

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



**EXPLORING APPROACHES FOR TEACHER REPRESENTATIVES ON SCHOOL
GOVERNING BODIES TO COPE WITH DEMANDING RELATIONSHIPS**

By

Lajane Slabbert Student number: 2008033124

Dissertation

**Submitted in Fulfillment of the Requirements for the Degree Magister
Educationis**

in

Education Management and Leadership in the

Faculty of Education at the

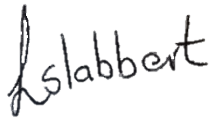
University of the Free State Bloemfontein

2021

Supervisor: Dr. B.O. Plaatjies

DECLARATION

I, LAJANE SLABBERT (2008033124), declare that the research study that I herewith submit for the Master's qualification in Educational Management and Leadership at the University of the Free State is my independent work and that I have not previously submitted it for a qualification at another institution of higher education.

A handwritten signature in black ink that reads "Lslabbert". The signature is written in a cursive style with a large initial 'L'.

LAJANE SLABBERT

Student number: 2008033124

ACKNOWLEDGEMENTS

First of all, I want to thank the Lord God Almighty for giving me the strength, perseverance, knowledge, opportunity, and ability to take on this challenge in completing my Master's research study successfully. This would not have been possible without His blessings upon my life.

I am indebted to my Supervisor, Dr. B.O. Plaatjies, for his commitment, passion, insight, valuable feedback, and patience in guiding me. He is truly an inspiration and such a great role model. I would not have been able to complete my studies with such high quality if it had not been for his guidance and sacrifices in always availing himself to give support where needed.

Thank you to the Free State Department of Education for providing me with a bursary to complete my studies. I also want to thank the department for allowing me to do research at the participating schools.

Additionally, I want to thank the University of the Free State for the language editing bursary. It is appreciated.

I would also like to thank Diandra Steenekamp for her help and patience with the language editing. The guidance and support I received are much appreciated.

Furthermore, I would like to thank all the principals, SGB parents, and SGB teachers of the participating schools who willingly participated in the study. Thank you for offering up your time, allowing me to come into your schools, and making me feel welcome.

I am grateful to my parents, sisters, and friends for their love and support throughout this process of my research study.

Finally, I would like to acknowledge and give thanks to my husband, Pieter. All the lonely and late nights he had to spend while I worked on my dissertation, my sincerest appreciation and thanks for the continuous and sacrificial support, encouragement, and love. I am grateful and truly blessed to have him and my two boys (Leo and Ayden) in my life.

ABSTRACT AND KEYWORDS

The challenges School Governing Body (SGB) teachers experienced were shown in the study and additional influential factors affecting the best interest of primary schools. This study was grounded in a theoretical framework focusing on approaches to coping with demanding relationships in the SGB as teacher representatives. The theoretical framework was embedded in the choice Theory of William Glasser and the theoretical perspective of representative democracy.

This study comprised a qualitative research method applied in five primary schools in the Motheo District, Bloemfontein, Free State, South Africa. Data were collected using interviews with five principals, nine SGB teachers, and seven SGB parents, and open-ended questionnaires were conducted with eight teachers. Furthermore, non-participant- observation was done in each school as well.

Four themes emerged from the qualitative research, and the primary focus was on the role of the teacher in improving relationships in the SGB. Findings revealed that to put the schools' needs first and improve functionality in the SGB, teachers need to gain a greater understanding of the SGB, not be afraid to voice concerns, and focus on building stronger working relationships with colleagues in the SGB.

Key words: school governing body (SGB), teachers' representative, parents, relationships management, conflict, emotional intelligence (EI), relationships

TABLE OF CONTENTS

DECLARATION.....	I
ACKNOWLEDGEMENTS.....	II
ABSTRACT AND KEYWORDS	III
TABLE OF CONTENTS	IV
LIST OF TABLES	XI
CHAPTER 1 : BACKGROUND AND ORIENTATION.....	1
1.1 INTRODUCTION	1
1.2 BACKGROUND AND RATIONALE OF THE STUDY.....	2
1.3 PROBLEM STATEMENT.....	4
1.3.1 RESEARCH QUESTIONS	6
1.3.2 RESEARCH OBJECTIVES	6
1.4 CLARIFICATION OF KEY CONCEPTS	7
1.4.1 THE SGB	7
1.4.2 TEACHER REPRESENTATIVES.....	7
1.4.3 GOVERNANCE.....	7
1.4.4 CONFLICT	8
1.4.5 SCHOOL MANAGEMENT TEAM.....	8
1.4.6 RELATIONSHIP MANAGEMENT.....	8
1.4.7 DEMANDING RELATIONSHIPS	8
1.5 THE THEORETICAL FRAMEWORK OF THE STUDY	9
1.6 RESEARCH DESIGN AND METHODOLOGY.....	9
1.6.1 RESEARCH PARADIGM	9
1.6.2 THE RESEARCH DESIGN.....	10
1.6.3 THE RESEARCH APPROACH	10
1.6.4 THE RESEARCH ENVIRONMENT AND POPULATION.....	10
1.6.5 SELECTION OF PARTICIPANTS	11
1.6.6 GAINING ACCESS TO THE RESEARCH SITE	11
1.7 DATA COLLECTION METHODS AND PROCEDURES	11
1.7.1 LITERATURE REVIEW	12
1.7.2 SEMI-STRUCTURED INDIVIDUAL INTERVIEWS.....	13
1.7.3 OPEN-ENDED QUESTIONNAIRE	13
1.7.4 NON-PARTICIPANT OBSERVATION AS A QUALITATIVE TECHNIQUE	14
1.8 DATA ANALYSIS STRATEGY.....	14
1.9 QUALITY ASSURANCE OF THE RESEARCH.....	14

1.9.1 TRUSTWORTHINESS	14
1.9.2 CREDIBILITY	15
1.9.3 DEPENDABILITY	15
1.9.4 TRANSFERABILITY	16
1.9.5 CONFIRMABILITY	16
1.10 ETHICAL CONSIDERATIONS.....	16
1.11 SIGNIFICANCE OF THE RESEARCH.....	17
1.12 DEMARCATION OF THE RESEARCH.....	18
1.12.1 SCIENTIFIC DEMARCATION.....	18
1.12.2 GEOGRAPHICAL DEMARCATION.....	18
1.13 DELIMITATION AND LIMITATIONS OF THE RESEARCH.....	19
1.13.1 LIMITATION OF RESEARCH	19
1.13.2 DELIMITATION OF RESEARCH	19
1.14 ASSUMPTIONS.....	20
1.15 LAYOUT OF CHAPTERS	21
1.16 SUMMARY OF THE CHAPTER.....	22
CHAPTER 2 : THEORETICAL FRAMEWORK AND LITERATURE REVIEW	23
2.1 INTRODUCTION.....	23
2.2 THEORETICAL FRAMEWORK OF THE STUDY	24
2.3 THE CHOICE THEORY OF WILLIAM GLASSER	25
2.3.1 ORIGIN, DEVELOPMENT, AND CHARACTERISTICS OF CHOICE THEORY .	25
2.3.2 VALUE OF THE CHOICE THEORY	26
2.3.3 APPLICATION OF CHOICE THEORY TO THE STUDY	27
2.4 THE THEORY OF REPRESENTATIVE DEMOCRACY.....	28
2.4.1 ORIGIN, DEVELOPMENT, AND CHARACTERISTICS OF REPRESENTATIVE DEMOCRACY	28
2.4.2 VALUE OF THE REPRESENTATIVE DEMOCRACY THEORY	29
2.4.3 APPLICATION OF REPRESENTATIVE THEORY TO THE STUDY	29
2.5 SCHOOL GOVERNANCE IN SOUTH AFRICA: AN OVERVIEW	30
2.5.1 DEMOCRATIZATION OF EDUCATION IN SOUTH AFRICA AFTER 1994	30
2.5.2 NATIONAL ACTS AND POLICIES THAT REGULATE SCHOOL GOVERNANCE	
32	
2.5.3 COMPOSITION OF THE SGB	33
2.5.4 GENERAL FUNCTIONS OF SGBS.....	34
2.5.4.1 THE ROLE OF THE PARENTS.....	35
2.5.4.2 THE ROLE OF THE PRINCIPALS	35
2.5.4.3 THE ROLE OF THE TEACHER REPRESENTATIVES	36

2.6	SGB CHALLENGES THAT LEAD TO CONFLICT AND POOR RELATIONSHIPS ...	37
2.6.1	LOW LITERACY LEVELS OF PARENTS.....	37
2.6.2	LACK OF TRAINING FOR PARENTS.....	38
2.6.3	PARENTS DO NOT PROMOTE THE BEST INTERESTS OF THE SCHOOL ...	39
2.6.4	LACK OF COMMITMENT FROM SGB MEMBERS.....	40
2.6.5	LACK OF MEMBERS' SKILLS, COMPETENCIES, AND UNDERSTANDING THEIR ROLES.....	40
2.6.6	HANDLING THE CHALLENGE OF MULTICULTURALISM AND DIVERSITY ...	42
2.6.7	MANAGEMENT VS. GOVERNANCE.....	42
2.6.8	POWER RELATIONS ON SGBS.....	43
2.6.9	TEACHER REPRESENTATIVE CHALLENGES.....	44
2.7	THE ROLE OF TEACHERS IN PROMOTING GOOD RELATIONSHIPS BETWEEN MEMBERS OF THE SGB	45
2.7.1	RELATIONSHIPS BETWEEN THE PRINCIPAL AND THE SGB-CHAIRMAN...	45
2.7.2	RELATIONSHIPS BETWEEN SGB-PARENTS AND PRINCIPALS.....	46
2.7.3	RELATIONSHIPS BETWEEN SGB-EDUCATORS AND PRINCIPALS	46
2.7.4	RELATIONSHIP BETWEEN SGB-EDUCATORS AND SGB-PARENTS	47
2.8	COPING WITH DEMANDING RELATIONSHIPS	48
2.8.1	POSSIBLE SOLUTIONS TO CHALLENGING RELATIONSHIPS.....	48
2.8.2	DEALING WITH TOXIC RELATIONSHIPS	49
2.8.3	PROMOTING HEALTHY, CARING HABITS	50
2.8.4	DEALING WITH DIFFICULT PEOPLE	51
2.8.5	USING EMOTIONAL INTELLIGENCE SKILLS TO COPE WITH DEMANDING RELATIONSHIPS	52
2.9	DEALING WITH CONFLICT IN A FUNCTIONAL MANNER	54
2.9.1	IMPORTANCE OF FUNCTIONAL CONFLICT	54
2.10	CONCLUSION OF THE CHAPTER.....	54
	CHAPTER 3 : RESEARCH DESIGN AND METHODOLOGY	56
3.1	INTRODUCTION	56
3.2	RESTATEMENT OF THE PROBLEM AND AIM OF THE DISSERTATION	56
3.3	RESEARCH PARADIGM ADOPTED: INTERPRETIVISM PARADIGM	57
3.3.1	DEFINITION OF THE INTERPRETIVISM PARADIGM.....	57
3.3.2	AIM AND CHARACTERISTICS OF INTERPRETIVISM	58
3.3.3	ADVANTAGES AND DISADVANTAGES OF INTERPRETIVISM.....	59
3.3.4	PHILOSOPHICAL BELIEFS FOR INTERPRETIVISM.....	59
3.3.5	REASONS FOR ADOPTING INTERPRETIVISM	60
3.4	RESEARCH APPROACH ADOPTED: QUALITATIVE RESEARCH	60

3.4.1	DEFINING THE AIM OF QUALITATIVE RESEARCH	60
3.4.2	CHARACTERISTICS OF QUALITATIVE RESEARCH	61
3.4.3	FLOW OF QUALITATIVE RESEARCH	62
3.4.4	ADVANTAGES OF QUALITATIVE RESEARCH	64
3.4.5	DISADVANTAGES OF QUALITATIVE RESEARCH.....	64
3.4.6	REASONS FOR ADOPTING QUALITATIVE RESEARCH APPROACH.....	65
3.5	RESEARCH DESIGN ADOPTED: THE PHENOMENOLOGIST DESIGN.....	65
3.5.1	DESCRIPTION OF THE PHENOMENOLOGICAL DESIGN.....	66
3.5.2	AIM OF A PHENOMENOLOGICAL APPROACH	66
3.5.3	LIMITATIONS OF THE PHENOMENOLOGIST DESIGN	67
3.5.4	MOTIVATION FOR SELECTING THE PHENOMENOLOGICAL DESIGN.....	67
3.6	RESEARCH ENVIRONMENT AND POPULATION.....	67
3.7	PARTICIPANT SELECTION PROCEDURE.....	68
3.7.1	PURPOSEFUL PARTICIPANT SELECTION.....	68
3.7.2	ETHICAL CONSIDERATIONS	71
3.8	DATA COLLECTION METHODS.....	71
3.8.1	INTERVIEWS.....	72
3.8.2	INDIVIDUAL INTERVIEWS	72
3.8.3	CHARACTERISTICS OF INDIVIDUAL INTERVIEWS	73
3.8.3.1	GOAL-DRIVEN	73
3.8.3.2	QUESTION-ANSWER.....	73
3.8.3.3	STRUCTURED	74
3.8.3.4	CONTROLLED.....	74
3.8.3.5	UNBALANCED.....	74
3.8.4	STRENGTHS OF INTERVIEWS	74
3.8.5	LIMITATIONS OF INTERVIEWS.....	75
3.8.6	APPLICATION OF THE INTERVIEWS IN THIS STUDY	76
3.8.6.1	FIELD NOTES.....	76
3.8.6.2	REFLECTIVE DIARY	76
3.8.7	OPEN-ENDED QUESTIONNAIRE	76
3.8.8	NON-PARTICIPANT OBSERVATION	78
3.9	DATA ANALYSIS.....	80
3.9.1	DATA ANALYSIS STEPS.....	80
3.9.1.1	STEP 1: ORGANISATION AND PREPARATION OF THE DATA.....	81
3.9.1.2	STEP 2: TRANSCRIPTION OF INFORMATION	81
3.9.1.3	STEP 3: CODING DATA INTO CATEGORIES.....	81
3.9.1.4	STEP 4: DESCRIBING AND CLASSIFYING CODES INTO THEMES	82

3.9.1.5	STEP 5: DEVELOPING AND PRESENTING INTERPRETATIONS.....	82
3.9.1.6	STEP 6: CONCLUSIONS.....	82
3.9.2	NEGATIVE CASE ANALYSIS.....	82
3.9.3	TRIANGULATION.....	83
3.10	QUALITY ASSURANCE OF THE RESEARCH.....	83
3.10.1	TRUSTWORTHINESS.....	83
3.10.2	CREDIBILITY.....	84
3.10.3	MEMBER CHECKING.....	84
3.10.4	DEPENDABILITY.....	85
3.10.5	TRANSFERABILITY.....	85
3.10.6	CONFIRMABILITY.....	86
3.11	LIMITATIONS OF THE RESEARCH.....	86
3.12	SUMMARY OF THE CHAPTER.....	87
CHAPTER 4	: PRESENTATION AND ANALYSIS OF THE RESEARCH DATA.....	88
4.1	INTRODUCTION.....	88
4.2	THE DATA COLLECTION PROCESS.....	88
4.3	CONTEXTUAL DESCRIPTION OF THE PARTICIPATING SCHOOLS.....	88
4.4	THEMATIC DATA PRESENTATION OF INDIVIDUAL INTERVIEWS AND QUESTIONNAIRES.....	90
4.4.1	CATEGORY 1: ROLE OF THE TEACHERS REPRESENTATIVES ON THE SGB 91	
4.4.1.1	REPRESENTING OTHER TEACHERS.....	91
4.4.1.2	SUPPORTING THE PRINCIPAL.....	92
4.4.1.3	SUPPORTING THE PARENTS.....	92
4.4.2	CATEGORY 2: CAUSES AND CONSEQUENCES OF CONFLICT SITUATIONS THAT INFLUENCE RELATIONSHIPS.....	95
4.4.2.1	PARENTS DO NOT UNDERSTAND THEIR ROLE AS SGB-MEMBERS... 95	
4.4.2.2	THE RELATIONSHIP BETWEEN THE TEACHERS AND THE PRINCIPALS 96	
4.4.2.3	COMPETENCIES OF SGB-PARENTS.....	97
4.4.2.4	CONSEQUENCES OF CONFLICT.....	98
4.4.2.5	PERSONAL AGENDAS AND WRONG INTENTIONS.....	98
4.4.2.6	LACK OF SUFFICIENT COMMUNICATION.....	100
4.4.3	CATEGORY 3: STRATEGIES IN COPING WITH DEMANDING RELATIONSHIPS.....	101
4.4.3.1	BEING A ROLE MODEL IN TERMS OF BEHAVIOR.....	101
4.4.3.2	PROMOTING THE BEST INTEREST OF LEARNERS.....	102

4.4.3.3	ADDRESSING CONFLICT THROUGH FIRM LEADERSHIP APPROACHES	
		103
4.4.3.4	PROMOTING GOOD COMMUNICATION.....	105
4.4.3.5	TAKING CULTURE INTO ACCOUNT IN DEALING WITH RELATIONSHIPS	
		107
CHAPTER 5 :	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	109
5.1	INTRODUCTION	109
5.2	SUMMARY OF CHAPTERS: A BRIEF OVERVIEW.....	109
5.3	SYNTHESIS OF THE FINDINGS OF THE RESEARCH STUDY	111
5.3.1	SUB-QUESTION 1: WHAT IS THE ROLE OF TEACHER REPRESENTATIVES ON THE SGB?.....	111
5.3.2	SUB-QUESTION 2: WHAT ARE THE CHALLENGES THAT TEACHERS REPRESENTATIVES EXPERIENCE IN FULFILLING THEIR ROLES?.....	112
5.3.3	SUB-QUESTION 3: WHAT IS THE INFLUENCE OF THE CHALLENGES THAT TEACHER REPRESENTATIVES EXPERIENCE WITH THE RELATIONSHIPS ON THE SGB?	114
5.3.4	SUB-QUESTION 4: HOW CAN TEACHER REPRESENTATIVES MAINTAIN SOUND RELATIONSHIPS ON THE SGB?.....	115
5.4	CONCLUSIONS OF FINDINGS.....	117
5.5	RECOMMENDATIONS FOR POLICY AND PRACTICE	117
5.6	RECOMMENDATIONS FOR FURTHER RESEARCH	119
5.7	VALUE AND SIGNIFICANCE OF THE RESEARCH.....	119
5.8	LIMITATIONS OF THE RESEARCH STUDY.....	120
5.9	PERSONAL AND SCHOLARLY GROWTH	120
5.10	SUMMARY OF THE RESEARCH STUDY	121
REFERENCES	123
APPENDICES	143
APPENDIX A:	ETHICAL APPROVAL FROM THE UNIVERSITY OF THE FREE STATE	143
APPENDIX B:	REQUEST FOR PERMISSION TO CONDUCT RESEARCH.....	144
APPENDIX C:	APPROVAL FROM THE FREE STATE DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH	147
APPENDIX D:	REQUEST FOR AUTHORIZATION TO PRINCIPAL	149
APPENDIX E:	RESEARCH LEAFLET	151
APPENDIX F:	CONSENT FORM FOR PRINCIPALS, TEACHERS, AND PARENTS	154
APPENDIX G:	INDIVIDUAL INTERVIEW QUESTIONS FOR PRINCIPALS ON SGBS	155

APPENDIX H: INDIVIDUAL INTERVIEW QUESTIONS FOR TEACHERS ON SGBS	158
APPENDIX I: INDIVIDUAL INTERVIEW QUESTIONS FOR PARENTS ON SGBS ...	161
APPENDIX J: OPEN-ENDED QUESTIONNAIRE TO PARTICIPANTS ON SGBS.....	164
APPENDIX K: CONFIRMATION OF LANGUAGE EDITING	170
APPENDIX L: TURNITIN PLAGIARISM REPORT	171

LIST OF TABLES

Table 3.1: Characteristics of interpretivism.....	58
Table 3.2: Characteristics of qualitative research.....	61
Table 3.3: Steps for conducting qualitative research.....	63
Table 3.4: Description and abbreviation of research participants.....	69
Table 4.1: Observation checklist for the context of the participating quintile 5 schools.....	89
Table 4.2: Primary data categories and themes.....	90

CHAPTER 1 :

BACKGROUND AND ORIENTATION

1.1 INTRODUCTION

South Africa (SA) is a democratic country in which the wide participation of role players, such as teachers, parents, principals, and even learners, in the decision-making processes of the School Governing Body (SGB) is cardinal. The Department of Education adopted the White Paper on School Organization, Governance, and Funding as part of the process of transforming education after 1994. At the school level, the goal was to promote democratic institutional administration. All stakeholders were expected to play an active and accountable role to encourage tolerance, reasonable dialogue, and collective decision-making (Republic of South Africa, 1996; Mncube, 2008). According to the South African Schools Act 84 of 1996, replacing School Committees with democratically elected School Governing Bodies (SGBs) was a significant step forward in improving school governance and general management (SASA). This was also considered a critical step toward increasing the quality of learning and teaching culture and the first step toward transparency and accountability to the people who elected them (Galster, 2018:2).

The democratic nature of our country is set out in the Constitution of South Africa (1996), which states that this quest was created to provide a uniform system for the organization, management, and financing of schools and to promote the democratic transformation of society (RSA, 1996b). This democratic transformation is a sphere of social and political life constituted by the principles of positive freedom and political equality (Mansfield-Barry & Stwayi, 2017:80). This includes equality in class, free from racial, ethnic, religious, and gender discrimination. Democracy is also about self-governance and self-control, as well as shared decision-making (Adams & Waghid, 2005). As such, a particular responsibility is placed on each individual and institution in SA to pursue and apply democratic values and principles. In line with this provision, it is also the South African education system's responsibility to pursue and realize this vision (Department of Education [DOE], 2001). These responsibilities include creating an environment conducive to teaching and learning, promoting the school's best interests, developing a school purpose statement, ensuring quality education for

students, assuring students' safety and security, and designing policies to determine school-uniform policy, disciplinary action, and school fees (Mcnube, 2009).

One way to realize this vision of democracy in schools is through democratically elected SGBs. Accordingly, the South African Schools Act stipulates that each school must establish a democratically elected SGB. This requirement has now been firmly established in the South African Schools Act 2 (SASA). According to Section 16(1) of the SASA, the governance of a public school is vested in that school's governing body. Therefore, establishing an SGB is a legal requirement that all schools in SA must comply with (Mansfield-Barry & Stwayi, 2017:76). The broad function of the SGB is to ensure that South African schools contribute to the realization of the vision for a democratic SA as set out in the Constitution through the establishment of school policies that will promote quality education in schools.

According to the SASA (RSA, 1996b), the SGB should be composed of different representatives. However, its composition differs between primary and secondary schools. In primary schools, the SGB should consist of the principal (as ex officio member), parents, teachers, and non-teaching staff (RSA 1996b: s.23(2)). Unlike in secondary schools, primary school learners are not part of the SGB. In both cases, the SASA states that parents must occupy the largest component. Teachers are also represented on the SGB. However, challenges are inevitable due to the nature of the SGB composition and the mandate that SGBs should fulfill. Consequently, and due to the dynamics evident on SGBs, conflict situations are evident.

1.2 BACKGROUND AND RATIONALE OF THE STUDY

This legislative mandate (see SASA, Act 84 of 1996) to participate in school administration and management has tasked principals, teachers, parents, and students with the difficult challenge of transforming previously authoritarian institutions into democratic centers where all stakeholders actively participate in the decision-making process (Mosoge & Van der Westhuizen, 1997:196 in Ndou, 2012). The scope of participation by these roleplayers and other stakeholders appears to be influenced by various actors, including but not limited to context, capacity and management, and leadership approaches. As a teacher at a primary school and an elected member of the school's governing body, I can attest to that. During my tenure on the SGB, I have

experienced many challenges. First is the issue of being uninformed about what is expected from me as the representative of the teachers. I do not always feel informed when making decisions and choices in the school's best interests. Secondly, I have experienced many challenges in terms of what is required of me; I was uncertain as to what role I should fulfill. I also sometimes feel that other SGB-members are not respecting my views. Another challenge is the lack of sound decision-making processes on the SGB.

Through my experiences and observations, I have learned that SGB-members often do not possess the necessary capacities to perform their duties. Also, it appeared as though SGB-members did not serve in the best interests of the school. As a result, tension often existed amongst parents, between parents and the principal, and sometimes between parents and teacher representatives. This hampered the smooth running of the SGB and put tremendous pressure on the climate within the SGB. To this end, it happened that relationships deteriorated. Under these circumstances, the SGB was compromising its mandate, namely to foster democratic and responsible institutional management at school level with a strong focus on encouraging tolerance, rational discussion, and collective decision-making. In terms of teachers, literature indicates that teacher representatives are experiencing many challenges on the SGB, including procedures during meetings, little experience and lack of training (Chalufu, 2011; Ghasabeh, Sorsay & Reciche, 2015). The challenges that teacher representatives in particular, will be unpacked further under 2.6.9 in Chapter 2.

The challenges that I have experienced prompted me to further my reading and research because I wondered if my experiences were a universal problem and what the influences on relationships were. It is an accepted fact that no organization would operate optimally in the absence of conducive relationships. More importantly, and due to my experiences as a teacher representative, I wanted to investigate how teacher representatives can cope with the demanding relationships on SGBs. A recent report by the FedSas Institute for School Governance (2019:4) emphasizes the vital role of good relationships: "Good public school governance requires a flourishing partnership, based on mutual interest and mutual confidence, between the many constituencies that make up and support the school." Although, it is an open question on how this ideal can be realized on SGBs, given the challenges experienced. For example, Nwosu and Chikwuere (2017:2) point out that SGBs lack sufficient training,

familiarity with meeting procedures, and face difficulties managing large volumes of documents. Furthermore, parents who are elected to partake in the SGB are not fully participating since many parents do not have the necessary skills to perform the duties and functions assigned to them. I have witnessed first-hand how these and some other challenges put a burden on relationships.

Sound relationships are vital for any organization's progress, and also in the case of an SGB. SGBs should be cognisant of the most important issue pertaining to their responsibilities. They should have the best interests of the school at heart (RSA 1996:s.20). Therefore, my stance is that relationships on the SGB, as demanding as they can be, should be attended to and nurtured. Teacher representatives often find themselves in the middle on the SGB. That means that they lack power and play a subdued role. They are often caught in the cross-fire between the principal and the parent. It is not an easy task for teacher representatives to handle the challenges and the accompanying challenging relationships. It is against this background that I have undertaken this study.

This study aims to investigate which approaches should be adopted to cope with demanding relationships in primary schools. Next, the problem statement, research questions, and aim of the study will be discussed.

1.3 PROBLEM STATEMENT

The majority of school governance functions prescribed by the South African Schools Act (Republic of South Africa, 1996) are specialist and complex. To carry out these functions necessitate specialist skills, and there is a general shortage of such skills in SGBs (Naidoo, 2005, Grant-Lewis & Naidoo, 2006; Chaka, 2008; Xaba & Ngubane, 2010; Xaba, 2011). It is recommended that members of the SGB should gain a broad range of skills, abilities, and capacity to deal with complex financial difficulties and tasks posed by decentralized school governance and management (Du Plessis & Mestry, 2019). This creates significant obstacles for SGBs in carrying out their school governance responsibilities (Xaba, 2012: 215).

Section 20(1) of the SASA further states that the governing body of a public school must promote the school's best interest and strive to ensure its development by

providing all learners with quality education. Furthermore, the SGB has to support the principal, educator, and other staff members in performing functions within a democratic arrangement. This means that each member has a specific contribution, and their views should be valued and respected. According to Squelch (2001:140), the SGB should operate in good faith and not engage in any unlawful behavior or conduct that may jeopardize the school's interests. This means that all SGB members must coordinate their operational efforts to provide high-quality education to students (Xaba, 2011:203).

However, SGBs appear to be experiencing numerous problems, especially concerning their ability to govern proficiently. Xaba (2011:202) says in this regard that one of the most pivotal factors in SA is school governance and that insurmountable challenges are seemingly experienced. These include questionable training, which results in unfamiliarity with meeting procedures, issues with the specialist language used in meetings, difficulties managing large volumes of paper, not knowing how to contribute, not knowing appropriate legislation, feeling intimidated by the presence of other members who appear knowledgeable, and perceiving their roles as simply endorsing what others have already decided (Mabasa & Themane, 2002:112).

