, structured meetings in the school. These meetings should serve to foster collaborations and be built on mutual respect and trust between these school stakeholders.
- When teachers and SGB members make decisions, they should always prioritise the learner. Subsequently, this will allow for personal vendettas to be disregarded.
- The research further emphasises that teachers and SGB members should engage in regular dialogue through increased team-building sessions to foster a rewarding relationship. Doing so will strengthen ties and maintain consistent engagement.
- The SGB should include teachers in relevant SGB sub-committees, as teachers have practical insights but are rarely considered when strategic decisions are made. This will foster growth and development between these stakeholders.
- Workshops for members of the SGB should be conducted at the appropriate literacy level.
- The DBE should implement routine oversight structures, such as having educational officials on the school premises to monitor school-level collaboration. Mediation services and leadership coaching could be possible solutions used to overcome strained relations between teachers and SGB members.
- Many members from the SGB walk to meetings. Consequently, the DoE could provide transportation to SGB members from the community so they can attend meetings without the worry of needing to walk. This will help ensure that SGB

members are more visible at the school, actively attending meetings and contributing to school governance.

- Lastly, the DBE should involve teachers and SGB members in joint workshops to enhance their ability in understanding strategies that they can use to foster their collective growth.

5.4.2 Recommendation for Theory

The Collegial Model serves as the theoretical framework for this study, as it highlights the significance of collective leadership and mutual trust between all stakeholders in the organisation. The Collegial Model reinforces the need for decision-making to be circulated and responsibility to be fairly allocated to teachers and members of the SGB in the school, which aligns with the research objectives and research questions of this study. However, since the Collegial Model was traditionally developed within professional settings, its application to school governance requires consideration of differences in power and literacy that may exist between professional teachers and parent members of the SGB. Therefore, the principles of shared decision-making and responsibility should be adapted to ensure that all stakeholders are able to participate meaningfully.

Hence, it is recommended that further research continue to apply this model as the theoretical framework, as doing so will extend familiarity associated with the collaborative dynamics involving teachers and SGB members within the scholastic setting. Subsequently, linking additional research to the Collegial Model will allow researchers to gain a deeper understanding of the interactions of stakeholders, the manner of communications and the sharing of authority among people. Ultimately, this will strengthen the principles underpinning the model and inform how it can be applied in fostering working collaborations.

5.4.3 Recommendation for Further Research

The study was conducted in three secondary schools in the iLembe district of KwaZulu-Natal. The researcher recommends that future studies include a larger number of schools. Increasing the number of schools would allow for greater diversity of perspectives, thereby heightening comprehensive assessment and analyses of this topic. Furthermore, the researcher recommends that more studies should be conducted to discover other factors which may influence the findings of the research. Lastly, the researcher recommends

expanding the research to different provinces and/or districts to gain a more comprehensive understanding of the research topic.

5.5 Final Word

The voyage undertaken as a result of this study was insightful and filled with new discoveries, highlighting the meanings stakeholders attach to working collaborations and the profound characteristics of these collaborations. Furthermore, it detailed the aspects that enable successful working collaborations while suggesting approaches to overcoming factors that obstruct these collaborations between teachers and SGB members in schools. This chapter provided a summary of the findings and drew conclusions which are both valuable and essential to promoting working collaborations among school stakeholders. By detecting the barriers to creating working collaborations in schools, the study aims to help individuals to successfully address and overcome them while working together in decision-making with one unified objective – the learner and school. The recommendations provided by the researcher serve to support future researchers through the act of allocating hands-on approaches to foster the creation of working collaborations between teachers and SGB members in the school.

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APPENDICES

APPENDIX A: KwaZulu-Natal Department of Education Permission Letter



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X 9137, PIETERMARITZBURG, 3200 Ref No.: 2/4/8/208 247 Burger Street, Pietermaritzburg, 3201

Enquiries: Ms B. T. Ntuli
Email: buyi.ntuli@kzndoe.gov.za
Tel No: [redacted]

Mrs Jesmika Bhola
[redacted]
4339

Dear Mrs Bhola

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"CREATING WORKING COLLABORATIONS BETWEEN TEACHERS AND SGBs: A MULTI-STAKEHOLDER PERSPECTIVE:",** in the KwaZulu-Natal Department of Education institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.

3. Interviews are not conducted during the time of writing examinations in schools.

4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.

5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.

6. The period of investigation is limited to the period from **02 July 2024 to 31 December 2027**.

7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.