Bargarette (2014) points out that other challenges include the fear of having all the power and not being open to sharing responsibilities due to the principal not wanting to distribute some roles, which may lead to a lack of collaboration between the principal and other SGB members. Furthermore, there are often disputes between parents and principals about how the school should be run, one of them is that parents feel that principals do not allow them to be involved in the choices made in the governing body (Ngidi, 2004; Tsoetsi, Van Wyk, & Lemmer, 2008; Mncube, 2009). On the contrary, the idea of ruling the school is quite common amongst SGBs, which indicates that parents want to take charge of the school, make all the decisions, and wield all the power (Bargarette, 2014:227). Van Wyk (2004:51) furthermore articulated that it is the feeling of teacher representatives serving on the SGB that members of the SGB (referring to parent-governors) are lacking confidence and not certain of exactly what their duties entail. Maile (2002:239), in this regard, contends that illiteracy amongst members of the SGB, specifically parent components, may be a factor in preventing parents from accessing relevant information and contributing to constructive conversations. In addition, SGBs in less advantaged areas lack the experience and

skills required to exercise their powers (Bargarette, 2014: 225). According to Bargarette (2014:225), many principals are still undermining the status, duties, and functions of SGBs in their schools. This situation might escalate to a power struggle and, ultimately, confrontation. The challenges that both principals and parents present, put teacher representatives in a difficult position in terms of conducting sound relationships.

Solid relationships amongst the SGB-members create the opportunity for ownership of the school with its challenges and compel both partners to jointly take responsibility for the betterment and advancement of the school and its community (Bargarette, 2014:228). Therefore, the question that needs to be asked is what is required for teacher representatives to cope with the demanding relationships on the SGB.

1.3.1 Research Questions

The primary research question of this study is as follows:

How should teacher representatives on the SGB cope with demanding relationships?

The secondary research questions emanating from the primary question is as follows:

- What is the role of teacher representatives on the SGB?
- What are the challenges that teachers representatives experience in fulfilling their roles?
- What is the influence of the challenges that teacher representatives experience with the relationships on the SGB?
- How can teacher representatives maintain sound relationships on the SGB?

1.3.2 Research Objectives

The main aim of the study is formulated as follows:

To investigate educators' experiences and perceptions of the SGBs' functioning in selected primary schools.

The objectives of the study include to:

- To identify the role of teacher's representatives on the SGB
- To describe the challenges that teacher representatives experience on the SGB in fulfilling their roles
- To assess the influence of the challenges that teacher representatives experience with the relationships on the SGB
- To propose strategies on how teacher's representatives can maintain sound relationships on the SGB

1.4 CLARIFICATION OF KEY CONCEPTS

1.4.1 The SGB

According to Dyanti (2014:23), the SGB can be defined as a democratically elected body that serves as a mouthpiece to parents, teachers, and learners of the school in terms of professional management and vital matters. "A governing body stands in a position of trust towards the school" according SASA Section 16(2).

1.4.2 Teacher Representatives

Teacher representatives serve on the governing body and represent other teachers. They are great participators in decision-making together with the principal, parents, and non-teaching staff members but are in the minority (Dyanti, 2014:41). Teachers which form part of the SGB is defined in SASA section 1(d) as educator which "means any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons or who provides professional educational services, including professional therapy and education psychological services at a school".

1.4.3 Governance

Governance is to exercise your power in management and resources (Mail, 2002). According to SASA section 16(1) "governance is of every public school is vested in its governing body and it may perform only such functions and obligations and exercise

only such rights as prescribed by the Act”.

1.4.4 Conflict

Conflict is a disagreement between people with different ideas, values, needs, goals, or beliefs (Overton & Lowry, 2013:259).

1.4.5 School Management Team

The School Management Team (SMT) usually consists of educators who have formal positions in the school, like the principal, deputy principals, and heads of departments (Maja, 2016:4). The members have a big responsibility to make sure that they lead irrespective of status. Level one educators are not usually in these formal positions, but they are expected to be leaders, administrators, and managers (Maja, 2016:4).

1.4.6 Relationship Management

The ability to use emotions to motivate, encourage, and develop others toward a common objective is known as relationship management (Goleman, 1998:89; Kanesan & Fauzan, 2019:5; Chen & Guo, 2020:85). According to Goleman (1995:43-44), people who are well-equipped in this area are considered social stars – of course, for a leader, this means being able to build and maintain good connections with others, especially those with whom the leader must collaborate to reach the goal.

1.4.7 Demanding Relationships

Demanding relationships are seen as interactions between two or more people but are affected through personal development, and the competencies of co-workers may enforce demanding situations (Meyer & Hünefeld, 2018:1). Furthermore, relationships are challenged and seen as demanding due to different characteristics of colleagues, attitudes, working conditions, and job strain also contributes to demanding relationships (Glaser, Seubert, Hornung & Herbig, 2015; Meyer & Hünefeld, 2018:2).

1.5 THE THEORETICAL FRAMEWORK OF THE STUDY

This study adopted a twofold theoretical framework. First, as relationships formed a central argument of the study, relationship management theories formed the basis of the study's theoretical orientations. In this regard, the choice theory of William Glasser, which deals with the idea of how any person should cope with relationships, was central. The second theoretical perspective is the theory of representative democracy, as this perspective provided the lens of the democratic nature of SGBs and the role of teachers as representatives. The theoretical framework will be discussed in more detail in chapter 2.

In the following paragraphs, we look briefly at the research design and methodology adopted for the study.

1.6 RESEARCH DESIGN AND METHODOLOGY

According to Farghaly (2018:3), research is a systematic investigation to determine knowledge of the world and the phenomenon being studied. Farghaly (2018:4) highlighted the difference of research in education since educational research most often assumes the benefit of education. The research paradigm, design, and approach for this study will be briefly discussed in the paragraphs to follow. A comprehensive discussion is devoted to the entire research design and methodology in Chapter 3.

1.6.1 Research Paradigm

The researcher adopted the interpretivist paradigm for this study because it is about understanding people's everyday experiences (De Vos, Strydom, Fouche & Delport, 2002; Kivunja & Kuyini, 2017:27). Interpretivism is about epistemology and supports what is important to understand and how humans make meaning of it. Furthermore, through an interpretivist paradigm, a rich and detailed understanding of the phenomenon being studied can be obtained (Kivunja & Kuyini, 2017:27). In particular, how teacher representatives draw meaning from how they feel about coping with demanding relationships on the SGB.

Therefore, the study's interpretivist paradigm was suitable since it seeks to understand how teachers manage demanding relationships on the SGB.

1.6.2 The Research Design

This study is guided by a phenomenological approach that uses participants' perspectives as the starting point in understanding the bigger picture of the phenomenon being studied (Ravitch & Carl, 2016:497). Using a phenomenological approach for this study is appropriate since it seeks to recognize, understand, and describe the lived experiences of each participant and their perceptions on the particular phenomenon (Fraenkel, Wallen, & Hyun, 2012:432). In the case of this study, the experiences of the SGB-members and, in particular, teacher representatives are discussed.

1.6.3 The Research Approach

The distinct perceptions of teachers on the SGB were discovered using a qualitative plan for a phenomenological strategy, which was pushed by numerous qualitative research originators (Bogdan & Biklen, 2003:38; Gay & Airasian, 2003:13). A qualitative technique can be used to make sense of human behavior, focus better on events that could occur in a natural environment and their complications, and acquire a better knowledge of how contributors become aware of things. Thus, as put by Daniel (2016:94), the qualitative approach "views human thought and behavior in a social context and covers a wide range of phenomena to understand and appreciate them thoroughly." A qualitative approach for this research aimed to obtain a deeper understanding of a specific problem (Mohanjan, 2018:25). Therefore, this approach was best suited for this study since it was used to seek, explore, and understand teachers' perspectives and how they cope with the demanding relationships in the SGB.

1.6.4 The Research Environment and Population

It is stated by Gisbey (2015:8) that the population of a study identifies a group of

individuals that share similar characteristics. This study's population was drawn from quantile five schools situated in middle-class environments. The study group consisted of nine SGB teachers, five principals, and eight parents that serve on the SGB.

1.6.5 Selection of Participants

The researcher made use of purposeful sampling. Purposeful sampling is a method used where the participants are selected according to pre-set criteria, specific requirements that align with the aims and objectives of the research (Creswell Ebersön, Eloff, Ferreira, Ivankova, Jansen, Niewenhuis, Pietersen, Plano, & Clark, 2017:85). To add, according to Crossman (2018), goal-directed sampling is a non-probability sampling method selected by considering the characteristics of a population and the study's objective. Therefore, this method was suitable as the chosen participants have the necessary characteristics to accomplish the aim of the study. Thus, to obtain the intended outcome of this study, the researcher selected as participants the teachers, principals and parents that are on the SGB. 5 schools formed part of the study.

1.6.6 Gaining Access to the Research Site

The researcher visited the selected schools and held discussions with the SMT and teacherrepresentatives about the research. She asked for permission from the school principal and teachers and parents of the SGB to partake in the study. Informed consent was obtained, and the relevant forms in this regard were completed. The researcher also provided explanations on what the study involved, including its subject, main purpose, duration, and possible benefits. In order to conduct the research I also had to receive permission from the university ethics committee and the Free State Department of education to conduct my study first before gaining access to the research site.

1.7 DATA COLLECTION METHODS AND PROCEDURES

The data collection methods utilized are generally associated with the qualitative

nature of the study and include a literature review, individual interviews, and open-ended questionnaires. A comprehensive exposition of the data collection methods and procedures are to follow in Chapter 3.

1.7.1 Literature review

A literature review, according to Akademika (2014:48), is a survey of books, articles, and other sources related to a particular subject, area of research, or theory, with the goal of offering a description, summary, and critical assessment of these works. Literature reviews are intended to give readers an overview of the sources you used when studying a certain issue and show them how your research fits into the greater field of study. A literature review provides an overview of what has been studied, who the important authors are, the dominant ideas and hypotheses, what questions are being posed, and what approaches and methodologies are appropriate and useful. As a result, it is not a primary study in and of itself but rather a summary of other findings (Ramdhani, Ramdhani, & Amin, 2014; Arshed, & Danson, 2015)

Although some of the initial reports in the literature are vocal, most reports are written documentation. Empirical, theoretical, critical, analytic, and methodological are examples of different forms of scholarships. On the other hand, a literature review aims to summarize, assess, clarify, and integrate the content of primary reports (Cooper, 1988). A literature review is an objective, comprehensive synthesis and critical study of all relevant research and non-research literature on the issue under consideration (Hart, 1998). A competent literature review collects information about a topic from a variety of sources. It's well-written and free of personal biases, assuming any exist. Its purpose is to update the reader on current literature on a topic and serve as the foundation for a secondary goal, such as justifying future studies in the field.

A precise search and selection process should be included (Carnwell & Daly, 2001). Proper structuring is also required to ensure the flow and readability of the review. A literature review differs from an academic research paper in several ways. The fundamental goal of an academic research paper is to establish a new argument, and one of the aspects of a research paper is a literature review. The literature is used as a foundation to support a new, unique insight in a research paper. Apart from a research paper, a literature review itself is designed to summarize and synthesize the

arguments and ideas of others without providing new information. The great majority of literature reviews are part of a primary research article that lays the theoretical groundwork for the main study that is the article's focus. Fink (2005) offers numerous uses for literature reviews in this role. The rest of a scholarly essay is supported by a literature review. It describes the content and quality of existing knowledge and makes the reader aware of the importance of earlier work (Okoli & Schabram, 2010). As an academic document, the review cannot merely regurgitate the subject matter; instead, it must contribute to the work by synthesizing the available material and delivering a scholarly critique of theory (Okoli & Schabram, 2010).

1.7.2 Semi-structured individual Interviews

According to Creswell et al. (2017:92-93), interviews are a qualitative research technique in which questions are asked to the participants to obtain information to better understand the individual's word, ideas, opinions, and perspectives regarding a specific phenomenon. According to O'Leary (2004), interviews are not fixed but are an open and flexible method to discover participants' perceptions, in this case, the teachers in the SGB. Thus, by using interviews, the research may ask new questions to clarify specific responses or situations (Doyle, 2019:1).

1.7.3 Open-ended questionnaire

A questionnaire is defined by Babbie (2008:272) as a planned document that contains questions that aim to gain information about a particular matter. Further, questionnaires can be valuable if used effectively since participants can answer as much as they like (Ravitch & Carl, 2016:185). In this study, open-ended questionnaires were also used as some participants were not readily willing to engage in the semi-structured individual interviews because of the COVID-19 pandemic. Also, due to the nature and relevance of the topic, the researcher felt that anonymous open-ended questionnaires would provide more elaboration on responses.

1.7.4 Non-participant observation as a qualitative technique

Non-participant observation as a qualitative technique was the third data gathering strategy used in this qualitative investigation. According to Liu, Maitlis, Durepos, and Wiebe (2010:610-612), non-participant observation is defined as observing participants without actively participating. This strategy involves immersing oneself in the community or social structure in question while remaining detached from the observed behaviors to acquire a more profound knowledge of the phenomenon. A more in-depth explanation of this is provided in Chapter 3.

1.8 DATA ANALYSIS STRATEGY

Creswell (2007:150) stated that data collection is an ongoing process with recording and analysis interrelated as simultaneous procedures. Data analysis is the process of reducing collected information by organizing and examining the information to obtain an understanding thereof relevant to the participant's perceptions regarding the studied phenomenon and to formulate answers to the research questions (Creswell & Poth, 2018:202). The information in this study was analyzed using thematic analysis. The data analysis process is comprehensively discussed in Chapter 3.

1.9 QUALITY ASSURANCE OF THE RESEARCH

To ensure the validity and reliability of this research, Lincoln and Guba's model were used (Lincoln & Guba, 1985). This model contributes credibility, transferability, trustworthiness, and conformability related to qualitative research.

1.9.1 Trustworthiness

According to Korstjens and Moser (2017:121), researchers dealing with trustworthiness ask the question: "Can the findings be trusted?" Additionally, Ravitch and Carl (2016:204) refer to trustworthiness in qualitative studies as ways to confirm that findings are truthful and faithful to participants' perspectives and experiences. In other words, trustworthiness is a method to convince readers that the researcher's findings are worthy. Criteria that the researcher should address to ensure the

trustworthiness of a study include credibility, dependability, transferability, and confirmability (Ravitch & Carl, 2016:200). Thus, to ensure this study's trustworthiness, the criteria were kept in mind and are briefly discussed below.

1.9.2 Credibility

The confidence that the researcher has can be described as credibility (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Additionally, Graneheim and Lundman (2004) mention that credibility determines whether the data collected is interpreted correctly and is plausible. To achieve this, the researcher should ensure that the study measured what it was supposed to measure (Kennedy-Clark, 2012:5). On the other hand, Nowell, Norris, White, and Nancy (2017:2) stated that credibility is achieved once readers can relate to the experiences when confronted. In this study, credibility was ensured by rigorously adhering to the aims of the study. The data were interpreted with care, and the researcher was mindful of personal biases. The researcher also critically reflected on methods throughout the research process to ensure sufficient depth and relevance of data collection and analysis.

1.9.3 Dependability

The evaluation of findings, interpretations, and recommendations are vital to ensure that the data collected supports the study (Tobin & Begley, 2004; Cohen, Manion, & Morrison, 2011). Moreover, stability and consistency of findings are received over time (Bitsch, 2005:86; Korstjens & Moser, 2017:122).

To ensure the dependability of this study, an audit trail was used. According to Nowell et al. (2017:4), an audit trail is the process of recording and documenting the decisions made regarding the theoretical and methodological areas during the research study as evidence. Thus, detailed records based on these aspects were documented to enable future researchers to work with how teachers experience and cope with the demanding relationships of the SGB.

1.9.4 Transferability

Transferability is determined by whether or not the findings of a study can be applied in another context or environment (Kennedy-Clark, 2012:5). Furthermore, the researcher must facilitate the transferability process by thoroughly describing all participants and purposeful sampling (Bitsh, 2005). To ensure the transferability of this study, a thorough description of the qualitative research process was provided and is described in detail in Chapter 3.

1.9.5 Confirmability

Confirmability involves establishing that findings and interpretations are undoubtedly derived from the data and not only figments of the researcher's imagination (Tobin & Begley, 2004: 392). In addition, qualitative inquiry can be confirmed through an audit trail, reflexive journal, and triangulation (Koch, 2006; Bowen, 2009). Confirmability is also attained once the researcher addresses credibility, dependability, and transferability (Nowell et al., 2017:4). In this study, confirmability was ensured by adhering to the other validity criteria outlined by Lincoln and Guba's model. For example, triangulation was attained through both interviews and open-ended questionnaires, and the researcher made detailed notes about the data collection process.

1.10 ETHICAL CONSIDERATIONS

Fraenkel and Wallen (2003:56) define the term ethics as to determine what is right and what is wrong. Creswell (2014:113) and Shushu (2012:41) propose the following basic ethical research principles: protect the participants' privacy, be objective and honest when reporting, and be confidential. This study is designed to ensure that the quality of the research is high standard.

Ethical considerations are also essential to ensure that basic human rights, such as confidentiality and the protection of the participant's identity, are upheld and honored (Shushu, 2012:41). Ethics and ethical considerations are fundamental to any responsible research project and should be an integral part of the planning,

implementation, and execution of any research. SA endorses a Bill of Rights that protects human rights (RSA, 1996a:s). Various ethical issues were considered in this study, including issues relating to confidentiality, reliability, and informed consent.

The dignity of the participants was ensured by treating them in a respectful and honorable manner. The participants were thoroughly informed about the study's goal, procedures, and anticipated outcome during the interviews and told that participation was completely voluntary and that they could withdraw at any time during the study. At the beginning of the interviews, the issue of informed consent, anonymity, and confidentiality was raised again.

Strydom (2007:56-59) mentioned that, while conducting research, ethical issues may arise during the interaction with participants and their environment. Therefore, the researcher must constantly be aware of the agreement. The participants were informed of complete disclosure about the research according to Strydom (2007:56-69). All participants were guaranteed that the research was harmless and that their rights would be respected throughout the process. Ethical consent to conduct the study was obtained after participants were informed of the procedures, goals, risks or probability, and the confidentiality of the research study (see Appendix B). Principles that were to be adhered to are the following: privacy, anonymity, prior informed consent, and confidentiality.

In attempting to avoid researcher bias, the researcher created and followed a thorough research plan. The answers were summarized using the original context and the findings were showed to the participants. The raw data were presented to the supervisor for close scrutiny.

1.11 SIGNIFICANCE OF THE RESEARCH

The main aim of this study was to explore approaches for teacher representatives on SGBs. The findings of this study will allow teachers to receive insight into the challenges that educators face that serve on the SGB. Furthermore, the information gained may provide insight into what is needed to cope with demanding relationships in particular.

It is hoped that this study will guide the SGB-members on the challenges that teacher representatives experience. In terms of the strategies recommended for improved relationships, this study will be of great value for the entire SGB.

1.12 DEMARCATION OF THE RESEARCH

1.12.1 Scientific demarcation

Every study is restricted to a specific field or discipline. This study aims at understanding which strategies teachers should use to cope with the demanding relationships on the SGB. This means that the issue of self-management and how teachers manage the relationships between themselves and other members of the SGB comes into play. Therefore, as the study may provide invaluable insights into this phenomenon of relationship management, it can be claimed with a fair amount of certainty that this study resides in the discipline of education management and leadership. Further, because relationships deal with psychological issues, this study is also nestled in the field of psychology.

1.12.2 Geographical demarcation

This study was conducted in schools in Bloemfontein in the Free State province, which is in the Motheo education district. The teachers, principals, and SGB-members were from five schools in this district. These schools were selected because they are all located within a radius of 25 km of where I am located. Furthermore, due to their involvement and experience with SGBs, these participants were most suited to partake in the study. The researcher's intention was not to generalize the experiences of the SGB-members but to generate valid qualitative data to enhance the understanding of the complexities, depth, and variation of challenges (Gentles, Charles, Ploeg, Mckibbon, 2015:1782).

1.13 DELIMITATION AND LIMITATIONS OF THE RESEARCH

1.13.1 Limitation of research

Limitations of research can be defined as the weaknesses that arose within the research design and how the outcomes and conclusions of the study may be impacted or influenced (Ross & Bibler Zaidi, 2019:261). Theofanidis and Fountouki (2018:156) added that these potential weaknesses arising in a study are not the researchers' fault and are out of their control. These weaknesses may include possible funding constraints and issues within the research design and statistical model constraints. In addition, unsuspected factors, such as the recent Covid pandemic, are also limitations out of the researcher's control as the government sets specific protocols in place (Knight, Watermeyer, Small & Pretorius, 2021:1).

1.13.2 Delimitation of research

Delimitations are set by researchers themselves, as they are the ones who set the boundaries of their work and ensure that the study's objectives are achievable (Theofanidis and Fountouki, 2018:157). Thus, delimitations are in the researcher's control as these limitations involve the theoretical background, research questions, objective, variables, and study sample (Theofanidis & Fountouki, 2018:157).

Unfortunately, the research involved a few limitations. Although the intention was to spend extended time in the field, this was impossible due to time restrictions and financial constraints. In addition, the study was confined to one district in the Free State province. A further limitation was that four schools were selected out of more than a hundred possible schools. Due to too many educators in the many schools in the Motheo district, it was challenging to interview all. Therefore, participants were carefully selected using purposeful selection to obtain a more insightful and realistic outcome. A further limitation was that only two teachers per school serve on the SGB. It would have been advantageous if the perspectives of teachers who served in the past could have been obtained. That would have added more volume to the data.

A multitude of obstacles hampered the researcher's ability to obtain the most relevant data. The study's fieldwork was performed during the peak of the COVID-19 pandemic in the country, and participants were, therefore, hesitant to avail themselves for the

individual interviews. Consequently, the researcher had to rely on open-ended questionnaires as a second data collection method, which may not have yielded the same in-depth responses. It was anticipated that the participants might not interpret questions as expected because of different literacy levels. Therefore, the questions were concise and brief to enhance easy comprehension. As the topic stemmed from the researchers' own experiences, subjectivity could have influenced the findings. Therefore, arguments were supported with citations from literature. To minimize the possibility of bias as far as possible. It was also possible that the participants could withhold opinions due to the nature of the topic. I assured them, however, that the data would be treated with the utmost confidentiality.

1.14 ASSUMPTIONS

Assumptions in a study or dissertation are seen as statements made by researchers based on the findings or evidence from their research and are accepted as plausible or true (Wolgemuth, Hicks & Agosto, 2017:131). Furthermore, it can be described as the researcher's experience while collecting and analyzing the data (Creswell, 2003; Wolgemuth, Hicks & Agosto, 2017:131).

This study was directed under the following assumptions. Firstly, it was assumed that the issue of dealing with demanding relationships is a highly topical matter for roleplayers on the SGB. Furthermore, it appeared that the challenges that SGBs experience influence relationships. Therefore, the researcher attempted to conduct a relevant review of the literature on the topic. The literature review demonstrated that the challenges on SGBs indeed played a negative role in relationships. The findings from the empirical study supported this. Thus, the study revealed that teacher representatives are often placed in challenging positions and that more attention should be given to their role on the SGB.

1.15 LAYOUT OF CHAPTERS

The layout of the study is as follows:

Chapter 1: Introduction and Background

The study's background and scope were described in this chapter. In addition, the motivation, research questions, issue statement, research methods, and ethical considerations were also highlighted in this chapter.

Chapter 2: Theoretical framework and review of literature

This chapter includes a detailed literature review, which includes the challenges teachers experience on the SGB. The influence of these challenges on relationships on the SGB formed an essential component of this section. Also, this chapter included an outline of the theoretical framework that was adopted for the study.

Chapter 3: Research Design and Methodology

Chapter 3 outlined the study's research design and methodology choice to determine the challenges that teacher representatives experience with demanding relationships. The study used data collection methods, such as interviews and open-ended questionnaires.

Chapter 4: Presentation, Discussion, and Analysis of Data

Chapter 4 focused on presenting, discussing, and analyzing the findings emanating from the data collected. The focus was on the challenges that teachers experience. The data were analyzed, and findings were supported with literature to either confirm the results or disagree with them.

Chapter 5: Summary, Conclusions, Findings, and Recommendations

Chapter 5 offers a summary of the research study and a discussion of the study's limitations. The implications gained from the research findings are also presented in this chapter, along with ideas for how SGBs might strengthen their relationships and how teachers can deal with demanding relationships. The possibility of future research subjects arising from this study was also highlighted.

1.16 SUMMARY OF THE CHAPTER

The purpose of this study set out in chapter 1 was to provide an introductory orientation of the study and indicate what will follow in chapters 2 to 5. The research question was formulated, and a general overview of the assumptions provided with which the study was approached. Also, a brief overview was provided of the research methodology, research objective, and strategies used in the study. Next, chapter 2 provides the theoretical perspectives of the study and a literature overview of relevant and contemporary literature on the governing body.

CHAPTER 2 :

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

As previously mentioned, a literature review analyzes academic papers, books, and other materials about a certain field and provides a comprehensive overview of prior studies on the subject (Lawrence, 2008). Labaree (2009) also postulates that the benefit of the literature review is that it helps discover what statistical information exists relative to the research topic. Moreover, it strengthens the statistical knowledge in a specific research field and finds gaps and likely errors in published research that can produce new original ideas and prevent other statisticians from duplicating findings.

This chapter focuses on the theoretical framework adopted for the study and a review of relevant literature. The literature review enabled the researcher to establish the key themes and issues in debates regarding the functioning of SGBs in South African schools. This discussion provided the reader with the needed background information about the role of teachers' representatives on the SGB (cf. 1.4). It further supported the understanding of key topics around the research theme. Furthermore, it raised consciousness and understanding of the challenges teachers experience on SGBs, particularly in terms of relationships. Therefore, the main aim of this study was to explore approaches for teacher representatives on SGBs to cope with demanding relationships.

A comprehensive search revealed that not many articles or books had been published on the experience of teachers on the SGB in coping with relationships. In fact, research is also lacking on how other members of the SGB deal with challenging relationships. Consequently, there is not much literature that describes the challenges they experience. There is thus a need for the marginalized voices of teacher representatives to be heard in an unbiased manner. Therefore, in line with what Randolph (2009:2) proposes as to what a satisfactory literature review should contain, this literature study was organized around themes related to the aims and research questions. These aims included:

- i.) To identify the role of teacher's representatives on the SGB
- ii.) To describe the challenges that teacher representatives experience on the SGB
- iii.) To assess the influence of the challenges that teacher representatives experience with the relationships on the SGB
- iv.) To propose strategies on how teachers can maintain sound relationships on the SGB

Before unpacking the literature review in-depth, first a discussion on the theoretical framework adopted for the study.

2.2 THEORETICAL FRAMEWORK OF THE STUDY

A theoretical framework supports a research study's academic component. It illustrates why the research challenge exists and presents and explains the idea (Abend, 2008:173–199). According to Vinz (2020), researchers refine theories to analyze phenomena, create connections, and make predictions. They are also based on current knowledge, observations, and concepts. In a thesis, the theoretical framework is where theories are defined, discussed, and reasoned in relation to the study problem. This includes a description of the project's theory, models, and beliefs and provides evidence that the work is familiar and well-established in terms of ideas. A robust theoretical foundation explains why the study problems were approached in the way they were. It also gives a solid basis for analyzing and comprehending the data's significance (Vinz, 2020).

The theoretical framework underpinning this study is two-pronged. As this study deals with issues around relationships, it is anchored firstly in the theoretical perspectives of relationship theories explained by William Glasser. Another essential part of this study is the representative role of teachers as representatives as governors. Consequently, representative democracy is selected as the supplementary theory for the study.

2.3 THE CHOICE THEORY OF WILLIAM GLASSER

2.3.1 Origin, Development, and Characteristics of Choice Theory

American psychiatrist William Glasser developed the choice or option theory in 1998 (Kianipour & Hoseini, 2012:118). The core principle of choice theory is that people choose activities to help them achieve their basic human needs. The idea of choice is founded on the premise that each person has only limited control over himself and minimal control over others. Using the notion of choice allows you to take responsibility for your own life while avoiding seeking to direct the choices and lives of others (Goleman, 1995:43; Glasser, 1998:65; Bradley, 2014:2, Kanesan & Fauzan, 2019:5)

The choice theory shows that all human behaviors, such as feelings, thoughts, physiology, and basic actions in life, is a choice that a person makes. Glasser (1998:34) argues that no person can force you into doing anything you don't want to do and that your behavior and the choices you make are entirely up to yourself (Bradley, 2014:5; Keyghobadi et al., 2020:375). It is thus our own choice how we react or perceive different situations or information (Doring, 2017). Glasser created the idea of control and offered the concepts of five vital needs or genetic instructions as the foundation of human behavior (Wubbolding & Brickell, 2017). This theory tells us that we all have five essential needs: love and belonging, strength, independence, fun, and survival. These demands are supplied by specific individuals, locations, things, values, and beliefs that create what Glasser (1998) refers to as our quality environment (Bradley, 2014:5). And we continuously assess our understanding of what we have as opposed to what we think we want (our standard picture of the world).

The consequence of this analogy is an internal signal that reminds us that we need to choose or sustain actions that will affect our environment to fulfill our needs and wishes. Total action consists of behavior, thought, feeling, and physiology (Glasser, 1998; 2019; Wubbolding, 2017). According to Zeerman (2006:46) and Bradley (2014:2), an important principle of the theory of choice is that all long-lasting problems are problems of relationships. Individuals may have money, health, or other problems, but happiness and stable relationships are likely to weather these problems. Relationship issues grow due to socially controlling behaviors described as deadly patterns: criticizing, accusing, moaning, nagging, intimidating, punishing, and manipulating or bribing (Glasser, 1999:21; Bradley, 2014:5). The alternative is to use

loving and caring habits, such as listening, helping, promoting, loving, trusting, embracing, and always resolving disagreements (Meyers, 2012). In addition, the choice theory focuses on caring habits such as supporting, encouraging, listening, accepting, respecting, and negotiating disagreements to enhance relationships (Glasser, 1999:21; Nelson, 2002; Bradley, 2014:9).

Human beings are essentially inspired to respond to their needs. Our five genetic and universal needs are love and belonging, fun, strength, liberty, and the deep need for survival (Glasser, 1998; 2004; 2019). Firstly, our need for love is fulfilled when we interact with others and belong to communities, families, and groups. Secondly, our need for fun is fulfilled when we know, explore, and do what pleases us. Next, our need for power is satisfied when we feel important, purposeful, and competent. Regarding our need for independence, it is fulfilled when we have the opportunity to develop and make our own decisions. Lastly, Glasser (1986) argues that survival needs are paramount and essential needs of life include access to food, shelter, and health, as in Maslow's pyramid of requirements (Glasser, 1986; 2004; 2019).

It is important to note that while one person may have a strong need for love and belonging, another may be in greater need of power and independence (Keyghobadi et al., 2020:374). As a couple, people's interests can be incompatible, but they can fit well as colleagues. By assessing how relationships fulfill our needs, we can evaluate every partnership, circumstance, and behavior (Keyghobadi et al., 2020:375). When you feel happy in your life, you will have relationships, experiences, and events that will satisfy some of your needs most of the time (Bradley, 2014:5; Keyghobadi et al., 2020:375). If your needs are in order, you exist in what Glasser calls a world of quality (Glasser, 1998; Glasser, 2019). To have a healthy life, relationships should be viewed as pivotal features in life (Kianipour & Hoseini, 2012:118; Bradley, 2014:7)

2.3.2 Value of the Choice Theory

The importance of the principle of choice is that we still have some capacity in our lives to make decisions and exercise power. Choice theory teaches that what we desire at a specific moment still motivates us. It stresses the importance of creating meaningful relationships with others and sustaining them to develop a common vision.

People with mutual respect are inspired to achieve common objectives and are more likely to work together (Bradley, 2014:4).

2.3.3 Application of Choice Theory to the Study

The choice theory can be used in both personal and professional situations. It educates us about our five basic needs, how to meet them responsibly, and how to accept personal responsibility for their fulfillment. Within the South African school environment, often characterized by the daunting challenges of multiculturalism and diversity, Glasser's choice theory principles can be fruitfully applied. Glasser adapted his insights to broader social challenges, like education and management, based on his vast and consulting clinical practice. This is especially true because the theory's application lends itself to dealing with challenging relationships, especially in the context of school. Therefore, this research focuses on how implementing the ideas of choice theory might be used to help teacher representatives on the SGB deal with the issue of demanding relationships.

In terms of relationships, for example, teachers should avoid socially controlling behaviors mentioned earlier, such as criticizing, accusing, intimidating, punishing, and manipulating (Glasser, 1999; 2019). These socially controlling behaviors are regarded as deadly patterns in destroying relationships and should be replaced by loving habits (Meyers, 2012). By adopting this approach, teachers may cope better with relationships and act as role models and powerful influencers to instill a harmonious climate in the SGB. Also, another technique that may be of value is sometimes to take responsibility in meetings to guide each other rather than to try and control others' choices. By choosing to respect people's feelings and thoughts, we can understand how to manage power to control our emotions.

An interplay exists between choice theory and reality therapy and has an impact on someone's communication and need for love and belonging (Bradley, 2014; Corey, 2017) Therefore, and since personal relationships have a remarkable impact on an individuals' happiness (Jun & Jo, 2016), this study sought to explore the effect of Glasser's choice theory on coping with demanding relationships. Critique against the theory may be that while it encourage individuals to take control over their behaviour, there is little that one can do over the behaviour of others.

2.4 THE THEORY OF REPRESENTATIVE DEMOCRACY

2.4.1 Origin, Development, and Characteristics of Representative Democracy

Representative democracy is a system of government in which citizens use their elected representatives to exercise their right to make political decisions. For this reason, the people elect their representatives to the representative bodies. The very essence of representative democracy lies in the fact that the people's will is fulfilled through representative bodies directly elected by the citizens themselves. The highest state body, elected by the people, is accountable to the people and is obliged to act according to their interests (Berisha, 2011:39). Throughout the centuries, many human societies have practiced some form of democracy. The most crucial example emerged in ancient Greece. It is believed that the world's first functioning democracy was founded in the Greek city-state of Athens, around 508 BCE, by Cleisthenes (History, 2018). The Greeks developed the form of government we call direct democracy, a forerunner of representative democracy. In direct democracy, every issue is voted on by all eligible citizens. For example, if a direct democracy approved a tax hike, all eligible voters would vote on it. This form of government is also called participatory or Aristotelian democracy. In Athens, only men were considered qualified voters, and all others were excluded. Slaves and women could not vote (Vlassopoulos, 2007).

For a society to be called democratic, there are five basics of criteria that are necessary. Firstly, there should be equality in voting. Secondly, participation of all staff or involved personnel should be effective. Thirdly, an enlightened understanding is vital for all participants or stakeholders. Fourthly, the agenda should be controlled by the staff or citizens. And lastly, all participants should be included in the process. No staff member should be excluded (Percy, 2015). Percy (2015) further notes that the way elections and appointment of officials are structured varies in each democracy.

A representative democracy is when the people elect officials to create and vote on laws, important matters, and policies on behalf of a government or, in this case, schools (Longley, 2020). However, it would not be possible to vote on everything that happens in a country. Therefore, the Greeks came up with a way of selecting a smaller subset of individuals to vote. For example, Athens used a tool called a cleroterion, much like a set of bingo balls. Every resident would receive a token representing him; several hundred would be selected each day, and they would make decisions for the

entire city-state for a period. That was an early form of the next democratic evolution, called representative democracy (Pearance, 2015).

2.4.2 Value of the representative democracy theory

In democratic systems around the world, political parties play a major role. However, recent empirical research indicates that for people, parties are increasingly less relevant. At the same time, classical and contemporary theories of representative democracy also minimally integrate party benefit accounts. Compared to its next best theoretical choice, pluralist democracy with individual members assesses the importance of party democracy through two distinct paths. First, it argues that parties are not perfect, but there is a preference for party democracy over pluralist democracy. The predictability and accountability of policy results were strengthened by the parties. In exchange, this encourages greater accountability between voters and their members. Moreover, parties save politics from being dispersed and probably even a contradictory series of acts (Kölln, 2015).

2.4.3 Application of representative theory to the study

According to Section 20 of the South African Schools Act 84 of 1996 as amended, the SGB is a statutory body of parents, educators, non-teaching staff, and learners (from Grade 8 or higher) who seek to work together to promote the well-being and effectiveness of the school community and thus enhance learning and teaching. In the selection of SGBs, ballots are usually the first option. Elected teacher representatives are selected by nominations from staff members or participants involved in the voting and election process and have the mandate to represent the views of fellow teachers. (DOE, 2014:10; Longley, 2020). Usually, an outside member with no attachment to the school or organization will supervise and oversee the counting of votes (Longley, 2020). The person may be a principal from neighboring schools or principals within the same circuit. The only requirement is that an electoral official not be employed at the school concerned (DOE, 2014:10).

Teacher representatives tend to play a smaller role in transmitting knowledge and voicing their ideas on the SGB and staff because they have the challenge of facing a

superior, namely principals (Creese & Bradley, 1997:109). Even inexperienced parents are elected into positions of responsibility that are not proportional to their ability, as recounted by those parents who have served on the SGB (Rangongo, 2011:35).

The disadvantage of this theory is that representatives may distort peoples' demands to suit their political preferences. Also, representatives may not make themselves accountable enough when serving on the SGB.

A summary of school governance in South Africa is necessary to better understand the roles and challenges that SGB-members experience, particularly teacher representatives. This section also provides insight into the democratic nature and the quest for a democratic approach to school governance in South African schools.

2.5 SCHOOL GOVERNANCE IN SOUTH AFRICA: AN OVERVIEW

The concept of the SGB started in 1994 after the democratic elections. However, school governance was officially active in May 1997 when SASA took provision for the election (Van Wyk, 2004). According to Guilty (2016:13), governance structures and processes are defined as institutions and processes that ensure accountability, openness, responsiveness, the rule of law, stability, justice and inclusion, empowerment, and broad-based engagement.

2.5.1 Democratization of Education in South Africa After 1994

In implementing the Schools Act, South Africa, like many countries worldwide, ushered in a school governance approach to democratize education (Xaba & Nhlapo, 2011:424). The aim was the empowerment of previously disadvantaged and marginalized groups by involving them through democratic participation. Democracy can be defined as being ruled by the people. According to Adams and Waghid (2005:25), the preface of SASA states that South Africa needs a new national school system that will remedy past educational injustices, provide progressively higher-quality education to all students, and provide a solid foundation for the growth of all citizens. In addition, the democratic process will promote community transformation;

combat racism, sexism, and other forms of unfair discrimination and intolerance; contribute to the eradication of poverty and the economic well-being of the community; protect and promote the diverse cultures, languages, and rights of all learners, parents, and educators; and promote their acceptance of responsibility for the organization, control, and financing of education (RSA, 1996).

According to Adams and Waghid (2005:25), one of the main intentions of this law is to promote the concept of democracy and transform the South African society from a racially divided society to a more democratic one. Xaba and Nhlapo (2014:424) further declare that through the process of decentralization, the SASA mandates the establishment and participation of democratically elected SGBs comprising parent and educator representatives, including learner representatives in secondary schools. This implies participatory democracy.

School principals automatically become unelected members of SGBs. They focus on democracy as a sphere of social and political life, constituted by the principles of positive freedom (freedom of self-development) and political equality. The concept of democracy is emphasized as a field for social relations that also forms the basis of SGBs. The various role players serving on the SGB (parents, educators, non-educators, learners, and the principal) are socially interconnected in all circumstances (Adams & Waghid, 2005: 26). Teachers, therefore, form part of this critical process; their involvement is crucial in addressing past injustices. As representatives on the SGB, their input in providing progressively high-quality education is vital, as they can share their experiences on what is happening in schools. Through their involvement in the SGB, they can also have a say in teaching and learning matters and adhere to the ideal of quality education as stipulated in the SASA. Section (16) (1) (a) of SASA states that the governing body of a public school must 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. Thus, teacher presence and involvement in the SGB-structure should minimize uncertainties and potentially challenging situations.

Adams and Waghid (2005:26) argue that democracy is about shared decision making and action, about doing things together even if there is conflict or ignorance. Democratic school governance is defined as governance where decision-making is

based on consultation, collaboration, cooperation, partnership, mutual trust, and participation of all affected parties in the school community on an equal basis (Xaba & Nhlapo, 2014:426). Therefore, the process of democracy functions in a conflict area where joint decision-making becomes the rule. Consensus, or the concepts of peace and harmony, is therefore in question. The general description of the principle of consensus is to share something that connects and binds people. Sharing refers to the general agreement of members of a community on fundamental issues that affect them all. The overriding rule is the one that determines how conflict is resolved. In a democracy specific, we agree to differ, and conflict resolution is a prerequisite for democracy. Therefore, a consensus is an integral part of democracy, and the system cannot function meaningfully without it (Adams & Waghid, 2005: 26).

Decision-making is part of democracy and is how administrators plan, organize, guide, and monitor (Sharma & Sehrawat, 2014:48). When we speak of an administrator making a choice, they must have two or more alternatives to choose from. Choosing a proposed option is only the culmination of a larger process that includes identifying the need for a decision and developing and evaluating alternatives. Decision-making can be active or passive. When it is active, a choice is made to do something different, and when it is passive, the decision is not to make a decision. Given the importance of the above and the challenges associated with making sound judgments and decisions, good relationships amongst members of the SGB are crucial.

2.5.2 National Acts and Policies that Regulate School Governance

The following legislation and policy framework govern these Guidelines:

- Act No. 108 of 1996, Constitution of the Republic of South Africa: This Bill of Rights is a cornerstone of South African democracy. It affirms the democratic values of human dignity, equality, freedom, and the rights of all people in our country. Accordingly, the state must respect, promote, and implement the Bill of Rights.
- The National Education Policy Act, No. 27 of 1996 (NEPA): This act is in place to provide for the determination of national policy for education, to amend the National Policy for General Education Affairs Act of 1984, to substitute certain

definitions, and to provide afresh for the determination of policy on educator salaries and working conditions.

- SASA (South African Schools Act, No. 84 of 1996, as amended): To provide for a standard system for the organization, governance, and funding of schools, to amend and abolish various laws relating to schools, and to provide for matters associated therewith.
- Promotion of Administrative Justice Act, No. 3 of 2000 (Promotion of Administrative Justice Act. Administrators' Guide or PAJA). This guide aims to impose a duty on the state to give effect to the rights in subsections (1) and (2) and to interpret and enforce the law. This guide also does not deal with the regulations of the PAJA in detail.
- Employment of Educators Act, No. 76 of 1998 (E of EA): The purpose of this act is to provide for the employment of educators by the State, for the regulation of the conditions of service, discipline, retirement, and discharge of educators, and matters connected to this.
- A point of critique against these policies is that none directly tells us what the role of the teacher is on the SGB, only to look after the school's interest in general. This may create uncertainties amongst teacher representatives, especially in terms of active decision-making processes.

2.5.3 Composition of the SGB

The SGB consists of elected members, namely the principal, by virtue of his official capacity and co-opted members. The elected SGB members are made up of the following members:

- Parents or guardians of students: The biological parent, guardian, or person legally entitled to custody of a child is referred to as a parent. The legal definition of parent in the SASA is expressed in broader terms than direct kinship. The parent or guardian of a learner is the person who has a legal entitlement to care for a learner (RSA, 1996b:4). However, a parent who works at the school cannot be a member of the governing council.

- Educators in the classroom: In a school or other institution, an educator instructs, educates, trains, or provides professional educational services, such as counseling. Teachers who the school hires are involved in this.
- Learners in Grades 8 and higher: Only students elected to the Representative Council of Learners (RCL) are eligible to serve on the SGB. Learners with exceptional educational needs may be chosen if this is feasible.
- Personnel who are not educators: These individuals are all institutional staff members, including those employed by the school, appointed under the 1994 Public Service Act (Act103 of 1994).

The following section deals with a short discussion about the general functions of the SGB. In carrying out the functions ascribed to them, teacher representatives are exposed to challenging interactions with other SGB-members. Thus, discussing the functions will provide the necessary background and context to understand the origin of tension and conflict on the SGB. This discussion is important as part of the goal of this study, namely finding functional solutions to cope with demanding relationships.

2.5.4 General Functions of SGBs

According to Karlsson (2001:163), the rationale of formation is that the SGB should be actively involved in the school's management, and the aim is to provide a better learning and teaching environment. The SGBs functions are listed in the Schools Act (RSA, 1996a:14). According to Bagarette (2011:223), section 16 (2) of the SASA stipulates that a governing body exists in a position of trust towards the school (RSA 1996: s. 16 (2)). This position of trust by the SGB should form the foundation of a working relationship between the SGB and the school principal. The SGB must, among other things, promote the school's best interests and work to assure its development by providing high-quality education to all students. As a result, according to Majlatji (2018), the SGB is responsible for establishing policies, a code of conduct, a constitution, and creating a school goal statement.

The SGB should establish a code of behavior for students at the school and assist the principal, instructors, and other school personnel in carrying out their duties. The SGB should also set the school day's start and end times in accordance with any applicable staff employment conditions. Furthermore, they must manage and regulate the

school's property, including buildings and grounds used by learners, educators, and other members of the school's volunteer staff. In addition, the SGB should encourage parents, students, educators, and other school personnel to volunteer at the school and should also recommend the appointment of educators at the school to the Head of Department, according to the Educators Employment Act of 1994 (Proclamation No. 138 of 1994) and the Labour Relations Act of 1995 (Act No. 66 of 1995) (Mahlangu, 2006). Additionally, the SGB has the vital role of dealing with the school finances and is responsible for its effective management (RSA 1996b: ss.37-37 & 42-43).

According to the SASA (RSA 1996a:s.14), promoting the school's best interests means that school governors must deal with specific issues regardless of who elected them. These can include school entry, language, and religious policies. Specifically, the SGB must establish rules for school religious observance. Moreover, the SGB must ensure the creation and adoption of a code of conduct for learners, among other things.

2.5.4.1 *The Role of the Parents*

Parents are listed as one of the most crucial interest groups to represent governing bodies in a school. The SASA indicates that the number of parents on a governing body must be one more than half of all the members who can vote. The role of parents on the SGB can be seen as developmental but is complicated by low literacy levels in some parents. This concern will be discussed in more detail later.

2.5.4.2 *The Role of the Principals*

The principal is one of the most significant role players in the school's management (Govender, 2012:17). They must ensure that everything they do or plan as a professional manager of a school contributes to the mandate and aspirations of the relevant stakeholders. They can arrange a formal meeting of the governing body to ensure that day-to-day tasks are organized and whether effective teaching and learning occur at school (Harris, 2011). In terms of Section 23 (1) (b) of the SASA, the principal is an ex-officio member of the SGB, which determines the relationship between the principal and the SGB to some extent. As ex officio, they are regarded as

the representative member of the governing body and must help the governing body perform its functions. The Schools Act assigns duties regarding SGBs to the principal and other departmental employees. For instance, concerning all aspects, as stated in the document for personnel administrative measures, the principal must cooperate with the SGB (DBE, 2016:43-44).

According to Rangongo (2011), the principal works in two capacities: a member of the SGB and a principal or departmental staff. Bagarette (2012:71) also refers to the dual role that the principal plays as an employee of the DOE and an ex-officio member of the SGB. In practice, when working as an SGB member, the principal must oversee the Provincial Education Departments (PED). Consequently, the principal must oversee the interests of the PED and that of the SGB. Bertelsmann (2000) further notes that, like all other members of the SGB, the principal must not be guilty of carelessness, gross negligence, or fraud when performing their duties.

According to Majlatji (2018), the principal may be regarded as the leader or executive officer of the SGB to the extent that the principal is a member of the SGB and must provide it with resources and assistance (Mouton, Louw, & Strydom, 2013:36). This will only apply to matters under the authority of the SGB and does not change the fact that the principal is a government employee with responsibilities as allocated by the Provincial Head of Education. These insights stress that the relationship between the principal and the SGB is exceedingly complicated and that both parties must approach it with caution to maximize the probability of peaceful SGB-SMT interactions. More about the dynamics between these two vital roleplayers under 2.6.8 and 2.7.1

2.5.4.3 *The Role of the Teacher Representatives*

The role of teacher representatives as individuals is not pertinently mentioned in the SASA and literature. However, educators are regarded as an essential role-playing group and should also be represented on the SGB. According to Karlsson (2002:332) and Govender (2012:163), educators play a minority role in the SGB. Still, in some cases, educators play a more significant role after the principal and even more in decision-making as the parents and non-educators.

Mabasa and Thamane (2002:115) and Malatji (2018:49-50) acknowledge that principals and teachers often dominate the SGB meetings and feel that all members must accept their arguments without further discussion.

Four views of the position of educator-governors are indicated in the literature. According to Earley and Creese (2000:485), the first is the minimalist. When no other educator can stand for election, the minimalist is the teacher who is a reluctant recruit for the SGB. Second is the watchdog, which relates to the educator-governor with significant skepticism and is concerned at all costs with protecting the interest of the educators. These educators are generally active within the staffroom with union relations. Next, the contact link applies to those who see themselves as the link between the SGB and staff. They are happy to communicate the views of staff to the SGB and report back to the staff on the SGB meeting proceedings (Malatji, 2018:56). The fourth view describes an ideal governor-educator who contributes to their school and its decision-making processes the same way other governors contribute (Earley & Creese, 2000:485). This educator-governor contributes actively to advancing the school and learners' best interests while seeking to integrate the constructive elements of the other three views of the educator-governor.

In the following paragraphs, challenges experienced on the SGB will be unpacked, as these are often the catalysts for conflict, tension, and poor relationships.

2.6 SGB CHALLENGES THAT LEAD TO CONFLICT AND POOR RELATIONSHIPS

2.6.1 Low Literacy Levels of Parents

One of the biggest challenges related to SGBs is that the parents selected may not be literate (Mouton et al., 2013:36; Diamond, 2015; Ozmen, 2016; Malatji, 2018:52). This may be due to not finishing school or even not attending school and may affect their ability to perform required functions (Connolly, 2011:506). However, their involvement may be argued to be developmental, and that governance capabilities come in diverse forms.

Over time the responsibilities of governing bodies have increased drastically, making it even more demanding for parents with low levels of literacy (Mouton et al., 2012:33;

Ozmen, 2016). Some responsibilities that contribute to this high demand may include contractual obligations, audits, and inspections, which have also been quite intense and demanding. In addition, for the SGB to function properly, member capability, recruitment and retention, training of the board members, and characteristics of the governing processes must be ensured (Pitkin, 2012:34).

One of the consequences of the illiteracy of parents is that it may hamper good decision-making by parents, as they do not possess the necessary intellectual capacity to understand essential documents and processes. In this regard, Maile (2002:239) argues that analphabetism among SGB members, particularly parent-governors, can contribute to their own inefficiency. Analphabetism prevents parents from accessing relevant information (Malatji, 2018:53). This may lead to frustration, tension, and conflict, especially in cases where parents lack the right attitude. Consequently, educators – being academically stronger with much more knowledge about systems in the school – may feel frustrated because the parents lack an understanding of important tasks. Parents, in turn, may feel inferior due to not having sufficient knowledge on specific topics (Ozmen, 2016).

Another result of low literacy levels is that the SGB may lack specific abilities for carrying out assigned responsibilities, such as marketing, financial administration, fund-raising, communication, and dispute resolution (Mouton et al., 2013:34; Ozmen, 2016). As a result, Pampallis (2001:141-148) believes that conflict in schools is caused by the mixture of roles and duties and the illiteracy rate of SGB members (see also Mouton et al., 2013:34).

2.6.2 Lack of Training for Parents

Mncube (2009) suggests that not all parent governors are active in the SGB as many of them lack the expertise required to perform the duties assigned to them (Mouton et al., 2013:35). In a study by Mouton et al. (2013:34), SGBs referred to a lack of training, which prevents them from performing their tasks effectively. According to Adams and Waghid (2005) and Rangongo (2011:35), the lack of training deviates from the law. Due to a lack of training, parents on the SGB are unsure about their duties and lack the confidence to fulfill tasks (Xaba, 2011:202). In addition, Xaba (2011:206) mentions that uncertainty of their roles results in the overlap of roles of governance and

management, which may affect the day-to-day running of the school and contribute to other possible challenges. This can lead to complicated working relationships, which can cause conflict amongst stakeholders (Sharma & Sehwat, 2014:48).

Principals and parental SGB members find it difficult to perform their tasks effectively because of the limited training of the parents in school management and governance.

This can lead to uncertainty about their functions and duties and poor communication between members (Bayar, 2016:293). Members must be trained to ensure that they have the requisite capacity, knowledge, and awareness of their duties and responsibilities. They should be able to create their own goals, targets, schedules, and assign tasks to others (Maluleka, 2008; Nehemia, 2011:1590). If not, this may contribute to feelings of hopelessness and a lack of direction, creating unease, frustration, and eventually tension. In a study conducted by Van Wyk (2007), teachers frequently acknowledged the need for providing sufficient training for school governors, particularly parent representatives. They also recommended that SGB members receive copies of the SASA in their native language and instruction on its contents from people proficient in the local dialect.

Mestry and Khumalo (2012) confirm that a lack of sufficient legislative and training information reduces the capacity of the SGBs to fulfill its functions. Furthermore, it should be noted that not only do educators lack skills in working with parents, but parents also often lack skills in technology and in working with educators. So, it is well known that there is a general lack of skills among SGB representatives in working together and representing the school in a technology-dependent environment of the digital age (Chukwuere & Nwosu, 2017). This leads to even more frustration and may result in disjointedness between parents and other roleplayers on the SGB. In addition, being under pressure to ensure progress may also contribute to uneasiness and tension amongst members.

2.6.3 Parents do not promote the best interests of the school

Parent members of the SGB also do not understand their role in promoting the school's best interests. Research shows that parents seem to be there for their own interests, such as maintaining a title, but they do not have the capabilities or knowledge to help

with policy drafting and implementation (Bush & Gamage, 2001:42; Xaba, 2011:208). Furthermore, the lack of knowledge then leads to mismanagement of funds, neglect in maintaining the school, and ineffective teaching and learning guidance (Xaba, 2011:209). The Fedas report (2019:7), referring to the issue of integrity, declares that SGB-members should always strive to act in good faith, in the school's best interests. Avoiding conflict of interest and setting the tone for the school should be a focus.

2.6.4 Lack of commitment from SGB members

Together with the issue of illiteracy amongst parents and the lack of training, parents are often not committed to their role and not serving in the school's best interests and are often not interested in the school (Mercury 2008:10, Rangongo, 2011:35). This was also evident in Segwapa's (2008) research which indicated that parents in SGBs are in a situation where they have to choose between work that would yield a salary to meet their family's needs or attend school activities.

The question of time is not just in the case of parents; teachers and other stakeholders in the SGB also consider SGB meetings to be a sacrificial lamb for their other commitments (Mestry, 2006). A lack of attendance may contribute to people offering time to be at meetings only to find that a minimum number is not reached, thus leading to the meeting being canceled or postponed. This then may lead to people becoming frustrated for wasting time to attend meetings that, in the end, do not take place (Xaba, 2011:205). Accountability is essential for SGB-members, and according to Fedas (2019:7), it should be a requirement to justify decisions and actions to shareholders and other stakeholders. This may lead to conflict amongst stakeholders in the SGB. Educators can choose how to react to different behaviors to achieve the best interest of the school.

2.6.5 Lack of members' skills, competencies, and understanding their roles

Another issue that SGBs seem to create tension and confusion among stakeholders in school governance is the lack of skills, competencies, and understanding of roles (Bagarette, 2011; 2012). According to Clase and Van Der Merwe (2007), confusion about the governance of public schools at the grassroots level might contribute to the

closure of public schools the emergence of large-scale tense situations. This means that if SGB members are unsure about their role, friction can arise, which should be avoided to prevent conflict situations among staff. For Feddas (2019:7), parents need to acquire a working knowledge of the school, act with care and diligence, and become adequately informed before making decisions.

The role and responsibilities of SGB members must be thoroughly explained to all role players before nomination and election to ensure potential members know exactly what to expect and capacity building takes place regularly at the school level to build strong relationships (Mizell, 2010). The insufficient knowledge and expertise of the critical role players in school management and governance, combined with confusion about their roles and responsibilities, make it difficult for the directors and parental SGB representatives to work together in harmony (Heystek, 2004). Unfortunately, there is little that teachers can do about this issue, and coping with the tension and relationships is not easy.

Mestry (2006:133) also mentions a lack of cooperation between the principal and other SGB leaders, who are afraid of losing authority if they share responsibility for school governance. As a result, the SGBs' inability or refusal to fulfill their tasks and responsibilities may have a negative impact on the school (Mouton, Louw & Strydom, 2013:36). Bayar (2016:192) agrees that some principals face such demanding and challenging teachers that they would rather leave the leadership position. Glasser's theory will help build good relationships when parents, teachers, and principals start communicating to find a middle ground to work as a team and not against each other.

According to Van Wyk (2007), 47 percent of the teachers and principals polled said that the capacity shortage among SGB members jeopardized the SGBs' ability to function effectively. Mestry (2004:126) also points out a fundamental issue with SGBs: a lack of financial management competency and skills, which results in an inability to come up with actual answers to practical difficulties. Unfortunately, according to Keating (2008), SGBs lack the resources needed to hire instructors, manage big school budgets, or even implement laws set forth by the South African Education Council (SACE).