8. Should you wish to extend the period of your survey at the school(s), please contact Mrs Buyi Ntuli at the contact numbers above.

9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HoD, Private Bag X9137, Pietermaritzburg, 3200.

10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

[redacted]

Mr G.N. Ngcobo

Head of Department: Education

Date: 02 July 2024

GROWING KWAZULU-NATAL TOGETHER

APPENDIX B: University of KwaZulu-Natal Ethical Approval

UNIVERSITY OF KWAZULU-NATAL
INYUVESI YAKWAZULU-NATALI

19 February 2026

Jesmika Narayan (215026765)
School of Education (Prior Restructuring)
Edgewood Campus

Dear J Narayan,

Protocol reference number: HSSREC/00009979/2026
Project title: Creating Working Collaborations Between Teachers and Members of the School Governing Body (SGB)
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 16 February 2026 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid until 19 February 2027.
To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,

[redacted]

Dr Shamila Naidoo (Interim Chair)

/dd

Humanities and Social Sciences Research Ethics Committee
Postal Address: Private Bag X54001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 8350/4557/3587 **Email:** hssrec@ukzn.ac.za **Website:** http://research.ukzn.ac.za/Research-Ethics
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

APPENDIX C: Invitation to Participate

INFORMATION SHEET AND CONSENT TO PARTICIPATE IN RESEARCH

Project title: 'Creating Working Collaborations Between Teachers and Members of the School Governing Body (SGB)'

Dear Sir/Madam

My name is Jesmika Bhola, I am a student at the University of KwaZulu-Natal in the school of education. As part of the Qualification, I am required to conduct research and write a report on my findings. The purpose of the study is to explore how a positive working relationship between teachers and members of the SGB can be created.

From experience, I have noted the lack of collaboration that exists, between members of the SGB and teachers. Owing to this, I have realised that numerous challenges/conflicts, result from this lack of collaboration. Seemingly, this not only affects the stakeholders, but the school and its functions too. Subsequently, I would like to delve deeper into this matter and through that, find possible solutions which may be used to overcome the dilemma's brought through this.

For this research, I will require your views and input on this matter. If you agree to partake in this research, you will be required to participate in an interview for approximately 30-45 minutes. This will be done at your convenient time and place. Semi-structured interviews will be used as a method of data collection. The semi-structured interviews will focus on exploring the experiences of working relationships between the SGB and teachers in terms of collaboration. The interviews will be recorded via audio, so that I can capture your views precisely.

The school and teachers who partake in this study will do so, on a voluntarily basis and confidentiality and anonymity will be ensured. The participants have no obligation to participate in this research and may withdraw from it at any point. Furthermore, the name of your school or the teachers will not be mentioned in the subsequent thesis. I will ensure that normal learning and teaching is not disrupted in any way, whilst conducting this study.

If you are agreeing to participate in this research, kindly sign the attached consent form, declaring that you are willing to participate in this project and that you understand your right to withdraw from participation without any penalties. you have any questions

regarding this study, you can conduct me or my supervisor on the following:

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSSREC/ XXX).

In the event of any problems or concerns/questions, you may contact the researcher at 215026765@stu.ukzn.ac.za or my supervisor Prof Myende at myendep@ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details below.

DECLARATION OF CONSENT

I (Full name of participant) ……...……

hereby confirm that I have been informed about the study entitled "Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)" By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.

I have been informed that there will be no remuneration.

I have been informed that my participation is voluntarily.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus Govan Mbeki Building

Private Bag X 54001

Durban

4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

APPENDIX D: Gatekeeper Letter

Permission letter to the Principal

To the principal

Date: _____

Informed consent for participation in a research study.

Project title: 'Creating Working Collaborations Between Teachers and Members of the School Governing Body (SGB)'

Dear Principal

My name is Jesmika Bhola, I am a student at the University of KwaZulu-Natal in the School of Education. As part of the qualification, I am required to conduct research and write a report on my findings.

The title of my research is **"Creating working collaborations between teachers and SGBs- A multi-stakeholder perspective".** In view of the fact that working collaborations between members of the SGB, and teachers can be perceived as a challenge, the purpose of this study is to explore how a positive working relationship between teachers and members of the SGB can be created. My objectives entail finding out more on the manner by which these collaborations can be both-created, and effectively maintained in the school.