2.6.6 Handling the Challenge of Multiculturalism and Diversity

Multiculturalism can be defined as showing the same degree of respect, recognizing, identifying, and accommodating different identities amongst ethnic and cultural groups (Levrau & Loobuyck, 2018:4). On the other hand, diversity between employees is described as their differences due to various backgrounds to which they belong and include multiple aspects, such as age, race, gender, physical ability, and ethnicity (Inegbedion, Sunday, Asaleye, Lawal & Adebajji, 2020:2). Some challenges experienced by SGBs relate to multiculturalism and diversity and may include communication barriers, discrimination, and ethnic marginalization (Lyknis 2014; Renee, 2014; Finn, 2015; Greenberg, 2015; Wengrzyn, 2015).

Coping with relationships across different cultures can be challenging due to a lack of trust, different value systems, and politics, especially in a country such as SA (Dangmei, 2016:284). Still, SGBs should work around these challenges to benefit the school and stakeholders involved in the SGB. Methods to overcome challenges could include rapid adaptability, ensuring a variety of alternative techniques for problem-solving, and complying with resource allocation to ensure positive trade-offs and good working relationships (Inegbedion, Sunday, Asaleye, Lawal & Adebajji, 2020:3).

2.6.7 Management vs. Governance

The SASA, 84 of 1996, stipulates that every public school's governance is vested in the governing board (Section 16(1)). As a result, school communities have crucial roles as equal partners in their children's education. They must make critical judgments about the provision of high-quality education. SGBs are in charge of policies that govern how schools are organized and managed. The Act also gives the principal the ability to oversee the school's professional concerns under the department head's supervision (Section 16(3)). According to Prinsloo (2006:255), more intertwined boundaries are visible between management and governance, as reflected in SASA. The governing body and management should have a functional partnership and a mutual responsibility for education as their common interest. However, the interferences from governance in management roles may lead to conflict amongst stakeholders that may affect relationships (Prinsloo, 2006:256).

Another issue that arises in governance is constituency loyalty. How SGB members join the SGB, namely through a constituent support base, makes their functions more challenging, since some educator-members of SGBs perceive themselves as watchdogs whose mission is to fight for educators' problems. This appears to imply that they reflect the needs of their constituency, making it harder to promote the school's best interests and could lead to confusion about SASA's roles and activities (RSA 1996a: s20).

2.6.8 Power Relations on SGBs

The review committee on school administration has found that principals are sometimes reluctant to share their authority with SGBs (DOE, 2003:93). Many principals manage their school autocratically and use negative strategies to deny other role players the opportunity to meaningfully participate in school affairs (Beckmann & Blom 2000:1; Preetika & Priti, 2013:39). They give the appearance of consultation while maintaining control, limiting debate on sensitive matters, and creating limited participation channels. This could severely impact the SGBs operating environment, as school principals must interact with educators, perhaps leading to a power struggle.

As for teacher representatives, much is gained when teachers work together (Bush, 2011:73). This is true in the case of the collaborative relationship between the SGB and SMT. Both the principal and the SGB-chairperson are leaders and influential in this structure (Mouton et al., 2013:35). The chairperson has to motivate the SGB members and community to play their part in the school while the principal has to help the SGB perform their functions provided by the SASA (1996:9).

Further, the parent component plays a part in advising the principal, but the principal has all the decision-making powers (Heystek, 2004; Basson & Mestry, 2019:3). However, this poses a serious challenge because if roles and responsibilities are not understood, their participation in decision-making can cause conflict. Beckmann(2000) (cited in Calitz et al., 2002) claims that many principals feel threatened. According to Mestry (2006:28), it is also because SGBs have been assigned the job of managing the school's funds (Basson & Mestry, 2019:3). As a result, it's understandable that some principals may resist sharing power because they've grown accustomed to having complete control over the school. These negative repercussions include decreased job

performance and productivity, school unhappiness, and increased stress (Dali and Akyol, 2019:43).

2.6.9 Teacher representative challenges

Teachers are often not trained in SGB-procedures before commencing their responsibilities (Chalufu, 2011:167; Mouton et al., 2013:33). This may result in problems, such as unfamiliarity with the meeting procedures, concerns with the professional terminology used in meetings, difficulty handling large quantities of documents, and not understanding how to make positive contributions (Ghasabeh, Soosay, & Reaiche, 2015:460). This may further lead to not understanding appropriate regulations, feeling overwhelmed by the involvement of other members who appear experienced, and viewing their positions as simply supporting what others have already decided.

Xaba (2011:201) opines that the training of SGB-members is not sufficient. If the principal and teachers are progressive, this may result in frustration amongst them, as SGB-members lack the necessary skills to take the school forward (Bargarette, 2012:98). If principals and teachers lack strategies to deal with certain issues and are stubborn, situations can easily get out of control in terms of relationships (Mahlangu, 2006:28). In fact, De Hoogh and Den Hartog (2008) warn that when morally dishonest leaders pursue self-centeredness, self-promotion, and are manipulating, the SGB is negatively affected, and relationships may become very toxic. This becomes irresponsible conduct (Fedsas, 2019:7).

Sound financial management in organizations such as schools needs to be conducted according to the SASA section 6. However, Mestry (2004:126) highlights a major challenge in SGBs, namely the lack of the requisite financial management expertise and skills and, consequently, the inability to figure out realistic solutions to practical problems that may lead to a decline in work satisfaction and a rise in employee tension (Tepper, 2009). Furthermore, if there are malpractices evident, it can lead to serious conflicts amongst members of the SGB (Rangongo, Mohlakwana & Beckmann, 2016). Teachers may then be placed in a situation where they need to take a stand without compromising sound relationships. Under these circumstances, it is required to look at issues objectively, avoid emotional engagements, and exercise extreme caution in

their conduct. For example, it is vital that they do not gossip, form alliances with role players, and be transparent and open in their engagement.

2.7 THE ROLE OF TEACHERS IN PROMOTING GOOD RELATIONSHIPS BETWEEN MEMBERS OF THE SGB

Conflict exists wherever it is described as part of our everyday lives and culture as a whole (Idang, 2015:99). Due to the nature of responsibilities and accountability of the SGB described in the previous paragraphs, chances are always there for conflict situations. It is imperative for teacher representatives to find ways to deal with conflict in a constructive and meaningful way, adhere to their responsibilities, and constantly search for professionalism (Dağlı & Akyol, 2019:43). For the school to operate productively, school administrators are faced with the challenge of finding options and ways to deal with disputes (Utleğ, 2013). Unresolved conflicts can lead to friction between staff members as well as SGB members and teachers.

The following paragraphs will elaborate on the role of teachers in improving relationships amongst different role players on the SGB.

2.7.1 Relationships Between the Principal and the SGB-Chairman

According to Khuzwayo (2007), the relationship between the principal and the chairman is different in different schools. SGB chairpersons have been able to gain leadership at the expense of the principal's professional power and responsibility at some schools. This is especially true in schools when the SGB chairpersons are more educated or regarded as having a higher social status than the instructors and principals (Khuzwayo, 2007; Guilty, 2016:23). On the other hand, principals drive the agenda of the SGB, including establishing how chairpersons should carry out their duties, especially at poorer schools (DOE, 2004:83). The question is how teacher representatives should conduct themselves throughout this process. Teacher representatives should logically support both role actors, acting as a link between them (Guilty, 2016:22).

2.7.2 Relationships Between SGB-Parents and Principals

The relationships between SGB-parents and principals are of utmost importance as it enables building a vision and mission for the school. In SA, the role of principals has changed from being one who knows all the answers and makes all the decisions to one that collaborates and builds relationships with others and never dictates (Green, 2005:740). Similarly, according to SACE (2007:136), the code of conduct also states that relationships should be exercised with compassion, not domination between parents and principals. Unfortunately, principals are often characterized as domineering, reluctant to share power and influence, unwilling to involve other governors in decision-making, and engaging in manipulative practices (Mncube, 2009; Dieltiens, 2005 in Xaba & Nhlapo, 2014:426). It stands to reason, though, that principals no longer possess the sole power of managing the school and taking all the decisions independently (Bagarette, 2012:99). Previously, principals were in charge of almost every role in the SGB, but with the new dispensation, they feel disempowered by the new legislation. Research indicates that principals resist sharing power in some cases, having been used to possessing all the power. Khuzwayo and Chicoko (2009: 149 in Bagarette, 2011:79), however, found that where principals were willing to share power with other role players, schools were likely to experience harmonious working relationships, a condition which is conducive to an effective partnership.

According to Negash, Cravens, Brown, and Fincham (2016), teachers should be leaders who display the ability to influence the emotional climate in the workplace, which has a beneficial and favorable impact on their employees' performance. This could be done through a process whereby teachers should focus on developing healthy and strong connections with both parents and the principal. In line with what Glasser (1998:65) proposes, teachers should adopt a fresh, positive approach and focus on supporting, accepting, encouraging, trusting, listening, respecting, and negotiating differences.

2.7.3 Relationships Between SGB-Educators and Principals

A complete literature search did not yield research focusing on the dynamics and relationships between teacher representatives and principals. Van Dou (2004:44-45) highlights various points that may help prevent conflict between the principal and SGB-

educators and promote good relationships. For instance, it is vital to communicate effectively with the principal, especially where there is friction. This approach will help to rule out some misunderstandings. Also, of paramount importance is that conflict should not be ignored or left to disappear; it should be addressed immediately to prevent it from becoming even worse (Bayar, 2016:192-194). Conflict should be discussed directly with the person causing the problem. It is important not to talk behind someone's back as this would worsen the situation (Cain & du Plessis, 2013:26).

Additionally, it is imperative to be objective when being called to handle conflict and listen to both sides to make an informed, objective, and fair decision. In some cases, it is even recommended to deal with conflict humorously without being disrespectful, which may relieve the situation. Leaders who have excellent and well-built relationships seem to be more effective at resolving conflict (Goleman, 1995; Leung, 2010:21; Mersino, 2013; Sharma & Sehwat, 2014:48).

When it comes to promoting good relationships with their principals, it is important that teachers not challenge the authority of their principal and be assertive when required. This may be a challenge in itself, especially in cases where the principal has a dominant personality and is under pressure. In addition, some factors may contribute to teacher stress, including high job demands, disobedient children, conflict, position ambiguity, lack of development opportunities, lack of support from the principal, poor relationships, and poor working environment (Aydin & Kaya, 2016:189-190; Harmsen, Helms-Lorenz, Maulana & van Veen, 2017:628).

2.7.4 Relationship Between SGB-Educators and SGB-Parents

Unfortunately, sometimes parents are on SGBs to promote their own agenda and overrule the teachers, not acknowledging that teachers are SGB members (see Xhaba & Nhlapo, 2014). If parents and teachers struggle to work together for the school's best interest, it may cause friction between the members, leading to a dysfunctional SGB. It's critical to understand that there are no quick fixes for a strained or dysfunctional relationship between the SGB and SGB teachers (Sigudla, 2002:26). Parents may feel they are not being heard, and teachers may feel they don't have a voice. Instead, both teachers and parents should have the confidence to speak freely

and make a difference in the SGB to build relationships. Instead, teacher representatives should focus on developing healthy and strong relationships, as described by Glasser (1998:64), such as supporting, embracing, encouraging, trusting, listening, respecting, and negotiating disputes.

2.8 COPING WITH DEMANDING RELATIONSHIPS

In line with the central theme of this study, the next section will focus on specific strategies to cope with demanding relationships. Drawing from the work relationship experts, such as Daniel Goleman (1995;1998) and William Glasser (1996;1998), it can be argued that these approaches may provide solutions to teacher representatives and other SGB-members to cope with demanding relationships.

2.8.1 Possible Solutions to Challenging Relationships

The SGB can deal with the challenges of demanding relationships by being self-aware (Goleman, 1995:47). According to Goleman (1998:88), self-awareness is defined as the ability to recognize one's emotions, strengths, limitations, desires, and needs. Furthermore, Goleman claims that people with enough self-awareness are honest, not too critical, and not unreasonably hopeful – not just with themselves but also with others. This suggests that leaders who have a high level of self-awareness are aware of and understand how and why emotions affect themselves, others, and work performance (Goleman, 1998:88; Chen & Guo, 2020:83).

Glasser believes that people need to take more responsibility for their behavior and that reality therapy could help them do this. Choice theory and reality therapy are based on the idea that we are all responsible for our actions and have power over our current life (Corey, 2013). According to Glasser (2013), a person's primary need is love and belonging. Unsatisfactory or non-existent relationships, according to Glasser (2019), are the primary cause of most unhappiness. As a result of this void, a person chooses their own maladaptive behavior to cope with the frustration of being unfulfilled. A person can be taught how to make good choices in reality therapy to better deal with these situations. Thus, reality therapy can assist a person in regaining control of their lives rather than allowing their emotions to run the show, which is

essential for personal independence (Howatt, 2001; Bradley, 2014:6).

2.8.2 Dealing with Toxic Relationships

As was seen in the previous sections of the literature review, SGBs are exposed to various challenges. In many instances, this puts immense pressure on relationships. Unfortunately, cases also abound where the relationships amongst SGB-members can worsen and even develop in toxic environments and relationships. According to O'Connor, Wetherall, Cleare, McClelland, Melson, Niedzwiedz, O'Carroll, O'Connor, Platt, Scowcroft, and Watson, (2021), a toxic relationship is one in which one of the partners engages in emotionally and, more often than not, physically harmful actions to the other. A healthy connection boosts our self-esteem and gives us emotional energy, whereas a toxic relationship lowers our self-esteem and depletes our vitality. Insecurity, self-centeredness, power, and control are signs of a toxic relationship. Characteristics of a healthy relationship include mutual care, respect, compassion, interest in others' welfare and growth, the ability to share control and decision-making, and a shared desire for each other's pleasure (Humpries, 2017). A healthy relationship is safe and one in which we can be ourselves without fear and feel at ease and secure (O'Connor et al., 2021).

On the SGB, toxic relationships are often evident, and teachers legally mandated to serve the school community's best interests should oppose them in the strongest and most intelligent possible terms. The work of Glasser (in Humpries, 2017) provides teachers' guidelines in dealing with this challenge.

Described in these guidelines of Glasser are seven disconnecting habits. According to Glasser (in Humpries, 2017), people often blame instead of taking responsibility and owning their part in a relationship's poor occurrences. The second mistake that needs to be avoided is critiquing and making judgments about another person's actions way of life. The third problematic habit is when a person nags, constantly pressing the other party to begin, stop, or continue doing anything. Another negative approach that is damaging to relationships is when someone makes use of punishment. This can include taking away a positive behavior or imposing a negative one as a means of punishing the other party for upsetting you. Glasser (in Humpries, 2017) regards threatening as another hindering factor in promoting good relationships. Teachers on

SGBs need to be advised to abstain from using negative conduct or removing a positive behavior if the other party does not comply or is unaccommodating. Lips-Wiersman and Morris (2018:14) propose that we should rather embrace unity with others. A further habit that should also be avoided is bribing or rewarding for power. That is to provide any favor, gift, or flattery in the hope of manipulating and gaining influence (Fiori & Vesely-Maillefer, 2018:26). For teachers aspiring to promotion, this may also present a challenge. They need to be cautious not to fall prey to compromising sound habits for personal benefits such as promotion. The final habit highlighted as a possible destructive force is complaining, constantly focusing on unpleasant events, or verbally expressing a negative attitude (Odukoya et al., 2020:1961).

Unfortunately, these types of behavior are not uncommon on SGBs. Many people engage in these toxic relationship practices, even if they have no intention of harming others. However, it should not be tolerated, especially from professionals such as teachers who persistently need to demonstrate that they have the school's interest at heart. (Bariso, 2018:1).

2.8.3 Promoting Healthy, Caring Habits

Focusing on healthy, caring habits on the SGB will help to build positive relationships. Glasser (1998:65) identify seven healthy relationship practices for improved, thriving relationships. Teachers can use these approaches in support of sound relationships. Glasser (1998:65) proposes that support should be provided and accessible for the good, bad, and ugly without passing judgment. Furthermore, it is important to believe that the other person is trustworthy and that they will uphold your trust. Of equal importance is the skill of listening and being present and attentive to the other party's wants and experiences. Glasser (1998:64) regards acceptance as important, in other words, recognizing that individuals are unique and people should not be judged. Conflict should be approached through negotiating differences, rather than punishing, blaming, threatening, or manipulating; problems should be worked through, and issues discussed freely. The last two healthy habits are respect and encouragement (Kanesan & Fauzan, 2019:4). Respect is essential for teachers serving on the SGB who have to deal with parents who sometimes feel inferior. On the other hand,

encouragement is vital, and by using words of affirmation and inspiration to uplift and empower others, relationships may improve rapidly (Kanesan & Fauzan, 2019:4).

2.8.4 Dealing with Difficult People

Dealing with difficult people on the SGB can pose a daunting challenge to teachers (Basson, 2019). When people are not open for productive discussions, it can be a difficult challenge. Sometimes, nasty people are represented on the SGB, with little to no interest in promoting the schools' best interests (Xaba, 2011). In some cases, parents may even pride themselves on disgusting types of behavior. Markway (2015) points out that everyone is there for their own agendas and not for the school's best interest.

Markway (2015) recommends various steps that teachers need to follow in dealing with difficult people. First, teachers should always exercise calmness. Losing your cool and yelling at the other person isn't always the best method to get them to work with you. It is preferable to assume a calm demeanor unless you are aware that anger will cause the individual to behave, and you are actively utilizing it as a technique to move them. Calmness is associated with being in command, centered, and respected (Bayar, 2016:192).

Also important is to understand the person's intentions. In this regard, it is essential to understand why people act in a specific manner and what prevents them from cooperating. Then it is crucial to find out how that person should be assisted in meeting their needs to resolve the situation (Bayar, 2016:194). A further strategy is to get some perspectives and advice from others, including your co-workers, managers, mentors, and acquaintances who may have encountered similar situations in the past. They will look at things from a different point of view and provide a fresh perspective on the situation.

It is further advised that teachers need to explain and motivate their actions. For example, when a person describes the context of what's going on, it will help others empathize with the predicament. This makes it much easier for them to bring them on board. Building relationships are also essential, and connecting with other SGB-members on a personal level is necessary to reintroduce the human touch.

Furthermore, sharing a meal, getting to know them as individuals, and learning about their interests, families, and lives will help to foster stronger ties (Glasser, 1998:64).

Treating other SGB-members with respect is another important feature. It is vital to avoid treating them as if they are ignorant, incompetent, or unable. If you treat someone with disdain, it's not unexpected if they treat you the same way. "Do unto others as you would have them do unto you," says the golden rule (Glasser, 1998:64).

Teacher representatives must focus on what can be done to improve circumstances rather than dwelling on what can't be altered.

Together with this is the issue of ignoring someone or a problem. This approach may be necessary when everything else has been done, and the individual still isn't interested; the best is to ignore them. After doing what is in their power, teachers should also realize that it is crucial to concentrate on their everyday work and interact only with the person when necessary. Of course, this isn't possible in situations where the person is essential to execute important tasks. When all options have been exhausted, the matter should be escalated. However, this should be considered as the last action.

2.8.5 Using Emotional Intelligence Skills to Cope with Demanding Relationships

Emotional intelligence is the ability to a) accurately perceive, express, and appraise emotion; b) access and generate feelings when they facilitate through; c) understand emotion and emotional knowledge; and d) regulate emotions to promote emotional and intellectual growth (Dhani & Sharma, 2016:190).

Emotional intelligence may provide a valuable set of tools For teachers to cope with demanding relationships. Sound emotional intelligence can help teacher representatives make better decisions, and the variety of skills associated with it can help teachers express themselves accurately and appropriately (Dhani & Sharma, 2016:190). Furthermore, sound emotional intelligence skills can help understand one's emotions and that of others and cope with daily demands and challenges (Goleman, 2001).

According to Gage and Smith (2016:2), emotional intelligence is primarily applied through four competencies, most of which are related to leadership. The four key competencies associated with emotional intelligence are self-awareness, self-management, social awareness, and relationship management (Gage & Smith, 2016:3). The ability to comprehend oneself and one's own feelings is the first domain, self-awareness. Self-awareness is vital because someone should not be overwhelmed by an emotion before being aware that it is happening (Goleman, 1995:45). According to Matlock (2017:1), self-awareness allows a person to properly understand their strengths and limitations, which provides self-assurance (Gage & Smith, 2016:3). Self-awareness also clarifies a person's worth and feeling of purpose, allowing them to be more determined when deciding on a path of action (Matlock, 2017:1). Teacher representatives who can recognize and understand their own emotions are more likely to deal with conflict effectively. By doing this, they will manage to cope with demanding situations on the SGB. According to Gutierrez (2017), a leader with a high degree of self-awareness can see their own biases and recognize what makes them furious or emotionally reactive. This could be applied by teacher representatives when confronted with difficult situations as well.

The ability to control one's emotional state is referred to as self-management. An individual can manage their emotions after recognizing them (self-awareness). It is critical to maintain emotional control since losing control can lead to rage and exhaustion (Goleman, 1995; Mersino, 2013). For teacher representatives, the control of feelings amidst daunting challenges presented on the SGB is vital. Once again, they need to show the appropriate and desired behavior as professionals (Bariso, 2018:1).

The third domain, social awareness, can be described as when a person's awareness is broadened to recognize, comprehend, and include the feelings of others (Goleman, 2001:28). This is where a teachers' empathy should come into play when it comes to dispute resolution. On the SGB, this means that teacher representatives should recognize the feelings of other members and exercise caution not to offend them.

Finally, the fourth area is relationship management, which entails harnessing your own emotions and those of others to form positive and lasting bonds. Strong and positive relationships are essential on the SGB, characterized by the delicate dynamics described in previous sections (cf. 2.4.7), and teamwork should be the norm.

Moreover, SGBs with good and well-built relationships seem to be more effective at resolving conflict (Mersino, 2013; Sharma & Sehrawat, 2014:48).

2.9 DEALING WITH CONFLICT IN A FUNCTIONAL MANNER

Functional conflict can be defined as tension that occurs within a group of people; however, this tension is positive and culminates into a valuable outcome for the parties involved. Befhar (2015:1) adds that functional conflict is conflict handled in a stimulated manner of making decisions based on various perspectives. Functional conflict is further described as conflict with the belief in maintaining peace within a group or community (Ryan, 2017:13). Finally, according to Cain and du Plessis (2013:29), dysfunctional is disruptive and can lead to the non-realizing of an organization's goals and the breakdown of relationships among colleagues.

2.9.1 Importance of Functional Conflict

Functional conflict is vital because it has a beneficial outcome: it raises awareness of both sides of an issue and improves working circumstances by collaborating on solutions. Additionally, solving problems as a group boosts morale and is crucial because it helps colleagues to deal with the conflict in a proper way which leads to good support and more effective staff performance by means of identifying problems and using functional conflict as opportunities to grow and learn from each other as individuals (Kinicki & Kreitner, 2008). This strategy helps the SGB learn how to deal with conflict in a functional manner and work in harmony (Bishop, Tinley, & Berman, 1997). Majola (2013:16) confirms this by stating that it is vital for SGBs to know how to deal with conflict functionally to help stimulate the organization's effectiveness. Moreover, a culture of functional conflict should be developed by the SGB to ensure skills, attitudes, and knowledge is promoted when dealing with conflict management (Majola, 2013:19).

2.10 CONCLUSION OF THE CHAPTER

This chapter explained the theoretical perspectives of the study. These provided the

lens through which the findings will be viewed in chapters 4 and 5. Also, this chapter focused on the discussion of literature related to the study's central argument, that is, how teacher representatives should cope with demanding relationships. To unpack this theme, the researcher looked at challenges that teachers and the rest of the SGB are confronted with. These challenges influence relationships.

In the next chapter, we will discuss the methods that were used to collect data.

CHAPTER 3 :

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

Chapter 2 focused on the theoretical framework adopted and a review of relevant literature to the research topic. This chapter provides an explanation of the research paradigm (interpretivism), research design (phenomenology), and the research approach (qualitative). Furthermore, Chapter 3 will identify the instruments and methods used to collect, discuss, and analyze the data. Additionally, the data analysis process is described, and the strategies for enhancing the study's trustworthiness are provided. Lastly, the role of the researcher and ethical considerations are described.

3.2 RESTATEMENT OF THE PROBLEM AND AIM OF THE DISSERTATION

The problem that sometimes exists in SGBs is that the members do not understand their role in promoting the school's best interests. Furthermore, the execution of their roles and responsibilities is hampered by factors such as poor training and a lack of capacity building. Consequently, parent members of the SGB seem to lack the necessary knowledge and skills regarding school governance. Research indicates that this situation often leads to tension and conflict on SGBs and poor relationships (Xaba, 2011:202). Thus, teachers may find it challenging to work under such circumstances, especially due to their marginalized voice on the SGB forum.

To fill this gap, this study intends to tap into teachers' lived experiences on the SGB and investigate new, productive, and creative ways of dealing with conflict and demanding relationships. Furthermore, it is believed that the outcomes of this study will provide recommendations that might assist in addressing the relationship challenges teachers face on SGBs at primary schools.

The methodology and research design chosen focuses on finding suitable answers to the research questions. The main aim of this study was to explore approaches for teacher representatives on SGBs to cope with demanding relationships. Therefore, in the following paragraphs, the research paradigm of the study will be described.

3.3 RESEARCH PARADIGM ADOPTED: INTERPRETIVISM PARADIGM

All scientific research is done within a specific paradigm or way from reading research material (De Vos, Strydom, Fouche & Delpont 2005:40). According to Lester and Lester (2007:134), a paradigm is a framework that provides guidelines for researchers. On the other hand, a paradigm as a set of attitudes, values, procedures, and techniques created as a framework for how knowledge is put together to form explanations. Thus, a paradigm seems like a way of looking at the world with a broad view or perspective (Mertens, 2005:8). Therefore, this research is guided by interpretivism as a research paradigm.

3.3.1 Definition of the Interpretivism Paradigm

Based on the principle that the world consists of multiple realities, an interpretivism paradigm recognizes the importance of the context in how people experience events and each other (Cohen et al., 2011; Kivunja & Kuyini, 2017:33). In so doing, it confers meanings of individual experiences that are socially and historically constructed (Patton, 2002:96; Creswell, 2003:18). Furthermore, the vision of an interpretive paradigm enables the researcher to conduct interviews with their research participants in different contexts. In this way, they can convey in their own words, thereby giving the participants more understanding about their perspective, background, expectations, and ability (Cohen et al., 2011).

The position of interpretivism is that it believes reality is diverse and relative (Hudson & Ozanne, 1988). However, Lincoln and Guba (1985) explained that these multiple realities also depend on other systems of meaning that make them increasingly difficult to interpret. Interpretivism avoid rigid structural frameworks and adopt a more personal and flexible research structure (Carson, Gilmore, Perry & Gronhaug, 2001), which is receptive to incorporating meaning into human interaction (Black, 2006) and makes sense of what is considered reality (Carson et al., 2001). They believe the researcher and his informants are interdependent and mutually interactive (Hadson & Ozanne, 1988). Therefore, the purpose of interpretivism research is to understand human behavior rather than to generalize and predict causes and consequences (Hudson & Ozaane, 1988).

From the social interpretivism view, knowledge is built up through social interaction. Thus, how individuals interact in their social world differs, and the realities they construct reflect their differences.

3.3.2 Aim and Characteristics of Interpretivism

Interpretivism was motivated by Phenomenological and hermeneutics (Creswell et al., 2017:6). Mackenzie and Knipe (2006:4) confirm that the interpretivism paradigm arose from Edmund Husserl's philosophy of phenomenology and other German philosophers' research of interpretative understanding, known as hermeneutics (Robinson, 2013:81). According to Maree and Van der Westhuizen (2007), interpretivism aims to determine meaning and understanding and gain a unique knowledge perspective.

Furthermore, this paradigm aims to openly focus on the conflicts and constraints in contemporary society and seek solutions to social change to eliminate the causes of alienation and domination. Thus, the paradigm of interpretivism theory encourages evaluators and instructional designers to question and evaluate the assumptions underlying the effectiveness of the teachers in the school governing body. The interpretivism theory seeks truth and understanding within a particular social context (Reeves & Hedberg, 2003:33). Table 3.1 provides a comprehensive outline of the characteristics of interpretivism presented through the components of ontology, epistemology, and methodology.

Table 3.1: Characteristics of interpretivism

Ontology	Epistemology	Methodology
Many realities can be explored through human interaction and give meaningful actions.	Understood through the mental process and social interactions.	Processes of data collection through interviews, reflective sessions, and text messages.

In a natural setting, we discover how people makesense of their daily lives.	Those active in the research process socially construct knowledge by real-life experience in a natural setting.	Research is a product of the values of the researcher.
Human experiences exist through social realities and how they view, interpret, and feel through social interaction.	A more personal, interactive mode of data collection by talking and listening.	

(Source: Cantrell, 2001)

3.3.3 Advantages and Disadvantages of Interpretivism

Primary data acquired through interpretivism studies cannot be generalized because it is heavily influenced by personal opinions and values (Mkansi, 2011). As a result, the data's dependability and representativeness are negatively impacted. On the plus side, qualitative research fields, such as ethics, leadership, and study of factors influencing conflict, may be examined in-depth and at a high level using the interpretivism method. Consequently, primary data collected by interpretivism studies may be associated with a high level of validity because the data in such studies is usually reliable.

3.3.4 Philosophical Beliefs for Interpretivism

The interpretivism philosophy refers to epistemology, which states that the researcher should be aware of the distinctions among humans in terms of their roles due to social variables (Saunders, Lewis, & Thornhill, 2009:116). This research philosophy is founded on the researcher's interpretation of human social roles in connection to the meanings gathered in the research study. Furthermore, the essential sources of interpretivism are two traditions: Phenomenological and symbolic interactionism (Wright, 2014). Phenomenological is sometimes defined as a technique for people all around the world to make sense of things. Symbolic interactionism is the continuing process of a person reading the social world wherein the researcher interprets other

people's behavior. It is frequently based on the alteration of our own interpretation and behaviors (Redman, 2015:3). Finally, according to Saunders (2009), the importance of interpretivism philosophy is centered on research's readiness to take an empathic position.

3.3.5 Reasons for Adopting Interpretivism

The main aim of this study was to explore approaches for teacher representatives on SGBs to cope with demanding relationships. To this end, the study used individual interviews with teachers, principals, and parents to gain their views on how this can be accomplished. According to Reeves and Hedberg (2003:32), interviews are the preferred data collection method for this paradigm. Phillips and Burbules (2000) agree that an interpretivism paradigm is an appropriate approach since it focuses on gaining the views and perspectives of research participants.

By using this approach, the researcher aimed to gain a comprehensive understanding of the views of the different role-players. It was envisaged that their involvement in SGBs will provide rich, thick descriptions (Merriam, 2002:21) on how teacher representatives should cope with the issue of demanding relationships.

3.4 RESEARCH APPROACH ADOPTED: QUALITATIVE RESEARCH

3.4.1 Defining the Aim of Qualitative Research

Qualitative research is an umbrella term that describes many approaches to the study of human behavior. It is also a systematic approach used to describe people's life experiences. The primary purpose of qualitative research is to understand rather than to generalize or forecast (Denzin & Lincoln, 2000). It is concerned with the day-to-day events as constructed by the individual. Furthermore, qualitative researchers strive for quality as the outcome and the process of social interaction, and qualitative data collection is also an ongoing process (Rudestam & Newton, 2015). Qualitative research is of utmost importance because the researcher establishes the respondents' perspectives and ideas truthfully (Warran, 2002). Lastly, it is claimed by Merriam (1998) and Lincoln (2004) that qualitative research is declared a naturalistic approach.

3.4.2 Characteristics of Qualitative Research

According to Bhasin (2020), 11 characteristics of qualitative research serve as motivation to adopt this approach. These are outlined below in Table 3.2 with appropriate descriptions of the characteristics.

Table 3.2: Characteristics of qualitative research

Characteristics	Description
It focusses on real- life experience	Observation ethnographic research, focus groups, and one-on-one interviews are used to gather data. The study participants' behavior is observed, and a conclusion is reached based on their responses and actions.
Researcher's roles	The researcher takes part in the study and interacts with participants. The researcher also goes over the research technique with the participants and answers their questions.
Qualitative researchers utilize different research methods	Each qualitative research approach is significant in its own right and appropriate for various scenarios and research conditions. Focus groups, face-to-face interviews, observation research methods, case studies, content analysis, ethnography, phenomenology, ground theory, and group discussions are all examples of data gathering methodologies.
Renowned for complex reasoning	Based on the different perspectives of participants, various meanings of research are observed.
Participants' meanings are important	Based on the different perspectives of participants, various meanings of research are observed.
Flexible	Qualitative research can be done in a variety of ways. It can change at any point during the study process, and based on that change, the research course may also be altered.
Characterized by reflexivity	Participants are more open and willing to participate in research when they are reflexive.
A holistic account is provided	It focuses on different perspectives and determines various factors involved in the research.
Ongoing data analysis is known	Data analysis is an ongoing process in the qualitative research method.

Purposeful selection of participants	Participants in qualitative research are purposely picked from a carefully selected group of potential participants. Thus, the wide range of participants boosts the accuracy of the study's findings.
Emergent design	The researcher must be ready to change the whole research process at any time or phase of the research. The primary purpose of qualitative research methods is not to determine a quantitative answer but to establish an understanding of the problem and discover detail about it.

(Source: Bhasin, 2020)

3.4.3 Flow of Qualitative Research

The following steps (Table 3.3) were adhered to in order to ensure methodological rigor and trustworthiness of the research and provide a detailed step-by-step approach for conducting a qualitative research study (Kothari, 2004:12; Shukairy, 2006; Cohen et al., 2011:83; Horn, 2018:92).

Table 3.3: Steps for conducting qualitative research

<p>1. Set a goal: What it is you are trying to find out and achieve</p> <ul style="list-style-type: none"> • In this study, the goal was to find approaches on how to cope with demanding relationships, and what approaches can be used to build good lasting relationship in the SGB.
<p>2. Consider the outcomes: Some of the outcomes expected include:</p> <ul style="list-style-type: none"> • The employment of recurring themes and theories is common. • Measurements are taken with the survey instrument. • outcome includes taxonomies • Models of ideas (theories)
<p>3. Know the context to be raised understand the response</p> <ul style="list-style-type: none"> • When it comes to qualitative data, it's important to remember that it's relative.
<p>4. Eliminate researcher bias:</p> <ul style="list-style-type: none"> • A researcher's prejudice is typical; yet, this bias might get in the way of asking the right questions and perceiving things from other viewpoints. So, before you begin your study, we propose that you create a questionnaire or checklist to ensure that you are practicing excellent reflexivity.
<ul style="list-style-type: none"> • Finally, researchers frequently make the mistake of incorporating their personal history, assumptions, and attitudes into their research. This is why, as researchers, we must practice reflexivity on a regular basis.
<ul style="list-style-type: none"> • The use of smaller samples for qualitative research has a lot more purpose and focus.
<ul style="list-style-type: none"> • Qualitative research employs a wide range of styles and procedures, each with a specific purpose and goal. Face-to-face or phone interviews, focus groups, and observation are among the approaches used (natural settings).
<ul style="list-style-type: none"> • You've thought about your purpose, the biases that will affect how you read the responses, and who you're asking. Now it's up to you to believe the questions.
<ul style="list-style-type: none"> • The key to undertaking qualitative data analysis is to ensure that you have enough good data to work with. There are numerous approaches to investigate that information. Prior to receiving the results, you will most likely have considered the analysis required for your qualitative research approach. Thematic analysis is the process of detecting themes and patterns of meaning in a dataset in order to answer a specific search question. As a result, qualitative research is incredibly accurate, scientific, and driven by knowing who

you're targeting, being conscious of your biases, and developing strong issue statements, goals, and questions.

3.4.4 Advantages of Qualitative Research

There are advantages to employing qualitative research methods, according to Rahman (2016). First, the qualitative research approach produces extensive descriptions of participants' feelings, opinions, and experiences, which is one of the highlighted advantages. Furthermore, it deduces the meanings of their actions (Denzin, 1989). Second, some claim that qualitative research (interpretivism) provides a holistic understanding of the human experience in specific contexts (Denzin & Lincoln, 2002; Horne, 2018:93).

Other noted advantages of qualitative research include, but are not limited to the following (Daniel, 2016:92; Rahman, 2016:104):

- The human experience and knowledge in specific situations may be comprehensively grasped using a qualitative research approach, which offers in-depth and rich accounts of information.
- Qualitative research approaches allow the researcher to easily comprehend the expressions and experiences of participants, even when there is insufficient data.
- Due to the established relationship between the participant and the researcher, the data obtained may be simplified and controlled without damaging the complexity and context.
- The participant is more likely to contribute constructively to the research.
- In qualitative research, there is a flexible structure that can be adjusted to a greater extent.

3.4.5 Disadvantages of Qualitative Research

According to Rahman (2016), there are also some limitations to qualitative research. Firstly, Silverman (2010) argues that approaches in qualitative research sometimes skip the contextual sensitivities, and the focus is placed more on meanings and

experiences. For example, in the United States of America, national and state governments tried to quantify teacher and student performance (Ravitch & Carl, 2010), and quantitative orientations are frequently given more weight in various social sciences (Berg, 2009).

Furthermore, purely qualitative research may overlook the social and cultural contexts of the variables under consideration (Richards & Richards, 1994). Finally, in terms of the research method, a smaller sample size makes generalizability to the entire study population more difficult (Thompson, 2011; Harry & Lipsky, 2014). Consequently, data interpretation and analysis could also be more complex (Richards & Richards, 1994). Berg and Lune (2021:4) also commented that “qualitative research may be a long hard road, with elusive data on the one side and stringent requirements for analysis on the opposite.”

In addition to the issues of data, interpretation, and analysis, Darlington and Scott (2003) suggest that transforming an undeveloped topic into a researchable form is more complicated, so the refining question in qualitative research could be continuous throughout the study. Finally, case analyses take a long time, and the results can only be generalized to a broader population in a restricted fashion (Flick, 2011). A further disadvantage of qualitative research is that the sample size ends up being much larger than first expected since the researcher tends to focus on the phenomenon under investigation instead of the number of participants (Darling and Scott, 2003:18).

3.4.6 Reasons for Adopting Qualitative Research Approach

As qualitative research focuses on the opinions and perspectives of the research participants, this approach seems appropriate for this study. With this in mind, the purpose of this study is to gain a solid understanding of the SGB members' perspectives on coping with demanding demands relationships.

3.5 RESEARCH DESIGN ADOPTED: THE PHENOMENOLOGIST DESIGN

According to Mouton (2001), the research design involves planning the research, and it indicates the type of study. The research methods show the steps taken, instruments

used, and techniques implemented to complete the research process. With this study's aim in mind, the Phenomenological design is most suitable for this study.

3.5.1 Description of the Phenomenological Design

Learning from the experience of others is the root from which Phenomenological is positioned. This qualitative research approach is derived from experiences an individual encounters in life (Neubauer, Witkop & Varpio, 2019:91). Friesen, Hendriksson, and Saevi (2012:1) support this by defining Phenomenological as the study of experiences lived and structured through consciousness. Hence, this research strategy is quite powerful in investigating underlying issues or challenges (Neubauer, Witkop & Varpio, 2019:94).

The phenomenological design was adopted for this study as it lends itself to gaining the participants' perspectives and experiences in the research environment. In this case, the researcher aimed to obtain an in-depth understanding of teachers' experiences on the SGB and how to deal with conflicts that arise. This method was the most appropriate as it allowed the participants to share more valuable information (Moustakas, 1994 in Bryant, 2020:58). In addition, Moustakas (1994) further mentioned that enabling the participants to give information on their lived experiences will lead to a more insightful and in-depth study. It will allow the participants and the researcher to have greater involvement (Broome, 2011). Therefore, choosing this design helped the researcher comprehend the perceptions, values, and feelings that were interpreted (Berger, 2015).

3.5.2 Aim of a Phenomenological Approach

A Phenomenological approach aims to subjectively and objectively explore the phenomena to conduct an in-depth study (Davidsen, 2013:319). Giorgi and Giorgi (2003:273) claim that a qualitative Phenomenological approach aims to comprehend how the phenomenon is experienced within the context in which an experience takes place as accurately as possible.

3.5.3 Limitations of the Phenomenologist Design

Even though this approach provides compelling data, there still appear to be some limitations. Firstly, one limit is that being biased as a researcher may be a concern (Creswell, 2014; Janesick, 2011; Patton, 2002). Secondly, this process can be quite time-consuming and labor-intensive (Janesick, 2011; Creswell, 2014; Miles, Huberman, & Saldana, 2014). Thirdly, Hickman (2015:3) highlights that this approach requires quite a large amount of data to be analyzed. Additionally, the credibility and reliability of the study can be questioned, and it is the researcher's responsibility to convince the reader that the findings were obtained via a critical investigation (Rudestam & Newton, 2015:131). However, Hickman (2015:4) indicated that, given the study's goal, the researcher should try their best in the interview phase to present the data and communicate what the data means (Patton, 2002:433).

3.5.4 Motivation for Selecting the Phenomenological Design

This approach was used because it uniquely positions the researcher to learn directly from the participants' experiences. The lived experiences of individuals (teachers and other SGB-members) are what this study focuses on, which is why the researcher deemed this approach appropriate. Furthermore, this approach was used because it allowed open-ended and broad inquiry to help the researcher obtain knowledge from the participants who have first-hand experience (Patton, 2002; Maxwell, 2013; Rudestam & Newton, 2015).

3.6 RESEARCH ENVIRONMENT AND POPULATION

This research environment comprises primary schools, and more specifically, the SGB of each school. The population sample of educators was chosen from five selected primary schools in Bloemfontein – two teachers from each school, one principal per school, and between one to three parents per school, all serving on the SGB. This group provided data related to the general aim of the research, namely, to investigate the challenges that teachers serving on SGBs encounter and what their experiences and perceptions are.

3.7 PARTICIPANT SELECTION PROCEDURE

3.7.1 Purposeful Participant Selection

According to Babbie (2008:120-121), it is generally difficult or impossible to investigate the whole population of interest because most are vast, diversified, and dispersed across a large geographic area. As a result, researchers choose a sample that is representative of the total population to examine. Qualitative researchers usually select participants who will provide evidence that will help them better understand the phenomenon they are researching (Broome, 2011). As a result, the participant selection procedures are crucial.

The participants in this study were selected purposefully, as they were “those best suited to address the research problem” (Creswell, 2009:78). Participants chosen to partake in the study included the principal of each of the five schools, two SGB educators, and one to three SGB parents; they were best suited to address the study's research problem. Purposeful sampling was used as a qualitative research method for discovering and selecting information-rich scenarios to make the most efficient use of limited resources (Patton, 2002). This involved selecting individuals or groups of highly educated or experienced individuals in a particular subject area (Cresswell & Clark, 2011). Only participants were used that was on the SGB as they will be able to give direct information off their experience and observations as a component on the SGB.

Teachers that does not serve on the SGB was not selected due to the fact that they will not be able to give concrete and feasible information as they do not have any experience in governance.

For this study, the following participants were purposefully selected from the SGB of five primary schools: (a) five secondary school principals, (b) two teachers, (c) one to three parents. This group enabled the researcher to obtain a comprehensive insight into the teachers' approaches to coping with demanding relationships in the SGB. A thorough description of the participants is provided in Table 3.4.

Table 3.4: Description and abbreviation of research participants

School	Identification of participant	Participant number	Code	Gender	Age	Qualifications	Experience on SGB
1	Principal	Participant 1	S1PR1	M	56	Bed hon	16-20 years
	Teacher 1	Participant 2	S1T1	F	52	HDE AND Bed	6-10 years
	Teacher 2	Participant 3	S1T2	F	48	DE 111, FDE, Bed Hon	6-10 years
	Parent 1	Participant 4	S1PA1	M	48	Bachelors in management	8 months
	Parent 2	N/A					
	Parent 3	N/A					
2	Principal	Participant 1	S2PR1	M	50	DE111 ,ACE	6-10 years
	Teacher 1	Participant 2	S2T1	M	31	PGCE	1-5 years
	Teacher 2	Participant 3	S2T2	F	28	BEd	1-5 years
	Parent 1	Participant 4	S2PA1	M	42	Btech IT	1-5 years
	Parent 2	Participant 5	S2PA2	F	43	Masters in Industrial Psychology	6-10 years
	Parent 3 Answered questionnaire	Participant 6	S2PA3	F	48	Diploma - Retail Management	6-10 years
3	Principal	Participant 1	S3PR1	M	58	BA languages	20 years
	Teacher 1	Participant 2	S3T1	M	38	MBW honors and NGOS	2 years
	Teacher 2	Participant 3	S3T2	F	48	DE 111	3 years
	Parent 1	Participant 4	S3PA1	F	40	DE 111	1-5years

	Parent 2	Participant 5	S3PA2	F	46	NDIP Bussiness Administration	1-5years
	Parent 3	Participant 6	S3PA3	F	40	GR. 12	1-5years
4	Principal	Participant 1	S4PR1	F	50	DE 111	6-10 years
	Teacher 1	Participant 2	S4T1	M	54	HDE	11-15 years
	Teacher 2	Participant 3	S4T2	F	55	DE 111	1-5 years
	Parent 1	None	None				
	Parent 2	None	None				
	Parent 3	None	none				
5	Principal	Participant 1	S5PR1	M	59	BA Ed; BEd	19 years
	Teacher 1	Participant 2	S5T1	M	60	HDE	10 years
	Teacher 2	Participant 3	none				
	Parent 1	Participant 4	S5PA1	F	43	Ph.D. Geohydrology	1 year
	Parent 2	Participant 5	S5PA2	M	46	B computer Honors	3 years
	Parent 3	Participant 6	none				

3.7.2 Ethical considerations

When it comes to research, ethical issues are crucial because it involves people. As a result, the researcher must comprehend, consider, and approach their tasks with humility (Ravitch & Carl, 2016:377). Cohen et al. (2011:58) added to this by stating that researchers have a responsibility to their subjects. Creswell (2014:113) agrees that it is the responsibility of researchers to assure the safety and trustworthiness of their subjects. Furthermore, researchers must support and preserve the integrity of research in general, including safeguarding their institutions from any misconduct or impropriety. It is also highlighted by Bernard (2002) and Spradley (2016) that the willingness and availability of participation should be kept in mind to allow them to express and articulate their experiences and ideas effectively.

First of all, permission was granted by the ethics committee of the University of the Free State (UFS-HSD2020/2128/244) (Appendix A). Then, after submitting a letter of request (Appendix B), The Free State Department of Education granted permission to conduct the study (Appendix C). Permission to conduct research at the schools chosen was also requested from each principal (Appendix D). Furthermore, all participating principals, SGB teachers, and SGB parents gave informed consent before starting the study (Appendices E) and were provided with an informative leaflet that described all aspects of the research study (Appendix F).

Further, participants had the right to withdraw at any time or refuse to complete certain interview items, it was agreed that the research would not hurt them, and confidentiality, anonymity, and non-traceability were guaranteed. Additionally, to keep the participants' identities hidden, acronyms were used to categorize them (Table 3.4).

3.8 DATA COLLECTION METHODS

The data in this study were collected through individual interviews with the principals, teacher representatives, and parent representatives on the SGB. Due to the number of participants, in-depth interviews of approximately 10 to 20 minutes were conducted with each participant. The questions focused on how to cope with demanding relationships on the SGB. Data were also collected through questionnaires distributed to participants.

3.8.1 Interviews

Interviews are important ways of testing and verifying the accuracy of impressions obtained from participants (Fraenkel & Wallen, 2003: 455). McMillan and Schumacher (in Marishane, 1999: 112) also define an interview as an approach in which the researcher decides the order and wording of questions and selects the topics early, despite potential benefits. This will aid in explaining, better understanding, and exploration the research subjects' viewpoints, behavior, experiences, and occurrences. In addition, interviews can be very productive since they can pursue specific issues and suggestions. Poggenpoel (in Rossouw, 2003:150) suggests that interviews are a particularly effective method of gathering information during research.

3.8.2 Individual Interviews

For this study, individual interviews were used to gather information. This strategy allowed me to handle data collection with flexibility and unstructured queries and to explore for more information if answers are too brief or in the case of no first response (Dakwa, in Okeke & Van Wyk 2015, p. 301). In addition, participants assessed findings to ensure that the analysis was legitimate and free of bias. The entire data collection method was also meticulously documented, ensuring reliability.

Moreover, semi-structured questions were used in the interviews. Semi-structured interviews, according to Laverly (2016:12), are “in-depth or intensive interviews in which an overview of the questions is pre-determined, but researchers have flexibility throughout the interview to delve deeper into questions or follow-up on ideas provided during the conversation.” According to Hancock et al. (2009:16), qualitative researchers typically utilize open-ended, semi-structured questions on the topics they want to investigate. Questions without preconceived responses allow the researcher and participants to go deeper into some themes. In addition, Laverly (2016:12) points out that the researcher can ask participants to elaborate on their responses.

The individual interviews with the teacher representatives aimed to elicit responses regarding teachers' relationships with parents and principals to reflect if teachers struggle to cope with demanding relationships. The individual interviews with the parents aimed to elicit responses about the relationships between the participants on

the SGB and their input on how SGB-members, especially teachers, should deal with it. The individual interviews with the principals aimed to identify their relationship with the teachers on the SGB and how they view the role of teachers on the SGB. Also, interviews aimed to elicit responses from principals that could suggest what teachers should do to deal with demanding relationships.

The following paragraphs will discuss the characteristics of individual interviews as well as the strengths and limitations thereof.

3.8.3 Characteristics of Individual interviews

Interviews have certain traits that set them apart from other forms of communication. The following sections look at five aspects of interviews, namely that they are goal-driven, have a question-answer structure, are structures, controlled, and unbalances (SAGE, 2021:368).

3.8.3.1 Goal-Driven

Interviews, especially those involving two persons, are often more goal-oriented than other forms of communication. All communication does something other than the simple exchange of symbols, yet these accomplishments and creations are not always intentional or purposeful. Interviews are conducted with a specific goal in mind. Goals can involve many different aspects. For example, information is needed, an issue needs to be solved, persuasion is necessary, someone needs help with a personal problem, an employer might be looking for the best candidate for a job opening, or a potential employee is looking for a suitable employer (Baxter & Babbie, 2004:368).

3.8.3.2 Question–Answer

The question-answer transaction is another feature of interviews. The majority of an interview consists of one (or more) people asking questions and the other answering. Interviews differ from regular, daily communication. Questions and responses are part of everyday conversation, especially when people are getting to know one another, but not to the extent of an interview. Furthermore, in most ordinary communications,

just one person is not usually in control of asking the questions while the other is in charge of answering them (Baxter & Babbie, 2004:368).

3.8.3.3 Structured

In addition, interviews are more structured than other forms of communication. Unlike a casual encounter between two people, which can happen on the spur of the moment with no distinct objective, interviews require organization and preparation, as well as a clear sequence. During an interview, certain behaviors are expected to a clearly defined goal (Baxter & Babbie, 2004:368).

3.8.3.4 Controlled

Controlled interviews are usually guided by an interviewer who is in charge of driving the conversation toward the desired outcome. This purpose, partly achieved through the questions asked and the communication environment generated, determines the level of control exercised during an interview (Baxter & Babbie, 2004:368).

3.8.3.5 Unbalanced

The time that an interviewee and an interviewer spend talking is frequently imbalanced. An interviewer will typically speak for 30% of the time, while the interviewee will speak for 70%. Of course, the interview style will determine how much time each participant spends talking, but an interviewee will typically talk more, and an interviewer will speak less (Baxter & Babbie, 2004:368).

3.8.4 Strengths of interviews

Individual interviews have several advantages, according to Kothari (2004:99) and Laverty (2016:11). The benefit of conducting interviews is its adaptability. When the interviewee's response suggests they misunderstood the question, interviewers are encouraged to explore the answers in more detail and repeat and explain the question again. Moreover, these conversations allow for a pleasant and reciprocal discussion

of issues. Changes can be made to clarify specific responses. People may give more detailed information about their personal feelings on particular subjects during conversations - more in-depth information can also be accessed.

Furthermore, this strategy allows for more flexibility because questions can be rephrased if participants are unclear about what needs to be done (Horne, 2018:98). The language used can also be changed to meet the language preferences of the participants as well as their ability or educational level, thereby avoiding misinterpretations of questions (Horne, 2018:100).

One notable advantage of using interviews as a data collection method is that they allow the researcher to gather thorough information while requiring only a few participants (Genise, 2002; Shneiderman & Plaisant, 2005).

3.8.5 Limitations of interviews

Individual interviews have the following drawbacks related to cost and time, according to Kothari (2004:99) and Laverty (2016:11). First, individual interviews are costly, especially when the study participants live or work in different parts of the country; recruiting, training, and supervising interviewers can reduce expenses. Individual interviews are also particularly expensive. To this effect, it is recommended that the interviewer should possess good interpersonal skills, and the researcher should be skilled in using interviews as a research tool. The interviewer must approach the participant(s) as a unique individual who must be treated with respect, warmth, and empathy (Poggenpoel & Rossouw, 2003). To this end, the interviewer should be thoroughly aware of the sensitive nature of the interviews and the potential danger that this would pose to the participant; an interview must be approached with extreme care and the participants treated with respect and dignity.

Furthermore, the method is time-consuming, especially if the study has many participants, and follow-up sessions are required to acquire additional clarity on specific responses. Moreover, transcribing interviews is also costly and time-consuming. Additionally, the quality of the data collected is determined by the interviewer's skill, namely experience, abilities, and commitment.

Lastly, researcher bias in framing questions and interpreting responses is always possible (Horne, 2018:100).

3.8.6 Application of the Interviews in this Study

The individual interview questions posed to principals, teachers, and parents can be seen in Appendix G, H, and I, respectively. Further, the researcher used two methods when conducting the interviews with the participants, namely field notes and a reflective diary.

3.8.6.1 *Field notes*

The researcher made use of field notes to capture important information related to the data collection process. Field notes are a collection of documents, and it is crucial to write and organize field notes in a readable format. As the note-taking process begins, it's important to be aware of various items in the field, and the researcher should employ shorthand (Gonzalez, 2018).

3.8.6.2 *Reflective diary*

The researcher also made use of a reflective diary to capture the meanings of the interview conversations. In addition to adding legitimacy to the data, the research diary serves as a store for ideas and comments on the study experience. My diary provided an account of my own research experiences and the coding, analysis, and interpretation process. In a nutshell, the journal is a record of my internal interaction with the research process (Engin, 2011:299).

3.8.7 Open-ended questionnaire

Questionnaires are the second data gathering strategy used in this qualitative investigation. A questionnaire is viewed as a design option rather than a method. In other words, it is a designed document with questions aimed at obtaining information on a specific issue and suitable for analysis (Babbie, 2008:272). A questionnaire is

used in research to collect information about individuals' beliefs, views, and behaviors (Ravitch & Carl, 2016:185). It is utilized when researchers wish to learn about participants' opinions and attitudes and the level to which they hold these views on a particular topic (Babbie, 2008:272).

Within a comprehensive data collection plan, survey questionnaires can be a beneficial data gathering source (Ravitch & Carl, 2016:185). There are various sorts of questionnaires, just as there are multiple types of interviews. For example, this study included open-ended questionnaires completed by eight SGB representatives. Open-ended questionnaires are those that ask participants to provide their own answers to questions. In other words, participants are not obligated to answer "yes" or "no" to the questions (Babbie, 2008:272). According to Babbie (2008:272), qualitative data gathering is based solely on open-ended questions to obtain in-depth and extensive information about a phenomenon from participants' attitudes, views, experiences, and beliefs. Furthermore, open-ended questionnaires allow participants to answer as many questions as they choose (Cohen et al., 2011:321).

The advantages and disadvantages of using open-ended questionnaires are listed below (Cohen et al., 2011:322; Fraenkel et al., 2012:400; Ravitch & Carl, 2016:185).

Advantages of using open-ended questionnaires:

- Can be carried out by the researcher with minor implications on validity and reliability.
- An efficient technique to obtain data from participants across different geographical areas.
- No one's identity is revealed.
- Provides reliable and useful information if all questions are answered honestly and completely.
- Participants are given unlimited time to answer as many questions as they like.

Disadvantages of using open-ended questionnaires:

- Question ambiguity can result in responses based on the respondent's perception of the question (no mechanism to know).
- Can be inaccurate because participants tend to respond in socially acceptable ways or leave questions open-ended, resulting in irrelevant and repetitive data.
- There is no way of knowing if the respondent is telling the truth, and responses can be tough to code and classify, making data analysis complicated and time-consuming.
- Unanswered questions are time-consuming because open-ended questionnaires necessitate explanations and descriptions, and questions can be left blank or half-heartedly addressed.

The open-ended questionnaires employed in this study (Appendix J) were chosen because they allow individuals to answer questions freely. An open-ended questionnaire removes the constraints of pre-defined response categories, allowing participants to write freely in their own words, explaining, characterizing, and clarifying their responses (Cohen et al., 2011:322). Furthermore, surveys enable participants to respond secretly and anonymously, without fear of being judged by other members. For example, a parent could give their honest opinion about the teacher relationship, or the teacher can be honest about the principal without fear of being judged by any member of the SGB. As a result, valuable and truthful information about a problem can be gathered.

3.8.8 Non-participant Observation

Non-participant observation as a qualitative research technique is the third data gathering strategy used in this qualitative investigation. According to Liu et al. (2010:610-612), non-participant observation is defined as observing participants without actively participating. This strategy involves immersing oneself in the community or social structure in question while remaining detached from the observed behaviors to acquire a more profound knowledge of the phenomenon.