I therefore request your permission to conduct the above-mentioned research in my research to involve the chairperson of the SGB, and schoolteachers in this study. The participants will be requested to participate in an approximate 30-45 minute after school semi-structured interviews, with a sample of 2 post level one teachers, one departmental head, the chairperson of the SGB and one member from the parent component of the SGB, to gain perceptions on working collaborations, to acquire information to complete this study.

The school and teachers who partake in this study will do so, on a voluntarily basis and confidentiality and anonymity will be ensured. The participants have no obligation to participate in this research and may withdraw from it at any point. Furthermore, the name of your school or the teachers will not be mentioned in the subsequent thesis. I will ensure

that normal learning and teaching is not disrupted in any way, whilst conducting this study. If you have any questions regarding this study, you can conduct me or my supervisor on the following:

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSSREC/ XXX).

In the event of any problems or concerns/questions, you may contact the researcher at [redacted] or my supervisor Professor Myende at myendep@ukzn.ac.za or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details below:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus Govan Mbeki Building

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Durban

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APPENDIX E: Informed Consent Letters

Appendix E.1: Informed consent letter: Participant 1 (Pseudonym: Nishantha)

DECLARATION OF CONSENT

I (Full name of participant)… [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at 215026765@stu.ukzn.ac.za [redacted] or Professor Myende at MyendeP@ukzn.ac.za or [redacted]
If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus Govan Mbeki
Building
Private Bag X 54001
Durban
4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

~~Audio-record my interview:~~ [redacted] YES / NO

07/04/24

Signature of Participant **Date**

[redacted]

07/04/24

Signature of Witness **Date**

Appendix E.2: Informed consent letter: Participant 2 (Pseudonym: Thabo)

DECLARATION OF CONSENT

I (Full name of participant) [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]

Signature of Participant 26/06/24 **Date**

[redacted] 26/06/24

Signature of Witness **Date**

Appendix E.3: Informed consent letter: Participant 3 (Pseudonym: Zwelisha)

DECLARATION OF CONSENT

I (Full name of participant) [redacted].

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
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4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: (YES) / NO

[redacted]
Signature of Participant

26/06/24
Date

[redacted]
Signature of Witness

26/06/24
Date

Appendix E.4: Informed consent letter: Participant 4 (Pseudonym: Sbu)

DECLARATION OF CONSENT

I (Full name of participant)....[redacted]....

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]
Signature of Participant

28/06/24
Date

[redacted]
Signature of Witness

28/06/24
Date

Appendix E.5: Informed consent letter: Participant 5 (Pseudonym: Mfundo)

DECLARATION OF CONSENT

I (Full name of participant) [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher a[redacted] or Professor Myende at MyendeP@ukzn.ac.za[redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted] 27/04/24

Signature of Participant **Date**

[redacted] 27/04/24

Signature of Witness **Date**

Appendix E.6: Informed consent letter: Participant 6 (Pseudonym: Nora)

DECLARATION OF CONSENT

I (Full name of participant)[redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za or [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
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Private Bag X 54001
Durban
4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: (YES) / NO

[redacted]
Signature of Participant

26/04/24
Date

[redacted]
Signature of Witness

26/04/24
Date

Appendix E.7: Informed consent letter: Participant 7 (Pseudonym: Vishnu)

DECLARATION OF CONSENT

I (Full name of participant) [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]

Signature of Participant 08/05/24 **Date**

[redacted]

Signature of Witness 08/05/24 **Date**

Appendix E.8: Informed consent letter: Participant 8 (Pseudonym: Jabu)

DECLARATION OF CONSENT

I (Full name of participant)[redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus Govan Mbeki
Building
Private Bag X 54001
Durban
4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted] 28/06/24

Signature of Participant **Date**

[redacted] 28/06/24

Signature of Witness **Date**

Appendix E.9: Informed consent letter: Participant 9 (Pseudonym: Siyabonga)

DECLARATION OF CONSENT

I (Full name of participant)....[redacted].....