According to Spradley (2016), the observation process is a three-stage funnel. First is descriptive observation, where researchers gain an overview of the setting by

conducting broad scope observation. The second is focused observation. Here researchers begin to pay attention to a narrower portion of the activities that most interest them. Finally, in selected observation they investigate relationships among the most important elements they have chosen. Observation should come to a stop when theoretical saturation is attained, which occurs when more observations add little or nothing to the researchers' understanding. This usually takes a few days or months, but depending on the event, it could take several years (Liu et al., 2010). Non-participant observation is frequently used in conjunction with other data collection methods because it can provide a more nuanced and dynamic view of difficult situations (Liu et al., 2010).

Advantages using non-participant observation as a qualitative technique:

- The researcher resides in or visits the site/suburb/organization regularly.
- The researcher takes on a more detached function than the participant observer.
- Observation of non-participants might be overt or covert.
- The researcher must establish trust and empathy with participants while also avoiding over-empathizing.
- Non-participant observation success hinges on the collecting of detailed field notes.
- To assist with capturing raw data, audio and visual recorders or cameras can be employed.
- The participant must be notified, and that person must voluntarily agree to participate if you intend to make specific and identifiable reference to their behavior. The same rules do not apply to unidentifiable observations and public expressions of behavior.

Limitations to using non-participant observation:

- The observer effect: The researcher's presence may have an impact on the activities of the participants. This may become less of a concern over time, but it is still a possibility.

- The observer's objectivity: To promote transparency, the researcher can take steps to ensure systematic and rigorous procedures to sampling, field notes, and data gathering.
- Selectivity: There is no way to catch everything in a single observation. This can be solved by monitoring as many distinct conditions as possible over an extended time.

3.9 DATA ANALYSIS

According to Cohen et al. (2011:461), data analysis for qualitative research includes organizing, accounting for, and explaining data. In other words, data analysis is the process of organizing and analyzing data to make sense of it in terms of the participants' perspectives on the issue and to come up with answers to the study questions (Cohen et al., 2011:461; Creswell & Poth, 2018:202). Furthermore, Kawulich (2012) defined data analysis as a technique for condensing and filtering a large amount of data and information to acquire a better understanding. Although qualitative research employs a smaller sample size than quantitative research, the information obtained is more thorough and meticulous (Cohen et al., 2011:461).

Finally, Bogdan and Bikken (2003:70) define qualitative data analysis as working with the data by organizing it, breaking it up into manageable units, coding, synthesizing, and searching for patterns.

The experiences of the principals, SGB teachers, and SGB parents are vital. They shared important aspects of relationships that were recorded, transcribed, and thematically grouped.

3.9.1 Data Analysis Steps

In analyzing the transcribed data, the following steps were followed, drawing from the work of Babbie (2008:124), Fraenkel et al. (2012:429), Creswell and Poth (2018:48), and Farghaly (2019:7).

3.9.1.1 Step 1: Organisation and preparation of the data

In a written work, a theme is a primary and sometimes recurrent idea or issue. Themes were used to help organize research findings by identifying the phenomenon to be investigated and the problem that needs to be investigated. According to Fraenkel et al. (2012:429), researchers should provide a brief background of the phenomenon to be examined, such as why it is an issue and what circumstances contributed to it being a problem. The phenomenon being investigated in this study is how to cope with demanding relationships as a teacher on the SGB.

3.9.1.2 Step 2: Transcription of information

This step involves reading through all the information and data and memorizing emergent ideas. Following the identification and explanation of the research topic, the study's research objectives should be described and why it is worthwhile to investigate this phenomenon. Transcription is the initial phase in data analysis, and it entails close observation of data through repeated active listening and observing. Familiarity with data and paying attention to recorded and observed information rather than what was expected can aid in the development of ideas that arise during analysis.

3.9.1.3 Step 3: Coding data into categories

The process of translating acquired data or observations into a collection of meaningful, cohesive categories is referred to as data coding. Therefore, as a researcher, transcribed interviews can assist you in properly coding the data.

Coding also involves using other studies and research on the topic. Through a literature review, the researcher outlines what is already known and done on the subject and what other researchers have discovered or confirmed. Furthermore, the researcher should stipulate how and why this study is a continuation of previous studies (Fraenkel et al., 2012:430; Babbie, 2008:124).

3.9.1.4 Step 4: Describing and classifying codes into themes

First, the methods for gathering information on the research problem and the people engaged are thoroughly described. Following that, the researcher collects data in accordance with the research questions and objectives. It is the process of presenting and summarizing facts to produce a systematic description of a recorded or seen phenomenon.

3.9.1.5 Step 5: Developing and presenting interpretations.

Here, the information gathered from various sources is minimized (Fraenkel et al., 2012:430). The researcher uses outlined methodologies to analyze the data collected and draw on interpretations to answer the study questions and objectives.

3.9.1.6 Step 6: Conclusions

Finally, the researcher provides and examines the study's key findings and results. In addition, judgments are drawn, and recommendations are given.

3.9.2 Negative case analysis

Negative case analysis can be described as data gathered from the participants, and the researcher asks what the participant's expectations are (Bitsch, 2005). If this occurs during the interviews, the researcher should regulate negative case analysis of the cases gathered from the study. The study's credibility is improved by analyzing negative cases because the researcher takes responsibility for the contradiction that may have been collected from the data, which could provide a possible proxy explanation. In other words, negative case analysis assists in restructuring and reformulating the research questions to improve the quality of the study. Furthermore, Wallendorf and Belk (1989) claim that negative case analysis helps control the natural enthusiasm and temper of the researcher.

3.9.3 Triangulation

Triangulation “involves the use of multiple and different methods, investigators, sources and theories to obtain corroborating evidence” (Onwuegbuzie & Leech, 2007:239). However, according to Blaikie (2010), the term triangulation, in social research, is less in the literal sense and involves the use of multiple methods and measures of an empirical phenomenon to overcome problems of bias and validity.

Triangulation arose from an ethical need to confirm the validity of the processes, and in case studies, it can be achieved by using multiple sources of data (Yin, 2003). Using various data sources (e.g., participant interview, focus group, and member checking) helps gather as many perspectives on the same topic and gain a richer understanding of the phenomena. Triangulation is also used to compare the data and decide if it validates the findings (Creswell, 2003; Patton, 2002). This will thus also improve the trustworthiness of qualitative research findings. Richie and Lewis (2003:44) state that triangulation provides security through giving a fuller picture of the phenomena, but not necessarily a more certain one.

3.10 QUALITY ASSURANCE OF THE RESEARCH

Through trustworthiness, credibility, dependability, transferability, and confirmability, the quality assurance of the research was addressed. These will be discussed in detail below.

3.10.1 Trustworthiness

In qualitative investigations, Ravitch and Carl (2016:204) define trustworthiness as techniques for the researcher to ensure that their findings are genuine and authentic to participants' viewpoints and experiences. Alternatively, to put it another way, trustworthiness relates to the study's quality.

For qualitative studies, the concept of trustworthiness is not understood because of the different terms given. Quantitative research uses instruments to establish metrics about validity and reliability. Researchers establish qualitative research findings through dependability, transferability, confirmation, and credibility. These will be

described in more detail below because with these four elements comes trustworthiness.

3.10.2 Credibility

Credibility explains how well the participant's views fit into the researcher's interpretations of them. Furthermore, credibility evaluates whether the research findings represent believable and reasonable data gathered from the original data and are not misread from the participants' views (Korstjens & Moser, 2018:121). According to Thomas (2010), credibility in qualitative research is explained by how trustworthy and believable data and data analysis are. Credibility is like internal validity, and that is how findings contest reality. Most rationalists would suggest that each individual builds a personal reality.

Therefore, by checking into findings gained by the data feedback, the interpretation and conclusion from participants themselves is the one method that increased the credibility. Thus, although disadvantages are brought forth, Lincoln and Guba (1985:314) still consider member checking “the most critical technique for establishing credibility.”

This research obtained credibility by conveying direct quotes to describe the respondent's experiences with the governing body.

3.10.3 Member checking

Another strategy that can improve the quality of qualitative data is allowing participants to check. This means that the “data and interpretations are continuously tested as they are derived from members of various audiences and groups from which data are solicited” (Guba, 1981:85). This process is important for the researcher to complete, as it helps with the quality of the research, and it is seen as the heart of credibility (Lincoln & Guba, 1985; Onwuegbuzie & Leech, 2007).

All voices and responses are included in the analysis and the interpretation of data. The purpose of member checking is to try and eliminate the researcher's beliefs when interpreting and analyzing the results. This intends that when data is sent back to the

relevant participants, they can change it if they are unhappy with the interpretation. Participants can also suggest some changes when they feel misrepresented (Schwandt, Lincoln & Guba, 2007). Member checking makes sure that there is no internal conflict testing the analysis and interpretation against the documents that were used during data collection before producing the final document (Guba, 1981)

3.10.4 Dependability

Thomas (2010) states that dependability is similar to reliability. In other words, the consistency of observing the same findings under similar circumstances. According to Merriam (1998:205), dependability is also the extent to which research findings can be replicated if subjects are similar and in the same context. Merriam also suggests that reliability should be determined by whether the results are regular with the right data collected. The following techniques are provided to achieve dependability:

- Explain in detail how data was collected to allow for an audit trail
- Explain the assumptions and theory behind the study
- Use multiple methods of data collection and analysis (triangulation)

According to Seale (1999), dependability can be further accomplished by inspecting records containing the researcher's data, methods, and decisions made during a thesis and its end products. Thus, auditing for dependability requires that the data and descriptions of the research should be elaborate and rich. It may also be enhanced by altering the research design as new findings emerge during data collection.

3.10.5 Transferability

Transferability refers to the degree to which qualitative research results can be transferred to other contexts with other respondents and is the interpretive equivalent of generalizability (Tobin & Begley, 2004; Bitsch, 2005). Furthermore, as claimed by Morse and Field (1995), portability or transferability is determined by determining whether the findings of a study can be applied in another context or environment.

The researcher facilitates the transferability of the study when they provide an in- depth description of the methodology and research process and apply purposeful sampling

or participant selection (Morse & Field, 1995; Bitsch, 2005; Thomas, 2010).

3.10.6 Confirmability

During the research process, neutrality must be retained. For example, Bernard (2000) believes it is crucial to place personal observation and feelings in parentheses and not use the data until it is verified. This prevents the information from being misinterpreted.

Confirmability shows the degree to which the results of an investigation might be confirmed or backed up by information and by other researchers (Baxter & Eyles, 1997). Confirmability's goal is to establish proof that findings are derived from the data and not made up (Tobin & Begley, 2004:392). For confirmability, the researcher should also archive all collected data in a well-organized, retrievable form. It is often made available to them if the findings are challenged (Thomas, 2010). Studies also suggest that confirmability of qualitative inquiry is achieved through an audit trail, reflexive journal, and triangulation (Bowen, 2009; Koch, 2006; Lincoln & Guba, 1985). According to Bowen (2009:307), an "audit trail offers visible evidence—from process and product—that the researcher didn't simply find what he or she began to find."

Confirmability is the degree to which the research findings are often confirmed or corroborated by others. It is similar to objectivity, the extent to which a researcher is conscious of or accounts for individual subjectivity or bias (Bless, Higson-Smith, & Kagee; 2006: 120).

3.11 LIMITATIONS OF THE RESEARCH

According to Price and Murnan (2004), any research will have some limitations, and it is normal. However, it is critically important to strive to reduce the range of possible limitations throughout the research process. Also, research limitations should be acknowledged honestly in the conclusions of a thesis.

If a study depends on having access to people, organizations, data, or documents and, for whatever reason, access is denied or limited, the reasons for this need to be described. Also, it is recommended to explain why being denied or limited access did not prevent the researcher from following through and completing the study.

Other limitations that should be mentioned include the lack of available or reliable data. A lack of data or reliable data will likely require you to limit the scope of your analysis, the sample size, or it can be a significant obstacle in finding a trend and meaningful relationship.

Limitations of this research included that not all teacher representatives and parents were willing to complete the questionnaires. Also, due to the Protection of Personal Information Act (POPI Act), contact information for parents was not easily accessible. Parents were therefore asked to contact the researcher but to no avail.

Regarding time limitations, due to the COVID pandemic, not all participants were available for personal interviews, and as a result, interviews were completed telephonically. Also, participants' schedules did not always coincide with the researcher's, resulting in the need to reschedule appointments. Interruptions at work or personal matters also hindered the research process. Financial limitations included the cost of petrol and phone bills to visit schools and complete interviews.

3.12 SUMMARY OF THE CHAPTER

In this chapter, the research design of this study was addressed. Firstly, the research design and research questions were exposed. Then the particulars of the research approach adopted for the study were described. Next, the specifics of the research design were discussed, handling ethical considerations, validity, and subjects of the study. After that, the information collection procedures were discussed. This study took a qualitative approach, which was acceptable because the phenomenon needed to be thoroughly investigated (Creswell & Poth, 2018:85). Furthermore, the qualitative research approach allows the researcher to empower participants by enabling them to share their personal experiences. It was really exiting getting to see and get first-hand experience of the participants and their views and ways of dealing with conflict and demanding relationships. It enabled me to explore and compare my own experiences as a component of the SGB to the experience of others and to hear their challenges and how they deal with conflict and demanding relationships in their different schools and environments.

CHAPTER 4 :

PRESENTATION AND ANALYSIS OF THE RESEARCH DATA

4.1 INTRODUCTION

This study aimed to explore approaches for teacher representatives on SGBs to cope with demanding relationships. Chapter 3 included an outline of the research design and methodology, including the selection process of the participants, data collection methods, and processes. The integrity and quality of the study were adhered to through rigorously implementing ethical measures. This chapter will focus on the presentation, discussion, and analysis of the collected data.

4.2 THE DATA COLLECTION PROCESS

Data were collected through open-ended questionnaires, semi-structured individual interviews, and observation lists. Questionnaires were completed by eight participants, while the personal interviews were conducted with twenty-one participants. Although the focus was on the experiences of teacher representatives, principals and SGB-members were included to consolidate this study through some form of representation. This credibility technique is a form of validation that employs multiple data generation methods (Maree, Van Der Westhuizen & Maree, 2009:73). The inclusion of three sets of data generated multiple themes, and it also complemented each other. Furthermore, it supported the researcher in cross-referencing the data for similarities or differences in perspectives.

4.3 CONTEXTUAL DESCRIPTION OF THE PARTICIPATING SCHOOLS

Plaatjies (2020:8) raised that according to Maxwell (2013:30), “contextual features and their influences on the participants’ experiences are important for qualitative researchers.” Therefore, as a starting point, a contextual description of all the schools is presented, including observing the school's location, description of the neighborhoods, and the school context (Table 4.1).

Table 4.1: Observation checklist for the context of the participating quintile 5 schools

School	School location	Description of the neighborhoods	Description of the school
1	Near businesses and rural areas	Low-income neighborhood	Neat, but buildings around school needs attention
2	Safe location near the mall	Middle-income neighborhoods and some houses need attention	Very neat and presentable outside and inside
3	Busy streets near the show grounds	Neat streets and a quiet neighborhood	Gardens are not looked after and need care. Middle to low-income school.
4	Downtown close to a checkers shopping center	Busy street and the neighborhood is untidy with litter on the street and potholes	Low-income school needing new paint.
5	Situated between homes	Neighborhood is safe and well looked after	Middle to high-income learners going to school

The data revealed that despite all of the participating schools being quintile 5 schools, their demographical locations do not match what quintile 5 schools require. Quintile 5 schools are typically regarded as affluent schools, according to Van Dyk and White (2019:2). This is in contrast to what the evidence shows about the schools that participated in this study. Four of the five schools are located in low-income regions. These schools' students are mainly from low-income suburbs, with the majority originating from informal settlements.

The contextual challenges associated with this setup may make it difficult for the SGB to provide direction to the school community. The disadvantages associated with challenging contexts are confirmed by Day and Sammons (2013:16). They claim that schools with students from socioeconomically disadvantaged populations have a wider range of problems with student behavior, staff commitment and retention, motivation, and accomplishment compared to more fortunate groups. This could easily be applied to the SGB as well.

Four out of the five schools had good infrastructure that appeared to be well kept; however, except for school D, which needed some maintenance. According to Mejia (2016:8), school infrastructure plays an important part in maintaining a positive learning environment, and the principal must ensure that this environment is well-maintained. Furthermore, Cele (2016:1) claims that schools with good maintenance and infrastructure and low levels of poverty may perform better academically and in terms of general management. Barrett, Treves, Shmis, Ambasz, and Utinova (2019:13) emphasize the importance of school infrastructure and state that investing in physical learning conditions and school infrastructure is not a luxury but a necessity. The quality of the learning environment is thus determined not only by the substance of the curriculum but also by how easily it is accessed by students. Furthermore, pleasant sentiments such as enjoyment, achievement, optimism, safety, sense of belonging, and positive and healthy relationships help create an atmosphere where everyone may thrive and develop (Fredrickson, 2009; Roffey, 2011a).

4.4 THEMATIC DATA PRESENTATION OF INDIVIDUAL INTERVIEWS AND QUESTIONNAIRES

Table 4.2 shows the primary categories and themes that emerged from the raw data.

Table 4.2: Primary data categories and themes

Categories	Themes
4.5.1 Category 1: Role of teachers' representatives on the SGB	4.5.1.1 Representing other teachers 4.5.1.2 Supporting the principal 4.5.1.3 Supporting the parents
4.5.2 Category 2: Causes and consequences of conflict situations that influence relationships	4.5.2.1 Parents do not understand their role as SGB members 4.5.2.2 The relationship between the teacher and the principals 4.5.2.3 Competencies of the SGB parents 4.5.2.4 Consequences of Conflict 4.5.2.5 Personal agenda and wrong intentions 4.5.2.6 Lack of sufficient communication

Category 3: Strategies incoping with demanding relationships	4.5.3.1 Being a role model in terms of behavior 4.5.3.2 Promoting the best interest of learners 4.5.3.3 Addressing conflict through firm leadership approaches. 4.5.3.4 Promoting good communication 4.5.3.5 Taking culture into account in dealing with relationships
--	--

4.4.1 Category 1: Role of the Teachers Representatives on the SGB

The themes emanating from this category included how teacher representatives should represent other teachers, supporting the principal, and supporting parents.

4.4.1.1 Representing other teachers

In line with the ideas of representative theory, it is perceived that the governing body’s goal should be to bring all stakeholders, including teachers, together to discuss and resolve differences and develop effective teaching and learning (Prinsloo, 2016:8). When responding to the question of the role of teacher representatives on the school governing body, the principals discerned that their central role is the representation of other teachers and learners. This finding is supported by the general roles and responsibilities in Section 20 of SASA, which allude to this important role (RSA Act 84 of 1996). Prinsloo (2016:6) noted that the role of members of the SGB, which includes teachers, is “to execute its statutory duties and manage the affairs of the school in a lawful manner.” Principals believe that teachers on the SGB should also give inputs regarding significant school matters affecting teachers.

For example, S1PR1 thought that the teacher representative represents the teacher component at the school, gives input on the needs of the teachers, and assists them in terms of the class presentations or the co-curricular or extra-curricular activities of the school. This finding is also supported in Section 20 of SASA, which also indicates that teacher representatives as members of the SGB should support the principal, educators, and other staff in performing their professional functions. This view is supported by parent 2 of school 5 (S5PA2), who argues that teacher representatives generally look after teachers’ interests on the SGB. Interestingly enough, this finding

is contradictory to what Coetzee (2018:14) found in his study. He indicated that teachers often look to parents on the SGB to support their interests and may neglect the interest and needs of their colleagues that they are supposed to represent.

4.4.1.2 Supporting the principal

The feedback from the teacher representatives about their role in representing the principal was positive and presented predominantly the same sentiments as described in the previous paragraphs. One of the teachers (S2T1) said: “Personally, I would think that the teacher representatives on the school governing body, our role is to support the principal from our side.” Additionally, S5T1 felt that to support principals, teacher representatives should present the staff’s concerns in academics and finances and promote the school as an organization's goals and interest, especially that of the learners”. This finding is in line with the results of a study done by Mpungose and Ngwenya (2017:2). They highlighted the importance of teachers supporting the principal, which may lead to better performance and improved focus on the school’s interests and needs. They also emphasized that stakeholders must set aside their own beliefs and commitments and organize themselves to prioritize the school's best interest. According to the theoretical perspectives of Glasser (1998) in Lips-Wiersma and Morris (2018:19), this is a way of unifying individuals harmoniously.

4.4.1.3 Supporting the parents

Some thought-provoking views emanated from parents about how they view the role of the teacher representatives on the SGB. The parents perceived that teachers should sensitize and inform parents on the daily happenings at school. Parents want to feel involved in the school's activities and arrangements and to feel that their involvement is also appreciated. This finding points to a concern raised in research that parents often are confused about their roles. For example, Bagarette (2012) found cases in schools where parents make themselves guilty of overstepping boundaries. Parents sometimes interfere in the professional domain of teachers and school management. The data further indicates that parents regard the teacher representatives as a valuable support asset. Wise (2015:112) supports this claim by

stating that we need to prepare teachers and staff with the necessary skills and knowledge to deal with any swift change in schools. For example, parents believe that teachers should also support them in conflict management strategies, reporting conflict situations, and handling challenging issues. This finding is somewhat strange, as Xaba (2011:205) points out that principals usually mediate conflicts between educators and parents in the SGB. Although this may be because the teachers have daily experiences and expertise, the danger is that parents may be led to believe that they should leave all decisions in the hands of principals and teachers and simply carry out orders (Bagarette, 2012). Some parents gave credit to the expertise and knowledge of the teachers, as S2PA2 states: "They play a major role to be honest because they have all the information we require regarding the school, the operation side, which is critical in education, so they must be very invested and hands-on." This finding is aligned with research done by Bagarette (2011), who claims that the perception is that principals, SMT-members, and staff are more educated and knowledgeable about educational aspects.

With the issue of establishing sound relationships, it was interesting to note that some participants regard the role of the teacher representative as crucial. The data revealed that principals support teachers and that principals contribute to the growth of teachers. S5PR1 acknowledged the role of teachers in this regard by claiming that teachers add value to inputs, display leadership, and strengthen the relationship between staff members and the SGB. Mulford (2003:17) agrees that a sense of purpose can be fostered in teachers when principals support them and help them develop their skills.

Data also showed that apart from pointing to teachers' leadership roles, parents value their contributions as decision-makers on the SGB. This finding aligns well with previous research about the need for leadership from teacher representatives. Mulford (2003:18) claims that educators should promote decision-making to show their views and perceptions, which will empower the teachers and their willingness to be involved in the SGB. The role that teachers should play in creating harmonious relationships is also emphasized; S5PA1 wisely states that teacher representatives should normally strengthen the relationship between the SGB and that they definitely show leadership and assist the SGB in decision making.

The data revealed that although some parents feel that teachers should represent their colleagues on the SGB, they are expected to act in a neutral manner and the best interests of the entire SGB. Research about this topic shows confirmation across the board. Mahlangu (2008) and Botha (2008:28) also preferred the participation of all stakeholders in the decision-making process. Bradley (2014:3) further highlighted the importance of these stakeholders making decisions based on the school's best interest, thus the learners.

According to the views of the parents, teacher representatives should also be mindful of how they treat parents. The parents' views are that teachers should treat them as equals and form a unit with them. This points to the issue of respect as claimed by Kanensan & Fauzen (2019:4). In a previous study, Mncube (2019:91) found similar results, indicating that parents were left out in some vital decision-making processes and not given the opportunities to fulfill their duties and responsibilities as parents on the SGB. For example, one of the parents of school five, S5PA2, said that, just as the name says, they are representatives of the teachers and must look after teacher interest on the SGB. However, they are also part of the governing body and need to wear that hat. Here, the teacher representative has to look at the broader school community and not just focus on the interest of the teachers. Ndou (2012:36) supports this finding, who adds that the principals and teachers dominate SGB meetings and expect their recommendations to be accepted by all members without any further discussion. This unfortunate, unwished-for situation is also attributed by Xaba (2011) to the fact that educator-members of SGBs see themselves as “watchdogs” whose role is that of “fighting” for educators’ issues.

This view of parents can be attributed to the fact that teacher representatives sometimes do not show enough respect to parents or regard them as not knowledgeable in aspects of school governance. Another possibility, as found by a study done by Steinmetz (2019), is that teachers selfishly focus only on their own interests. On the other hand, Mncube (2019:92) found that power and authority also play a role in the deliberate exclusion of parents in some decisions. Some teachers, especially the SMT, may feel parents are not competent enough.

4.4.2 Category 2: Causes and Consequences of Conflict Situations that Influence Relationships

The findings under this category indicated three significant causes for conflict situations that may influence relationships. These are parents' lack of understanding of their roles, personal agendas and wrong intentions, and the absence of good communication.

4.4.2.1 Parents do not understand their role as SGB-members

The data revealed that some underlying reasons have the potential to damage relationships on the SGB. One of the most concerning factors that arose and that leads to conflict is the fact that parents sometimes intervene in the professional domain of teachers. For example, S3PR1 claimed that parents want to get involved but lack knowledge of teaching, teaching matters, and the school's act. S3PR1 added that they think the most significant cause of problems might be parents stepping on teachers' toes regarding teaching matters. Bagarette (2012:101) claims that this overstepping seems to be a common problem in South African schools. Additional to this unfortunate situation, ST1T2 declares that parents tend to "take over," and it seems that principals "have no say these days." Similarly, various studies indicate that members of the SGB constantly attempt to suppress the power of the principal (Darling, 2013:20; Chalufu, 2011:164).

Another matter that demonstrates parents' poor understanding of their roles and responsibilities is that parents do not attend meetings regularly; meetings are often postponed, and parents are not serious about fulfilling their duties. Again, Mncube (2019:97) found that a significant problem with SGBs is the non-attendance of meetings. This leads to the lack of parental participation and unawareness of their roles and responsibilities (Mncube, 2019:97). This causes frustration amongst parents and leads to unhappiness amongst reliable, responsible, and accountable SGB-members (Xaba, 2011). In defense of the parents, it is sometimes difficult for parents to attend meetings due to their work obligations (S4T1; S4T2). Mncube (2019:97) also highlighted that one big challenge the SGB faces is finding a suitable time for SGB meetings, which mainly occur at night even though some education department guidelines emphasize the undesirability of conducting meetings at night.

4.4.2.2 The relationship between the teachers and the principals

Another issue that put the teacher representatives in a challenging situation appears to be the relationship dynamics between them and their principal. More specifically, the principal of school three referred to this specific issue by claiming that teachers are unsure how to act when it comes to decision-making. Teachers seem to act with loyalty towards their principals and do not want to oppose them. Similarly, Celebi and Korumaz (2016:1166) found that teachers show high levels of loyalty towards their supervisors/principals. One reason for this is due to collegiality and respect. Moreover, it could be because of the teachers' and school values, submitting and respecting authority (Celebi & Korumaz, 2016:1166).

Additionally, it seems that teachers struggle to deal with how to act on the SGB in cases where their views differ from their principal. S5PA2 indicated this dilemma by saying that it is difficult for teachers because they would normally report to their principal. Still, when the teacher representatives weigh in on the SGB, they are on the same level as the principal. S5PA2 added that it is difficult when they have to vote against the principal during a vote. However, in such cases, it is essential to make decisions in the best interest of the school and learners, even though it sometimes means going against the principals (Bradley, 2014:3). However, findings revealed that, in some cases, teacher representatives often feel intimidated by the presence of their principals on the SGB-forum. Xaba (2011:202) also found that teachers may feel pressured and expected to support the principals since they work with them and are "elected by the constituencies."

From the data, it was interesting to note that principal-teacher relationships are of concern to parents. According to one of the parents, S2P2, teachers on the SGB feel unsafe to raise their own opinions. They would rather allow the principal to speak on their behalf to minimize conflict between the principal and SGB teachers. S2P2 pointed out a worrying issue about teacher stillness on the SGB; the challenge with the teachers is that they never participate in any discussion during SGB meetings unless they are asked a direct question, then they will give information. Otherwise, they wrongly allow the principal to do all the talking. From this response, it can be noted that parents regard teachers' input during the SGB-meetings as necessary. It can also be that parents experience that principals are too in control. Bagarette (2012)

principals support this finding do not always welcome this sharing of power, and they want to still play a dominant role on SGBs, allowing little input from parents. For parents, it is important that teachers participate, engage, and discuss because that will lead to growth in the school and assist with good decision-making. Coetzee (2018:61) found that through this, communication, participation, trust, and healthy relationships are established, which is one of the foundations of a strong SGB and school.

4.4.2.3 Competencies of SGB-parents

Feedback from the SGB parents indicated that the lack of understanding of important policy documents leads to wrong and poor decision-making. This may lead to frustration, tension, and conflict, especially in cases where parents lack the right attitude. Educators may feel frustrated because parents lack an understanding of important tasks. Parents, in return, may feel inferior due to not having sufficient knowledge of the school's act (Ozmen, 2016 & Berisha, 2011:39). This creates uneasiness between parents and the staff component on the SGB (Mouton et al., 2012:33; Ozmen, 2016). For example, one of the parents (S2PA1) said that the lack of understanding of the SASA, which was built to assist schools in governing, leads to people making decisions against the SASA, resulting in personal interest decisions and leading to bad decision making. This finding is also confirmed by the literature, namely that the skills deficiency of SGBs is a significant challenge for many principals and that it places the SGB in a poor position to govern the school effectively (Bagarette, 2012:103).

Teachers who have the EI skill of relationship management, which entails using emotions to urge and support parents toward a particular goal, will be more likely to succeed in relationships with parents (Kanesan & Fauzan, 2019:5). As a result, while parents may not always understand why teachers behave in specific ways, relationships can help to build trust and support. Furthermore, by using EI to understand why parents feel a certain way and resolve disagreements, instructors and parents may handle and healthily resolve conflict (Glasser, 1998:65; Goleman, 1995:43; Kanesan & Fauzan, 2019:5).

4.4.2.4 Consequences of conflict

For S3PA2, the main consequence of conflict is its influence on decision-making. They added that decision-making is negatively influenced if differences exist between the governing body and the teachers. Also, S5T1 claims that negative conflict will disadvantage the school's learners and their overall well-being. This is supported by Xaba (2011:202), who stated that a negative consequence of conflict is when the organization stops putting the well-being of the learners first.

An enlightening finding is that parents are not necessarily against conflict situations, as long as it is in the best interest of the school and the learners in particular. This is highlighted and supported by Bradley (2014:4), who indicated that every decision should be made in the school's best interest, no matter if conflict may be involved. The comment by S5PA2 is of great importance in this regard. He argued that when you start fighting for your own cause, be that yourself, your children, or your position in the school, in other words, when you take your eyes off of the ball and are not thinking of the greater scheme of things, then everything tends to go skew. So, everything will be okay if a teacher fights for the school and not for his own individual position. This response shows that some parents adhere to the highest ethical standards, including integrity and responsibility (see Feddas, 2019:7). This finding contradicts previous research that shows that parents seem to be there for their own interests, such as maintaining a title, but they do not have the capabilities or knowledge to help with policy drafting and implementation, and this may lead to poor relationships (Bush & Gamage, 2001:42; Xaba, 2011:208; Mncube, 2019:94).

4.4.2.5 Personal agendas and wrong intentions

The data displayed SGB-members' awareness of the consequences of skewed intentions. S2PA2 warns, for instance, that a lack of integrity and wrong intentions may create division amongst the SGB-members. S2PA2's personal view is that if both parties come to the SGB with personal motives and agendas, there will be friction. However, if both parties on the committee serve the purpose of school with its different stakeholders (teachers, parents, and their children), they will get somewhere. On the other hand, if any parent is on the SGB intending to enrich themselves or drive a different goal, there will always be friction. S2Pas said: "There must be an

understanding of why the SGB? Why are you there? What is it that you want to achieve as a team, not individuals? That eliminates most frictions”.

Division amongst members may have damaging consequences for relationships (Bagarette, 2012). Despite the challenge of division, SGBs should try and work around it to benefit the school (Mncube, 2019:96) and ensure decisions are made based on the school's best interest, even though members may not get along. Moreover, stakeholders involved in the SGB can apply various alternative techniques for problem-solving, and resource allocation should be complied with to ensure positive trade-offs and good working relationships (Inegbedion, Sunday, Asaleye, Lawal & Adebajji, 2020:3). One of these is to stay focused on the needs of the school, thus the learners (Mncube, 2019:96). This finding aligns with what was found by Xaba (2011) and Inegbedion et al. (2020:3), who claimed that SGB team members should put any differences aside and emotions and make decisions based on the best interest of the learners.

Additionally, S2T1 highlighted that teachers and parents should want what is best for the school and not only for themselves. This finding is supported by Xaba (2011:202), who again highlighted that decision-making in the school should focus on the most important aspect of the school: the learners. Not wanting what is best for the school “would be a negative cause for a poor relationship” (S2T1). S2T2 was also very clear about what may lead to poor relationships by pointing out the issue of own interest and dodgy agendas. S2T2 said that poor relationships result from members of the SGB having their own hidden agendas for their own benefit and do not help the school strive forward. This should be prevented when SGB-members disclose information in a manner that enables stakeholders to make an informed analysis of aspects related to the school's performance and sustainability (Fedsas, 2019:7).

The integrity of parents is further questioned with accusations that they hold secretive meetings before or after the organized meeting. S4PR states that this causes poor relationships because “whenever they come to the meeting, they want to push whatever their agenda is that they spoke about before or after that meeting.” A lack of integrity amongst people who work together leads to mistrust, lack of open communication, and understanding. Blair (2018:34) agrees that this may hamper good relationships. Fedsas (2019:7) points out that “educators together with the rest of the

SGB, should actively cultivate commitment to ethical conduct at every level in the school.”

4.4.2.6 Lack of sufficient communication

The overall impression gained from the data was that the communication between the roleplayers on the SGB is another hampering factor that causes relationship challenges. This factor is best illustrated with the response from a teacher representative from school 3 (S3T1): “I think the big one is poor communication. Decisions, uhm that might have been taken by only one or two persons and not the uhm, SGB as a collective, so I think the main thing there is poor communication”. Another teacher, S3T2, agrees on this as a cause for relationship challenges. S3T2 states: “I would say bad communication because sometimes the parents only get one side of the story and they do not get the teacher's side of the story. So I would just say the main thing is communication”. The lack of effective communication may lead to relationship problems between role players. According to Lasater (2016:22), ineffective communication, which involves the inability to listen effectively to others’ perspectives and opinions, may lead to anger, frustrations, disappointment, and emptiness.

Some of the participants made some interesting suggestions on the root for the poor relationships amongst SGB-members. For example, S2T1 stated that poor relationships could also be improved by having small functions to just talk and get to know each other. This approach is also recommended by Glasser (1998:64), who emphasizes the importance of knowing people as individuals. The principal of school 1 added openly that, apart from communication, another thorny issue hampering sound relationships is the issue of trust (S5PR1). This comes mainly from SGB-members who are working against each other and not striving towards the same goal. Smith (2019:98) claims that trust may lead to stronger relationships and making informed decisions. This is where the leadership of the principals may resolve these issues. It was found by Tyler (2016:8) that once principals make an effort to reach out to the SGB members to build healthy relationships, trust is created; thus, communication is improved since members feel safe to share and discuss any matter.

4.4.3 Category 3: Strategies in Coping with Demanding Relationships

4.4.3.1 *Being a role model in terms of behavior*

The data revealed a variety of approaches from participants on how to deal with conflict situations on the SGB. The principal of school one (S1PR1), for example, voiced his thinking on how difficult cases should be approached in a very pragmatic manner: “If there is conflict, firstly, they must try to solve it with the person... If they cannot solve the problem on their own, perhaps they must include the chairperson or somebody that they trust” (S1PR1). This approach is what Lips-Wiersma and Morris (2018:19) regard as another feature of Glasser (1996): to embrace unity with others. For the principal from school two, setting an example and exercising self-control is crucial, and they pointed out that it is essential not to get angry and control your emotions. This finding corresponds with research done by Lerner, Li, Valdesolo, and Kassam (2014:24), who referred to time delay. From a psychological view, Lerner et al. (2014:24) claimed that “emotions are short-lived” and that time should be allowed to pass to avoid the overwhelmingness of intensive emotions.

Additionally, Goleman (1998:88) argued that emotions are not taken out of the process; however, being emotionally self-controlling will allow one to identify unrelated emotions in the situation. This approach is supported by many of the teachers who participated in the study. S2T2 agrees by mentioning that one should not lose cool, not act aggressively and just stay calm and talk about the issue and try to sort it out. This approach is in line with the work of Markway (2015) as well as Glasser (in Humpries, 2017). It is important to stay calm, and the mistake that needs to be avoided is critiquing and judging another person’s actions or manner of life. According to Lips-Wiersma and Morris (2018:14), Glasser emphasized that self-upholding oneself as a model with an adherence to a code of moral conduct is to own integrity.

The data also revealed that frankness in communication is an essential prerequisite for good relationships. This is emphasized by Coetzee (2018:60) and Gray (2009:76), who claimed that honest and constructive communication rather than negative and derogatory remarks might improve relationships. This is also a feature of Glasser’s choice theory (2020), which opposes the approach of complaining and criticizing others. The principal of school 2 added: “I tell them, listen, this is on the agenda. This is my opinion. If you're going to disagree, tell me about it. But, but we will not take it

on each other on a meeting ever.” Problems should also be addressed during meetings and not after meetings, as this leads to unnecessary suspicion. To handle conflict, participants also felt that members should stay calm, talk about challenges, and reach a conclusion in the best interest of all the role players (S2PR2; S2T1).

Very professional and heart-warming responses in dealing with difficult parents emanated from teachers as well. For example, S4T2 recommended: “I really think they need to be tolerant and not drop to the level of a parent who is emotional [or] who is angry... I think the teacher need[s] to ... handle conflict in staying professional” (S4T2). Another sensible strategy for coping with demanding relationships came from S1PR1, who regard EI as vital for improving relationships. S1PR1 believes that EI, your way of communication, and having an open mind is essential. However, problems arise when people get angry and let their emotions take control.

As a result, a leader with higher EI may make better decisions because they are more open-minded, grasp many points of view, think more broadly, and are more inclined to be enthusiastic and hopeful in developing solid relationships (Ayiro & Sang, 2015:104; Kanesan & Fauzan, 2019:3).

4.4.3.2 Promoting the best interest of learners

It was somewhat strange to note that the participants very seldom referred to the issue of promoting the all-important quest of learner interest. This contradicts Xaba (2011:202), who strongly suggested that the main focus and all decisions should be the school's best interest. The feedback from the principal of school four revealed that the teachers should look at the bigger picture in solving tense situations. This notion is very much supported by Viyaklya and Robey (2020). They opine that while external events may impact a person's thoughts and behaviors, an individual ultimately has the choice of how they want to think and act. S4PR1 believes that teachers know what the children need. They must inform parents that all stakeholders work together to benefit the children's future, even though there are differences. Similarly, Xaba (2011) and Coetzee (2018) highlighted that the focus should be on the school's interests during the decision-making process. This will most likely lead to a better decision since they are made based on the vision and goals of the school.

4.4.3.3 Addressing conflict through firm leadership approaches

The data revealed that principals generally adopt a gentle, positive approach in dealing with conflict situations. This finding is somewhat contradictory to other research (see Xaba, 2011). However, conflict occurs regularly on the SGBs that formed part of this study. It seems that the conflict is perceived as a manner to improve the situation on the SGB. This aligns with research by Korejan and Shahbazi (2016:454), who highlighted that leaders and followers motivate and encourage each other to achieve higher goals. In handling conflict situations, various approaches are being used. For example, one of the parents from school two (S2PA1) explained that it is essential to reflect on one's handling of matters and also look for support if needed. S2PA1 continued to add that it is a matter of skill and a process and that it should not be expected that all parents have the skills to deal with complex conflict situations on a platform like the SGB. Still, an SGB is created for you to be in a position to address your concerns, and for those who might not have the know-how, the SGB can have a social worker on board who is uniquely trained to handle matters of persona and correct engagements. Contributing to the welfare of others is the cornerstone of being of service to others and will enable others to move in a more positive, forward direction (Viyaklya & Robey, 2020).

The positive feedback and functional approach in dealing with conflict from the principal of school five are noted as follows: "Be collectively positive and deal with each conflict situation on merits." Participants relied on one-on-one conversations regarding how conflict should be dealt with in cases where the principals and SGB-chairpersons are involved. This greatly aligns with a study done by Coetzee (2019:60) on effective communication. SGB members may feel more comfortable and willing to open in one-on-one conversations rather than in front of a group. As mentioned earlier, some members may feel intimidated to share their opinions. Although SGB meetings are necessary, one-on-one sessions may also develop stronger relationships (Coetzee, 2019:60). This approach is illustrated with the following comment from one of the teacher representatives: "If you have conflict with the chairperson, then you obviously would go to your principal, if you have a problem with your principal, you would go to your chairperson, or your vice-chairperson" (S2T2).

The data also indicated that acting on challenges is vital for some of the participants. This is evident by the response of S1PR1, in which he highlighted that he would intervene if necessary as he is representing the Department of Education. From the feedback from the teacher representatives, in particular, it seems that they rely heavily on practical steps and external support to address the problems. S1T1 mentioned that if the parties involved in the conflict struggle to find a solution and do not understand each other's point of view, it may be good to involve an external source such as the circuit manager and have workshops.

Another teacher representative (S1T2) added: "I believe in policy. So what I do is I just show them the policy". She further emphasized that "they must know the policy and they must have human relations and respect other people and also try to see the point if it's the right point." In cases where problems cannot be solved, participants will resolve to mediation or arbitration strategies (S5T1). Befhar (2015:1) adds that functional conflict is conflict handled in a stimulated manner of making decisions based on various perspectives.

The data established that it is vital for some teachers to have sound relationships with the SGB-chairperson to maintain peace within a group or community. The teacher representative of school two indicates that the SGB-chairman has more power than the principal, which he regarded as a member like the rest of the SGB. However, this teacher recommends that when confronted with issues between teacher representatives and the chairman of the SGB, you would go to your principal (S2T2). In embracing unity with others- this pathway thrives on relationship-building, unifying individuals harmoniously (Lips-Wiersma & Morris, 2018:14).

The parents also agreed with approaching informal interactions by asserting that relationships can be improved by having those formal meetings where you have to make decisions and having team building to get to know one another and understand each other's background (S1PA1). The data showed some excellent humanity, humility, and decency from the participants to promote good relationships.

It is evident that these teacher representatives understand the vital role that solid relationships play in the SGB. Relationships are the ability to urge, encourage, and develop others toward a specific objective by leveraging their emotions (Goleman, 1998:89; Kanesan & Fauzan, 2019:5; Chen & Guo, 2020:85). Individuals who are well-

equipped in this sector, according to Goleman (1995:43-44), are regarded as social stars – of course, for a leader, this implies being able to form and maintain strong relationships with others, particularly those with whom the leader must collaborate to achieve the goal. The teacher from school 1 stated that it is vital to always make up after the meeting to promote good relationships. “When you have said something, always go and talk to that person and say I did not mean to offend you” (S1T1).

4.4.3.4 Promoting good communication

The data generated from the teacher representatives indicated that conflict is solved well through good communication strategies. The participants revealed that problems are addressed in meetings between role-players, who try to reach conclusions respectfully. Respect is especially crucial for role-players on the SGB who deal with each other and may feel inferior at times. When employing words of praise and inspiration to inspire and empower others, relationships can improve quickly (Kanesan & Fauzan, 2019:4). The teachers on the SGB also indicated that listening to other members of the SGB, showing respect, and making positive decisions together all form part of approaches to improve relationships. This was supported by (Goleman, Boyatzis, & McKee, 2004:32; Chen & Guo, 2020:85), who agreed that teamwork and collaboration are the ability to work effectively in teams and create friendly and respectful collegiality. S5PA2 also pointed out the importance of listening and promoting a sense of togetherness. S5PA2 believes that teachers must realize they are not only teachers on the SGB but must put on a “governing body hat” and know they have a big say in meetings.

An exciting approach to managing conflict was shared by the teacher representatives 1 and 2 of school 4. Their opinion is that avoidance of conflict as a strategy also seems to be functional sometimes. S4T1 recommends being as quiet as close as possible. Furthermore, S4T2 said: “As a teacher, I was not getting involved in, in matters when it is not teacher concerned... and I was not experiencing conflict so much.” They recommend that members all have to act responsibly and professionally to accommodate one another in the case of conflict. Moreover, teachers come together with parents from different backgrounds, and their way of understanding problems differs from what teachers are used to. Therefore, teachers must listen to and be

patient (S4T2). Avoidance is effective if a disagreement does not resolve the objective or if the conflict is seen as minor. Short-term goals can be resolved through avoidance. The consequence of avoidance is that long-term goals may not be realized if conflicts are not addressed. Thus, avoidance is not always the best approach, and EI is essential in these situations where ineffective communication, such as failure to listen, may lead to anger from staff, disappointment, and feelings of emptiness (Lasater, 2016:22). When listening to others, calmness is related to being in command, centered, and respected (Bayar, 2016:192).

It was interesting to note how some of the parents viewed the role of teachers on the SGB in addressing conflict situations. For example, S2PA2 felt that teacher representatives should realize that they form part of a constituency. Teacher representatives must never forget that they are part of the SGB, a committee, and part of the decision. The SGB's decision also binds them as teachers. So, whatever happens on the SGB, they must not exclude themselves as individuals who are teachers. They must put themselves in the committee to assist in resolving any conflict (S2PA2). Further, it is possible that parents feel that teacher representatives sometimes think they should be loyal to the SGB as a constituency. But, on the other hand, it is also possible that teachers see their representative role confined to being spokesperson to other teachers.

The findings pointed out that parents also empathize with teachers' challenges, especially when they need to vote during meetings. S5PA2 refers to the uneasiness for teachers in terms of the dynamics experienced with their principals. S5PA2 says that it is difficult for a teacher because they still need to report to their principal, and on the SGB, they are on the same level as the principal. Further, difficult situations occur when teachers have to vote against the principal. S2T2 claims that it will be best to "work through your chairperson of a school in the SGB, as the principal is just a member just like everybody else." Teachers, however, may feel that they are working with their principals daily as part of the staff. Also, they may think that they do not want to appear disloyal to their principals. On a more negative note, teachers may support principals out of fear of victimization and bullying (Mncube, 2019:95).

4.4.3.5 Taking culture into account in dealing with relationships

It was primarily the participants of school one who shared best practices in dealing with conflict and relationships in a multicultural, diverse school setting. The awareness displayed by S1PR1 is noteworthy. S1PR1 mentioned that since more and more schools are becoming culturally diverse, different groups might have different points of view but still need to work together. It is essential to know everyone's needs and how other groups approach things and include that in your reasoning.

S1T1 confirms that it is important for SGB-members to respect each other's culture and further asserts that diversity is required on the SGB. S1T1 states: "We should just respect each other's culture ... to have a diversity in your group SGB" (Goleman, 2001) indicated the importance of social awareness to build and maintain strong relationships. Additionally, Dangmei (2016:284) referred to cultural intelligence as the ability to adapt and be flexible in understanding different cultures, which starts with awareness. Through this ability, which S1PR1 demonstrated, members may feel appreciated and trusted, leading to more open and honest conversations.

In addition, data showed that empowering general relationships can be promoted through informal meetings and sessions. For example, one of the principals claimed that informal social sessions are helpful to get to know someone on another level apart from the GSB, management, and school needs. In this way, you can become acquainted with the person behind the name or portfolio (S1PR1). Coetzee (2018:62) also found how improved and effective communication may lead to trust, which leads to better and stronger relationships.

Responding to issues concerning diversity and multiculturalism and how to deal with these issues, the principal (2PR1) said that "it is important to study a little bit about culture and, and get to know how certain people think in a certain culture because that is also going to influence your decisions." This comes back to cultural intelligence (Dangmei, 2016:284), which may allow principals to identify and understand differences in cultures. In addition, this may lead to the formation of better relationships and more open and honest conversations since the principal may understand where the person is coming from and their perspective (Dangmei, 2016:284).

S2T2 acknowledges the difficulties associated with diversity and multiculturalism and proposes various strategies related to compassion to promote sound relationships

amongst different cultures, especially during a pandemic. S2T2 first states that addressing diversity and multiculturalism is “quite difficult, especially at the times that we are in. We can't see each other like we wanted to, and you can't really get to know each other.” However, S2T2 believes that it will strengthen our relationships as an SGB. She continues to recommend that, even though our communication is limited, we should “still attend meetings or try to communicate if we know someone is feeling sick or someone has COVID.” S2T1 very wisely recommends that we “phone them, send them a message, [or] send them flowers when they're in hospital.” It is vital to be human and treat them as a parent, not just as important people as seen in the school setting (S2T1).

This type of humanity and care form an invaluable strategy to promote sound relationships, especially in multicultural and diverse settings. Dangmei (2016:284) points out that employees working in diverse contexts should always strive to form better relationships.

It is evident that as COVID-19 continues and society learns how to manage it effectively, nations must adapt to a new normal. This new normal may significantly impact people's everyday lives and their mental health. For example, people may experience anxiety, fear, and stress about going back into the public. So, this is an opportunity for teachers on the SGB to really help other teachers in need.

However, no matter how we react to these new circumstances that we must face, it is essential that we all must fully realize that our actions will always be our choice (Fall, 2020).

CHAPTER 5 :

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter four discussed the findings based on the main aim and questions of the research. This study aimed **to explore approaches for teacher representatives on SGBs to cope with demanding relationships**. The main research question of this study was as follows: ***Which approaches can teacher representatives on SGBs apply to cope with demanding relationships?***

In achieving the aim and answering the research questions of the study, sub-questions were formulated, which are presented below:

- Sub-question 1: What is the role of teacher representatives on the SGB?
- Sub-question 2: What are the challenges that teachers representatives experience in fulfilling their roles?
- Sub-question 3: What is the influence of the challenges that teacher representatives experience with the relationships on the SGB?
- Sub-question 4: How can teacher representatives maintain sound relationships on the SGB?

Chapter 5 presents the research study's findings by first summarizing the first five chapters and then giving an overview and discussion of the research study's findings. Finally, recommendations for further research, the study's limitations, and a conclusion are presented.

5.2 SUMMARY OF CHAPTERS: A BRIEF OVERVIEW

Chapter 1 gave a summary of the research study's background and motivation. The theoretical framework used in this study was also discussed and briefly outlined in this chapter. In addition, the study questions and objectives that guided this investigation were established. Finally, the whole research study was summarized, including key idea clarification, research design, and research techniques.

The first stage was to conduct a thorough search of relevant literature on the study's core topic to address the research questions. The literature analysis in **Chapter 2** focuses mainly on the SGB and the tension between the SGB teacher and approaches for dealing with challenging relationships. In Chapter 2, the theoretical underpinning for this study was also presented. The theoretical perspectives focused on democratic representation and theories on relationship management. This chapter also focused on causes for poor relationships and strategies to counter these. To this end, the work of renowned theorists in the field of relationship management was discussed. The choice theory of William Glasser was used to explore relevant literature on relationships and how to deal with difficult and conflict situations.

The discussion of the research methodology was the subject of **Chapter 3**. In this qualitative study, a phenomenological design was adopted. Chapter 3 also highlighted the selection procedures, data collection methods, and analytic methodologies. It was also stressed how the quality of the research and ethical considerations were ensured. This chapter contains a detailed exposition of the data collection methods, such as interviews and open-ended questionnaires, used to gain a thorough understanding of approaches for teacher representatives on SGBs to cope with demanding relationships,

In **Chapter 4**, the findings of the collected data were discussed and analyzed. The data from the interviews, questionnaires, and observations were grouped into categories and further into themes. The main categories presented were i) the role of the teacher representatives on the school governing body, ii) establishing how teacher's representatives deal with conflict situations, iii) challenges experienced in relationships in the SGB, and iv) empowering general relationships between members on the SGB. Finally, the findings were analyzed thematically per the study's research questions and objectives.

This last chapter, **Chapter 5**, was built on the foundation of the study's previous chapters being aligned. It summarizes the findings as well as the earlier chapters. The study's recommendations are also included, as well as suggestions for future research. Finally, the study's limitations and gaps are revealed, followed by a research study summary.

5.3 SYNTHESIS OF THE FINDINGS OF THE RESEARCH STUDY

This research study aimed to answer the main question: *Which approaches can teacher representatives on SGBs apply to cope with demanding relationships?*

The research findings and interpretations concluded through this study are highlighted in the next section and will be discussed per research sub-question.

5.3.1 Sub-question 1: What is the role of teacher representatives on the SGB?

The first finding is also related to theme 1, chapter 4 (cf.4.5.1). The findings under this theme indicate that the principals, teachers, and parents hold different views about the roles of teacher representatives. Principals believe that the teacher representative's role is to support the teachers in the SGB (cf. 4.5.1.1). Parents see the role of the teacher representatives as a supportive one to them. In contrast, teachers feel that they should support the principal and share important issues relating to the interests of the school in general (cf. 4.5.1.2). Teacher representatives were the only participants who pointed to the importance of promoting the wellbeing of learners.

Teachers' loyalty to their principals may be perceived negatively by the parents. This may lead to conflict with the parents because they think the teacher is only making decisions to help the principal. One can argue that teachers are confused about their role as a teacher in class compared to their role as a teacher representative on the SGB and should have the school's best interest at heart (cf. 2.5.4.3). The findings showed that principals felt that the teacher's input was crucial (cf. 4.5.1.3). This is recognition of teachers' expertise and their experiences as to what is happening at school. Therefore, they would support principals in their interaction with the parent component on the SGB.

Another interesting perspective about the role of teachers came from the parents. The data showed that parents rely heavily on the expertise of the teachers. However, it was also clear that parents are not always happy about how teacher representatives behave. The findings demonstrated that teachers may act in a superior fashion and do not always treat parents respectfully. Despite this, parents still look up to teachers to take leadership in handling challenging situations and share their expertise with them as equals. This shows that parents realize that building sound relationships with

teachers and the principal is of great value while working together to ensure the school's best interest. However, this finding contradicts the literature, as research often indicates that parents want to take over (cf.4.5.2.1), whereby teachers would rather stay quiet than resolve any conflict situation.

5.3.2 Sub-question 2: What are the challenges that teachers representatives experience in fulfilling their roles?

The findings from this question are also related to theme 2, chapter 4 (cf.4.5.2) that revealed the causes and consequences of conflict situations that influence relationships.

In line with theme 2 (cf. 4.5.2.1), which referred to the roles of parents as SGB-members, the findings indicated a complete misunderstanding from parents about their roles on the SGB. The data also showed that there is not sufficient training for parents to fulfill their roles. This prevents them from having a solid understanding of what is expected from them as representatives on the SGB and leads to frustration and negatively impacts relationships on the SGB.

Another finding was the feeling from teacher representatives that parents want to “take over”- meaning to overstep the professional domain of the principal. This seems to be causing antagonism and conflict. Both teachers and principals felt that some parents were only on the SGB to serve their own agendas. Also, the responses from the participants showed that parents do not even have time to attend meetings regularly. Literature suggests that parents' lack of commitment may lead to conflict amongst stakeholders in the SGB, as lack of attendance may contribute to people offering up time to be at meetings only to find that a quorum is not reached, thus leading to the meeting being canceled or postponed (cf. 2.6.4). This may lead to people becoming frustrated for wasting time attending meetings that eventually do not occur. This may also lead to the perception that parents are not dedicated to their role. In the parents' defense, the findings also showed that work obligations posed a challenge (cf.4.5.2.1). However, teachers who have the EI skill of relationship management, which entails using emotions to urge and support parents toward a particular goal, will be more likely to succeed with parents (cf. 4.5.2.3).

The second theme under this category focused on the issue of relationships between principals and teachers. The data indicated that this issue elicited some interesting and spontaneous responses from the parents. The data displayed that teachers are often unsure in the decision-making process. They appear to be hesitant in taking a stance that is against principals. The findings also revealed that they are not eager to raise their views freely and feel intimidated by the presence of their principals. Teachers also possibly do not want to embarrass their principal or appear disloyal. However, it was interesting to note that some participants, especially the parents, could not understand why teachers were not talking or standing up for themselves in meetings and contributing to making decisions (cf. 4.5.2.3). One of the most striking findings under this theme was that parents felt that teachers should play a stronger role in participation, discussions, engagements, and general assistance in good decision-making (cf. 4.5.2.2). This is very much in line with what Glasser indicates as “caring habits,” including supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences (Glasser, 1999:21; Nelson, 2002; Bradley, 2014:9).

In terms of the third theme under this heading (cf. 4.5.2.3, competencies of the SGB), it can be deduced from the data that the parents have a very poor understanding of policies and their responsibilities as SGB-members (cf. 2.6.2). Logically, this lack of familiarity will prevent them from active involvement and from making sound judgments and good, informed decisions. This terrible situation points the fingers at either a lack of training or a lack of dedication. Eventually, this may frustrate other members of the SGB, who may have a progressive stance towards the functioning of the SGB.