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za or [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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Durban
4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: (YES) / NO

[redacted]

Signature of Participant 01/07/2024. **Date**

[redacted] 01/07/24

Signature of Witness **Date**

Appendix E.10: Informed consent letter: Participant 10 (Pseudonym: Jabulani)

DECLARATION OF CONSENT

I (Full name of participant) [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

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Durban
4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]
Signature of Participant 26/06/2024 **Date**

[redacted]
Signature of Witness 26/06/2024 **Date**

Appendix E.11: Informed consent letter: Participant 11 (Pseudonym: Melloshnie)

DECLARATION OF CONSENT

I (Full name of participant)[redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]
Signature of Participant

26/06/2024
Date

[redacted]
Signature of Witness

26/06/2024
Date

Appendix E.12: Informed consent letter: Participant 12 (Pseudonym: Akshay)

DECLARATION OF CONSENT

I (Full name of participant)..... [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
I have been informed that there will be no remuneration.
I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:
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I hereby provide consent to:

Audio-record my interview: ~~YES~~ / NO

[redacted]
Signature of Participant 04/10/2024 **Date**

[redacted]
Signature of Witness 04/10/24 **Date**

Appendix E.13: Informed consent letter: Participant 13 (Pseudonym: Princess)

DECLARATION OF CONSENT

I (Full name of participant) [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.

I have been informed that there will be no remuneration.

I have been informed that my participation is voluntarily.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]

Signature of Participant 27/04/24 **Date**

[redacted]

Signature of Witness 27/04 **Date**

Appendix E.14: Informed consent letter: Participant 14 (Pseudonym: Timon)

DECLARATION OF CONSENT

I (Full name of participant). [redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I am entitled to.
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I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za [redacted]

[redacted] concerned about an aspect of the study or the researchers then I may contact:

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I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]
Signature of Participant

26/06/24
Date

[redacted]
Signature of Witness

26/06/24
Date

Appendix E.15: Informed consent letter: Participant 15 (Pseudonym: Themba)

DECLARATION OF CONSENT

I (Full name of participant)[redacted]

hereby confirm that I have been informed about the study entitled ***"Creating Working Collaborations Between Teachers and members of the School Governing Body (SGB)"*** By Jesmika Bhola.

I understand the purpose and nature of the study. I have been allowed to ask questions about the study and have had answers to my satisfaction.
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I have been informed that my participation is voluntarily.
If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher at [redacted] or Professor Myende at MyendeP@ukzn.ac.za o[redacted]

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Tel: 27 31 2604557 - Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

I hereby provide consent to:

Audio-record my interview: YES / NO

[redacted]
Signature of Participant

26/06/24
Date

[redacted]
Signature of Witness

26/06/24
Date

APPENDIX F: Interview guide

APPENDIX F: Interview guide

UNIVERSITY OF KWAZULU-NATAL

MASTER OF EDUCATION

(EDUCATIONAL LEADERSHIP, MANAGEMENT AND POLICY)

Interview Questions

Title: Creating Working Collaborations Between Teachers and SGB Members: A Multi-Stakeholder Perspective

Main Question 1: What meanings do different stakeholders attach to working collaborations between teachers and SGBs?

a. Do you believe that working collaborations between teachers and SGB members are important?
b. Why do you believe that these collaborations are important/not important?
c. How does working collaborations between teachers and members of the SGB affect the functioning of the school?

Main Question 2: How can school stakeholders create working collaborations between teachers and SGBs?

a. How can working collaborations be promoted amongst all stakeholders, in the school?
b. What are some ways in which teachers can create conditions convenient enough to ensure a standard of collaboration between the SGB and themselves is maintained?
c. What are some ways in which members of the SGB can create conditions convenient enough to ensure a standard of collaboration between Teachers and themselves is maintained?

d. What do you think should be done by the Department of Education to assist in terms of enhance working collaboration between teachers and SGB members?

Main Question 3: What are some of the enabling and hindering factors towards creating working collaborations between teachers and SGBs?

a. What do you think are ways to create an environment that promotes inclusivity between teachers and the SGB?
b. How does the lack of collaboration affect the relationship between the stakeholders in the school?
c. From experience, how do you overcome disagreements within the workplace?
d. What are some of the key reasons as to why you believe there is tension between teachers and the SGB, in the school?
   a. What do you think should be done by the Department of Education to assist in terms of enhance working collaboration between teachers and SGB members?

Main Question 3: What are some of the enabling and hindering factors towards creating working collaborations between teachers and SGBs?

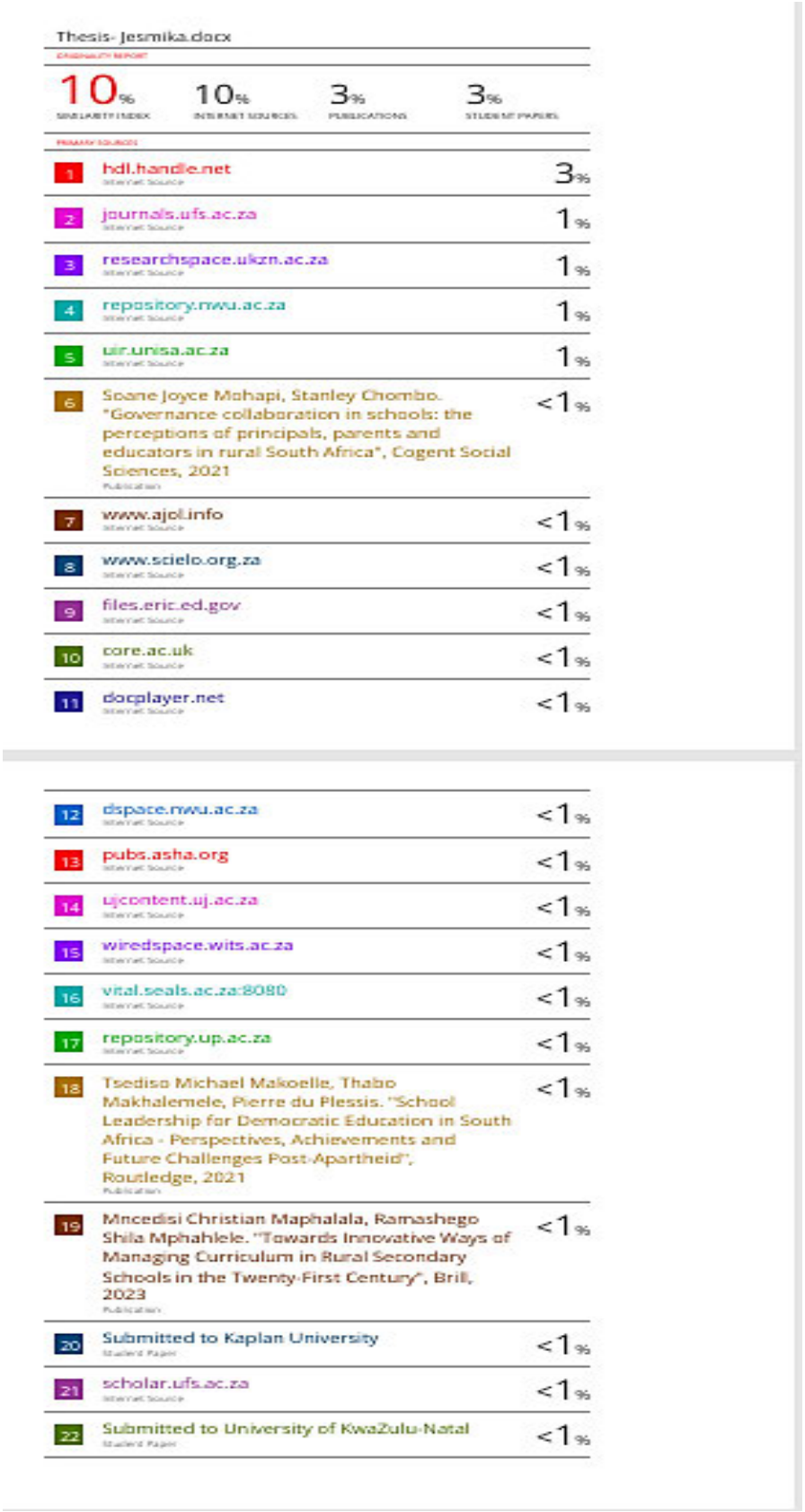
a. What do you think are ways to create an environment that promotes inclusivity between teachers and the SGB?

b. How does the lack of collaboration affect the relationship between the stakeholders in the school?

c. From experience, how do you overcome disagreements within the workplace?

d. What are some of the key reasons as to why you believe there is tension between teachers and the SGB, in the school?

APPENDIX G: TurnItIn Certificate



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APPENDIX H: Language Editing Certificate

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[redacted]
Boknesstrand 6189
Eastern Cape South Africa

April 2026

To whom it may concern

Declaration of language editing

I, Kate Davies, ID number [redacted], an accredited text editor (English) and member of the Professional Editors' Guild (number DAV013) with copy-editing certification from the University of Cape Town, confirm that I have conducted an English proofreading and copy edit on the master's dissertation by

Jesmika Narayan

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Creating Working Collaborations between Teachers and SGB Members: A Multi-stakeholder Perspective

Yours faithfully

[redacted]

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Kate Davies [redacted] [redacted]