The findings also displayed that there are consequences for the conflict on the SGB (cf. 4.5.2.4). In this regard, the data showed that it is a disadvantage and not in the school's best interest. Interestingly though is that parents want teachers to display a more caring attitude towards them. This lack of a caring attitude is in serious conflict with Glasser's focus on the theory of choice, which declares that all long-lasting problems in relationships exist because of the wrong attitude towards each other (cf. 2.3.1.). One of the most concerning factors that arose and may lead to conflict is that parents sometimes intervene in the professional domain of teachers. This adds to behaviors described as negative patterns such as criticizing, accusing, moaning,

nagging, intimidating, punishing, and manipulating or bribing that may lead to conflict most of the time (cf. 2.3.1).

Nevertheless, from the findings, it could be seen that all participants struggle to communicate with each other and to express how they feel in the SGB. This is an indication that there may be a lack of communication between stakeholders. This needs to be addressed as soon as possible to ensure better understanding between members and a functional SGB to provide a. (cf. 4.5.2.2.). Good communication is essential, as it forms a prerequisite in the quest to look after the learners' best interest at the school. In any relationship, sound communication forms a vital component of the relationship

5.3.3 Sub-question 3: What is the influence of the challenges that teacher representatives experience with the relationships on the SGB?

Findings to this question are related to theme 3, chapter 4 (cf. 4.5.3), namely strategies in coping with demanding relationships.

The findings revealed that challenges are predominantly approached in a pragmatic, respectful manner. For example, flexibility and adaptability allow a leader to transform and adapt behaviors to different situations. A strong correlation with this is emotional self-control as an EI skill. Through emotional self-control, it seems that principals and school leaders can manage, understand, and control their own emotions (cf. 4.5.3.1). Therefore, it can be assumed that teacher representatives and school leaders with emotional self-control can manage any negative and destructive emotions, ultimately leading to emotional well-being (cf. 4.5.3.1). This concurs with the findings under this theme 3 chapter 4 (cf. 4.5.3), namely that acting as a role model is essential for teacher representatives on the SGB.

From the responses in the questionnaires, in particular, it seemed that every participant who completed the questionnaire acknowledged the necessity and importance of respecting each participant's role and having a more open-minded attitude towards each other (cf. 4.5.3.3). This may result from teachers and principals all working with various people with different personalities on a daily basis, and thereby they deal with much more conflict situations. Therefore, addressing conflict through a

firm leadership approach may work more effectively. This is aimed toward the main goal and vision of the school, which is ultimately the development of the learners (cf. 4.5.3.2).

Furthermore, findings revealed that the participants could handle tense, conflict situations through excellent strategies, including setting an example or instance. Again, this is a skill for professionals who appears to reflect on their interactions with others very closely.

An interesting finding of this study pointed out that parents show some empathy with the challenges that teachers face (cf. 5.4.3.4). The results further revealed that empathy as an EI skill could be both advantageous and disadvantageous. Empathy is considered a necessary EI skill and a choice theory method, and it gives a feeling of caring to cope with demanding relationships. Therefore, teachers should focus on developing healthy and strong connections with their students. Strong ties, such as supporting, accepting, encouraging, trusting, listening, respecting, and negotiating differences are encouraged (Glasser, 1998:65) (cf.2.7.2). While studies have shown that a stable, dedicated relationship is good for mental wellbeing, the opposite effect may be more challenging and may put strain on relationships. Causes of strain can include blaming, nagging, punishing, criticizing, complaining, and bribing or rewarding for control (Glasser, 1998:64) and should be avoided by teachers (cf. 2.8.4). Still, it appeared that in some instances, these “deadly sins” were evident in the feedback from the participants.

5.3.4 Sub-question 4: How can teacher representatives maintain sound relationships on the SGB?

The findings showed that it is necessary to implement Glasser’s principles of the choice theory as this may assist teacher representatives on the SGB to cope with the issue of demanding relationships (cf. 2.3.3). Therefore, it can be assumed that teachers who have the EI skill of relationship management, which entails using emotions to urge and support parents toward a particular goal, will be more likely to succeed with parents than to intimidate one another. Given the importance of the above and the challenges associated with making sound judgments and decisions, good relationships amongst members of the SGB are crucial (cf. 2.8.5).

A deeper meaning can also be drawn from the choice theory. Thus, there are many things people can do about their relationships. Firstly, we can decide to change our behavior regardless of what the other person does. Then, we can change the way they perceive and understand the other person, for example, by deciding not to take yelling as a personal attack but as an expression of another person's frustration. By doing this, we can try to help one another rather than simply yell back. Thirdly, we can choose to learn more about another person with the intent of becoming closer. And lastly, it is vital to decide to cut down the time around that particular person if they don't want to get closer (Spring, 2020). In short, every person is 100% in charge of each of their relationships because they are in total control of their behavior and perception (Glasser, 1999; 2019).

Furthermore, regarding leadership approaches, results showed that that firm leadership approaches are necessary for addressing and dealing with conflict situations and building good relationships. The literature (cf. 2.5.4) also pointed out that the SGB has a vital role in improving relationships and is responsible for effective management. As a result, while parents may not always understand why teachers behave in specific ways, relationships can help to build trust and support. Furthermore, understanding why parents feel a certain way may resolve disagreements. Thus, instructors and parents may resolve conflict in a healthy way by implementing EI and caring habits in schools (cf.4.5.2.3).

Another familiar yet essential EI skill under relationship is motivations. Given the demands and pressures that educators encounter these days, motivation from the principal is seen as an essential leadership strategy to ensure positivity, job satisfaction, and productivity (cf. 2.5.4.2). One standard method identified in the study was that, despite these challenges, SGBs should try and work around it to benefit the school and stakeholders involved in the SGB. This can be done by rapid adaptability, ensuring a variety of alternative techniques for problem-solving. Moreover, resource allocation should be complied with to ensure positive trade-offs and good working relationships (cf.4.5.2.5).

The data also revealed the importance of sound communication strategies on the SGB to ensure good relationships. Conflict is solved through good communication strategies, especially in meetings, and reaching conclusions in a respectful manner

(cf. 2.8.3). It also came up that members should promote respect and trust and communicate inspirational messages to each other (cf. 2.8.4). This will lead to collaboration and teamwork. In terms of dealing with different cultures, diversity, and multiculturalism, the participants felt respect, awareness of other cultures, and building trust are important. The data also showed that cultural intelligence is important for sustaining good relationships (cf. 4.5.3.4).

5.4 CONCLUSIONS OF FINDINGS

- It emerged from the findings that parents are still not well equipped to perform their duties as SGB-members.
- Parents do not have a sound understanding of relevant SGB-policies and procedures.
- Parents perceive the relationships between principals and teachers as somewhat problematic.
- Parents rely very much on the expertise and experiences of teachers to take a more active role in the SGB.
- Parents feel undervalued and mistreated.
- Parents lack commitment and a sufficient understanding of policies.
- There are some good practices in terms of relationships displayed by principals and teachers.
- Both principals and teachers are sometimes experiencing challenges in their relationships on the SGB.
- In general, teachers have sound strategies to cope with demanding relationships on the SGB.
- Communication is sometimes a challenge, although there are some excellent practices evident.

5.5 RECOMMENDATIONS FOR POLICY AND PRACTICE

The following are recommendations that could assist teacher representatives in the SGB in coping with demanding relationships.

- Training for parents should be continuous and focus on their roles and responsibilities.
- Workshops should be conducted regularly to address parents' incompetencies.
- Workshops and training should take into consideration the literacy levels of parents.
- Principals must shift from being the expert with all the answers to collaborating and building relationships with teacher representatives and allowing teachers on the SGB to speak up (cf. 2.7.3).
- Policies, such as the PAM and the SASA, should clearly state what is expected from teacher representatives on the SGB and what measures should be taken to deal with such demanding relationships (cf. 4.5.1.3).
- It is advised that principals ensure that teambuilding exercises between the SGB and SMT occur, as this will allow members of the management and governance teams to get to know each other better, learn about their limitations and strengths, and form and maintain good relationships. Building ties, communicating with others, and teamwork and collaboration are all components of relationship management. This is especially true in a workplace with daily interaction with employees (cf. 4.5.3.3; 2.8.3).
- The SGB should be aware of their distinct roles and should be equipped through professional development sessions to allow and guide the teacher representatives to gain experience and knowledge to improve their skills through EI, choice theory, and representative theory development. In addition, workshops and training programs on the role of the SGB and building sound relationships to cope with demanding relationship situations may be very beneficial (cf. 2.5.4).
- District officials should pay attention to the necessity of applying choice theory and EI to cope with challenging relationships, and support should be provided to principals, the SMT, SGB representatives, and employees (cf. 4.5.3.1).
- In terms of self-development, it is suggested that teachers offer anonymous suggestions to the principal. Because it is done anonymously, the principals will obtain feedback from all staff members, resulting in more honest ideas or inputs. As a result, staff members will not be hesitant to express their views on issues at the school that the SGB must address (cf. 2.8.2).

5.6 RECOMMENDATIONS FOR FURTHER RESEARCH

This research has identified several potential areas for additional investigation in this field. Therefore, the following avenues for possible research are suggested:

- A study on how to apply the choice theory and EI skills in a multicultural setting would be a fascinating research topic.
- Investigation of teachers' EI skills and decision theory in poor quintile 1-3 schools.
- Using a bigger sample size in diverse circumstances to further investigate teachers' EI skills and decision theory (cf. 4.5.3.5).
- Examining the value and necessity for EI skills and choice theory among SGB members and instructors (cf. 4.5.2.2).
- How EI skills and choice theory might help newly hired SGB teachers deal with staff leadership and management difficulties (cf. 4.5.1.1).
- How or why choice theory and EI training programs, courses, or seminars can help newly appointed, inexperienced teachers deal with educational issues (cf. 4.5.3.1).

5.7 VALUE AND SIGNIFICANCE OF THE RESEARCH

This study aimed to look into different strategies for dealing with difficult and demanding relationships on the SGB for teacher representatives. The study gave an opportunity to present information to school SGB teachers on why the choice theory's caring behaviors are essential for a leader on the SGB to have and should be viewed as such. Furthermore, administrators and SGB teachers may discover a new way to deal with regular school obstacles and problems by working with techniques to cope with challenging relationships. This research also revealed why these techniques have a better chance of succeeding and being more mentally tough when faced with problems at school.

Furthermore, the data acquired throughout the study may assist educational leaders, teacher preparation institutes, colleges, and universities with insight into why relationship theories and caring habits are critical for SGB teachers to succeed.

Furthermore, this knowledge can promote EI skills through caring method programs

and training where principals and other school leaders (SGBs) can learn and grow or improve their own work relationships.

5.8 LIMITATIONS OF THE RESEARCH STUDY

It's pivotal to keep the study's following limitations in mind. First, five secondary schools in Bloemfontein, Free State, were chosen for this investigation. As a result, the study's participants do not represent the whole population of primary and secondary school principals in Bloemfontein, the Free State province, or South Africa.

A bigger sample size could have provided additional insight into administrators', SGB parents', and educators' perspectives on dealing with complicated relationships as a teacher representative in the SGB. As a result, the findings cannot be regarded as universally valid. On the other hand, the research findings are helpful for school principals and SGB teachers who work in similar situations and face similar obstacles.

Another restriction was that not all of the carefully chosen individuals were able to take part. Due to the global pandemic (COVID-19), one school's parents did not participate in the study as the country moved into higher lockdown levels and safety measures at schools. Due to the pandemic, increased safety measures, and increased academic responsibilities (shortened term), not all selected principals, SGB members, and educators could participate in the study. The POPI act also limited my ability to contact some of the school's participants.

Unfortunately, their absence had a negative impact, and their significant contribution could not be included in the final research report.

5.9 PERSONAL AND SCHOLARLY GROWTH

This study experience had a profound impact on me as a person, teacher, and researcher. This research has allowed me to follow my passions while also understanding my strengths and weaknesses. It also helped me develop and strengthen various skills, including professionalism, critical and analytical thinking, time management, independence, and self-confidence. This course allowed me to form a working relationship with a fantastic mentor who shared and assisted me in

acquiring new skills and getting solid knowledge on the subject. Finally, the research allowed me to examine my own EI abilities and the interpersonal skills of my co-workers and leaders with fresh eyes. It piqued my interest in this fascinating subject.

5.10 SUMMARY OF THE RESEARCH STUDY

The main goal of this study was to look into ways for teacher representatives on SGBs to deal with difficult relationships. The literature and this study have indicated that today's school SGBs confront great demands in terms of education and relationships. To emphasize, Bayar (2016:194) discovered that leaders would prefer to quit their job than deal with educational demands, particularly when dealing with many stakeholders. In addition, due to a lack of necessary abilities, specifically people skills, talented and potential SGB teachers are lost in the system.

SGB teachers might develop better and more sufficient ways to deal with these demands if they have guidance in coping with demanding relationships by using William Gasser's guidelines of choice theory. Moreover, EI skills have the ability to transform dysfunctional schools into functional schools (Bipath, 2008:5). As a result, the goal of this study was to gain insight and examine EI competence and how to cope with demanding relationships in schools to effectively and successfully deal with educational demands.

Following the 1994 educational reform, the school system shifted from a top-down to a decentralized approach. As a result, principals are expected to manage and lead schools and train SGB instructors to participate in school management, and principals can delegate and expand tasks. Nevertheless, this study found that SGB teachers would be more than capable of successfully and adequately dealing with and handling relationship issues through communication. Furthermore, teachers demonstrated that with EI and guidance in coping with demanding relationships, dealing with these challenges becomes much easier and successful, despite the lack of support from authorities and an overburdened administration.

The importance of the SGB and other management and leadership structures in schools was revealed in the survey regarding these problems for SGB teachers. Although the principal bears duty and accountability for what occurs in the school, they

should not be left to their own devices and cannot handle these obligations alone. As a result, this study demonstrated how critical it is for leaders in the SGB to deal with conflict situations and not just stay quiet. They must build communication and bonds, advocate teamwork and collaboration, and help develop self-awareness, motivation, and positivity.

It appears highly likely that the specialist nature of the specified functions itself is the source of instructors' difficulties. As a result, teachers may not always understand what is expected of them, and some lessons may appear meaningless. As a result, the most prudent approach to addressing these issues is using the powers of the Schools' Act. To begin, reclassifying functions into competence categories could address the problems that the functions themselves present. For training and development, a capability evaluation is also required. Governing bodies, for example, would benefit from customized training programs in this way. Furthermore, a specialized governance unit should be developed at the district level to provide ongoing and consistent support to the district's governing bodies.

It may be required to rethink SGB terms, as three years is far too short for governors to acquire and master the performance of governance tasks in a way that ensures continuity. To ensure that governing bodies can establish themselves efficiently, terms of office should be extended to at least five or six years. In addition, principals' permanent participation allows them to comprehend concerns relating to school governance.

While school governing bodies do not always succeed in dealing with the challenges of their roles and responsibilities, this research shows that these challenges are rooted in their functional abilities and the specialist and skills-based nature of the prescriptive functions themselves. While the conclusions of this study cannot be applied to all governing bodies in the country, or even all historically disadvantaged SGBs, they do provide some valuable insight into the issues of school governance in South Africa Xaba (2011:209-210).

REFERENCES

- Abend, G., 2008. The Meaning of Theory. *Sociological Theory* 26 (June 2008): 173–199; Swanson, Richard A. *Theory Building in Applied Disciplines*. San Francisco, CA: Berrett-Koehler Publishers 2013.
- Adams, F. and Waghid, Y., 2005. In defence of deliberative democracy: Challenging less democratic school governing body practices. *South African Journal of Education*, 25:25-33.
- Adams, G. and Plaatjies, B., 2021. Managing Conflict to be Functional between Principals and Teachers in South African Schools. *Universal Journal of Educational Research*, 9(6), pp.1244-1249.
- Arshed, N. and Danson, M., 2015. *The literature review. Research methods for business & management*, London: Goodfellow. Aydin, B. and Kaya, A., 2016. Sources of Stress for Teachers Working in Private Elementary Schools and Methods of Coping with Stress. *Universal Journal of Educational Research*, 4(n12A), pp.186-195.
- Babbie, E., 2008. *The basics of social research (4th edition)*. America: Thomson Wadsworth.
- Bagarette, N., 2011. Power Relations in School Governing Bodies: Implications for Effective School Governance, *Journal of Social Sciences*, 29:3, 223-236, DOI: 10.1080/09718923.2011.11892973.
- Bagarette, N., 2012. Partnerships between SBs and principals in public schools: Reasons for the failure of the partnerships. *Int*
- Basson, P. and Mestry, R., 2019. Collaboration between school management teams and governing bodies in effectively managing public primary school finances. *South African Journal of Education*. 39. 1-11. 10.15700/saje.v39n2a1688.
- Baxter, L.A., and Babbie, E., 2004. *The basics of communication research*. Belmont, CA: Wadsworth.
- Wadsworth. Baxter, J., and Eyles, J., 1997. *Evaluating qualitative research in social*

geography: Establishing 'rigour' in interview analysis. *Transactions of the Institute of British Geographers*, 22(4), 505-525. DOI: 10.1111/j.0020-2754.1997.00505.x

Bayar, A., 2016. Challenges Facing Principals in the First Year at Their Schools. *Universal Journal of Educational Research*, 4(1):192-199.

<https://www.researchgate.net/publication/291847615_Challenges_Facing_Principals_in_the_First_Year_at_Their_Schools/link/56a8c57e08ae0fd8b4001768/download> [Accessed 25 November 2021].

Beckmann, J.L. and Blom, M.A., 2000. Thoughts on accountability and democratic school management. *South African Journal of Education*, 17:196-202.

Berger, A.A., 2015. *Media and communication research methods: An introduction to qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Bernard, H.R., 2000. *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Bhasin, H., 2020. 11 Characteristics of Qualitative Research. [online] *Marketing91*. Available at: <<https://www.marketing91.com/characteristics-of-qualitative-research/>> [Accessed 29 April 2020].

Bipath, K., 2008. The emotional intelligence of the principal is essential in the leadership of a functional school. *International Journal of Learning*, 15(10):1-7.

Bishop, H.L., Tinley, A. and Berman, B.T., 1997. A contemporary leadership model to promote teacher leadership. *Action in Teacher Education*, 19(3), pp.77-81.

Bitsch, V., 2005. Qualitative research: A grounded theory example and evaluation criteria. *Journal of Agribusiness*, 23(1), 75-91.

Blaikie, N., 2010. *Designing social research: The logic of anticipation* (2 ed.). Cambridge, England: Polity Press.

Bless, C., Higson-Smith, C. and Kagee, A., 2006. *Fundamentals of social research methods: An African perspective*. Juta and Company Ltd. Bogdan, R.C., and Biklen, S.K., 2003. *Qualitative Research of Education: An Introductory to Theories and Methods* (4th ed.). Boston: Allyn and Bacon.

- Bowen, G.A., 2009. Supporting a grounded theory with an audit trail: An illustration. *International Journal of Social Research Methodology*, 12(4), 305- 316. DOI: 10.1080/13645570802156196
- Bradley, E., 2014. Choice Theory and Reality Therapy: An overview. *International Journal of Choice Theory and Reality Therapy*, 34(1):6-13
- Broomé, R., 2011. Descriptive phenomenological psychological method: An example of a methodology section from doctoral dissertation (pp. 1-23). *SelectedWorks*.
- Bryant, D., 2020. Workplace Incivility Of Female Managers On Self-Confidence, Selfawareness, And Self-Esteem Of F Eness, And Self-Esteem Of Female Workers. [online] *Scholarworks.waldenu.edu*. Available at: <<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=9538&context=dissertations>> [Accessed 4 May 2020].
- Bush, T., 2011. *The importance of leadership and management for education*. SAGE Publications: London.
- Bush, T., and Gamage, D., 2001. Models of Self-Governance in Schools: Australia and the United Kingdom. *The International Journal of Educational Management*, 15(1), 39 - 44.
- Cain, G. and du Plessis, A., 2013. Teachers' perceptions of the consequences of interpersonal conflict: A case study in three primary schools. *Problems of Management in the 21st century*, 8:25-41.
- Carson, D., Gilmore, A., Perry, C. and Gronhaug, K., 2001. *Qualitative Marketing Research*. 1st ed. London, p.80.
- Celebi, N. and Korumaz, M., 2016. Teachers' loyalty to their supervisors and organizational commitment. *Educational Research and Reviews*, 11(12):1161-1167.
- Chalufu, J.S., 2011. *KwaZulu-Natal school principals' perceptions of the practical relevance of formal education management development programmes*. Diss. University of Pretoria.
- Chen, J. and Guo, W., 2020. Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by

instructional leadership. *Educational Management Administration & Leadership*, 48(1): 82-105).

Cohen, L., Manion, L., and Morrison, K., 2011. *Research methods in education* (7 Ed.). New York, NY: Routledge.

Connolly, M., 2011. *Reflections On Developments In School Governance: International Perspectives On School Governing Under Pressure*. [online] Available at: <https://www.researchgate.net/publication/254089610_Reflections_on_Developments_in_School_Governance_International_Perspectives_on_School_Governing_under_Pressure> [Accessed 1 April 2020].

Corey, G., 2017. *Theory and practice of counseling and psychotherapy*: Nelson Education.

Creswell, J.W. and Poth, C. N., 2018. *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Los Angeles: Sage.

Creswell, J., 2003. *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Creswell, J.W., 2007. *Research design. Qualitative and mixed methods approaches*. London: Sage.

Creswell, J.W., 2009. *Research design: Qualitative, quantitative and mixed methods approaches* (3rd ed.). California: Sage.

Creswell, J.W., 2013. *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage

Creswell, J.W., 2014. *Qualitative inquiry & research design: choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J.W., 2014. *Research design: qualitative, quantitative and mixed methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

Creswell, J.W., Ebersön, L., Eloff, I., Ferreira, R., Ivankova, N.V., Jansen, J.D., Niewenhuis, J., Pietersen, J., Plano, S. and Clark, V.L., 2017. *First steps in Research* 2nd edition. Pretoria: Van Schaik.

- Crossman, A., 2018, Understanding Purposive Sampling an Overview of the Method and Its Applications.
- Daniel, E., 2016. The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum. *Journal of Education and Practice*, 7(15):91-100.
- Dağlı, A. and Akyol, Z., 2019. The relationship between favouritism behaviours of secondary school administrators and organizational commitment of the teachers. *Journal of Education and Training Studies*, 7(7), pp.35-49.
- Davidson, A., (2013). Phenomenological Approaches In Psychology And Health Sciences. [online] Ncbi.nlm.nih.gov. Available at:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3627202/pdf/uqrp10_318.pdf>
[Accessed 6 May 2020].
- De Hoogh, A.H. and Den Hartog, D.N., 2008. Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The leadership quarterly*, 19(3), pp.297-311.
- Denzin, N.K., and Lincoln, Y.S., 1998. *Collecting and interpreting qualitative materials*. Thousand Oaks: Sage Publication.
- Denzin, N.K., and Lincoln, Y.S., 2000. *Strategies for qualitative inquiry* (2nd ed.), Thousand Oaks, CA: Sage, 249–291.
- Department of Education., 2003. *Systemic evaluation, foundation phase, mainstream. National Report*, Department of Education, Pretoria.
- Department of Basic Education. 2015. *Policy on the South African Standard for Principals*. Pretoria: Government Printers.
- Department of Basic Education., 2018. *Curriculum and assessment Policy Statement Grades R-3 English Home Language. The abridged caps section 4 amendments*.
- Department of Basic Education., 2019. *National Department Of Basic Education > Information For... > Sgbs*. [online] Education.gov.za. Available at:

<<https://www.education.gov.za/Informationfor/SGBs.aspx>> [Accessed 27 July 2020].

Department of Basic Education. 2018. Guidelines for capacity building of school governing body members. Pretoria: Government Printers.

Department of Education, South Africa., 1996. Report of the task team on education management development. December. Pretoria: Government Printer.

Department of Education, South Africa., 2000. School Management Teams. Managing and leading schools. Pretoria: Government Printer.

Department of Education, South Africa., 2010. The Importance of Teaching: The Schools White Paper 2010. London: Department for Education.

DfES. Roles of governing bodies and head teachers. [Online] Available url: http://www.dfes.gov.uk/governors/pubdocs/06_209.doc.

Dhani, P., and Sharma, T., 2016. Emotional Intelligence; History, Models and Measures. International Journal of Science Technology and Management, 5(7):189-201.

Diamond, L., 2015. Facing Up to the Democratic Recession. Journal of Democracy, vol. 26 no. 1, 2015, p. 141-155. Project MUSE, [doi:10.1353/jod.2015.0009](https://doi.org/10.1353/jod.2015.0009).

Dieltiens, V., 2005. In defence of minimalism: beyond a robust approach to citizenship education. Journal of Education, 37(1), pp.189-202.

Doring, M., 2017. A Very Brief Introduction To Choice Theory. [online] HeadStuff. Available at: <<https://www.headstuff.org/topical/science/psychology/brief-introduction-choice-theory/>> [Accessed 27 July 2020].

Doyle, A., 2019. What is a Semi-Structured interview? Thebalancecareers, 30 November. Available at: <http://www.thebalancecareers.com/what-is-a-semi-structured-interview-2061632> (Accessed 22 February 2020).

Dyanti, B., 2014. An assessment of the training provided to school governing bodies by the department of education in Fort Beaufort district: a case study of 3 schools. [online] Libdspace.ufh.ac.za. Available at: <<http://libdspace.ufh.ac.za/bitstream/handle/20.500.11837/416/Dyatyi%20Bod>

y%20Work%202014.pdf?sequence=1&isAllowed=y> [Accessed 17 November 2021].

Earley, P., and Creese, M., 2000. Walking the tightrope? The role of teacher governors. *School Leadership and Management*, 20:465-487.

Farghaly, A., 2018. Comparing and Contrasting Quantitative and Qualitative Research Approaches in Education: The Peculiar Situation of Medical Education. *Education in Medicine Journal*, 10(1):3-11.

Fraenkel, J.K., and Wallen, N.E., 2003. *How to design and evaluate research in education*. The McGraw-Hill Company, Inc. New York.

Fraenkel, J.R., Wallen, N.E., and Hyun, H.H., 2012. *How to design and evaluate research in education*. New York: McGraw-Hill.

Friesen, N., Henriksson, C., and Saevi, T., 2012. Hermeneutic Phenomenology In Education. [online] Available at: <https://www.researchgate.net/publication/281041738_Hermeneutic_Phenomenology_in_Education> [Accessed 21 April 2020].

Gage, T., and Smith, C., 2016. Leadership intelligences: Unlocking the potential for school leadership effectiveness. *South African Journal of Education*, 36(4):1-9.

Galster, A., 2018. Transparency and open government. [online] Rm.coe.int. Available at: <<https://rm.coe.int/transparency-and-open-government-governance-committee-rapporteur-andre/16808d341c>> [Accessed 17 November 2021].

Gentles, S., Charles, C., Ploeg, J. and McKibbin, K., 2015. Sampling in Qualitative Research. Insights from an Overview of Methods Literature. *The qualitative Report*, 20(1), pp. 1772-1789.

Ghasabeh, M.S., Soosay, C. and Reaiche, C., 2015. The emerging role of transformational leadership. *The Journal of Developing Areas*, 49(6), pp.459-467.

Giorgi, A. P. and Giorgi, B. M., 2003. The descriptive phenomenological psychological method. In P. M. Camic, J. E. Rhodes, and L. Yardley (Eds.), *Qualitative research in psychology: Expanding perspectives in methodology and design*

(pp. 243–273). American Psychological Association.
<https://doi.org/10.1037/10595-013>

Gisbey, P., 2015. Quantitative Research Design Project. Dissertation. Swiss Management Centre University.

Glasser, W., 1998a. *Choice theory: A new psychology of personal freedom*. New York, NY: HarperCollins.

Glasser, W., 1998b. *The quality school*. New York: HarperCollins.

Glasser, W., 1999. *Choice Theory: a new psychology of personal freedom*. HarperCollins Publishers: New York.

Glasser, W., 2013. *Take charge of your life: How to get what you need with choice-theory psychology*: iUniverse.

Glasser, C., 2019. *A choice theory psychology guide to happiness: How to make yourself happy*. Columbia, SC: (Independently Published).

Glesne, C. and Peshkin, P., 1992. *Becoming qualitative researches: An introduction*. New York, NY: Longman.

Goleman, D., 1995. *Emotional Intelligence*. Bantam Books: New York.

Goleman, D., 1998. What makes a leader? *Harvard Business Review*, 76(6):82-91.

Goleman, D., 2001. An EI-based theory of performance. In C. Cherniss and D. Goleman (Eds.), *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organisations* (pp. 27- 44). San Francisco, CA: Jossey-Bass.

Goleman, D., Boyatzis, R. and McKee, A., 2004. *Primal Leadership: Realizing the power of emotional intelligence*. Harvard Business School Press: Harvard.

Gonzalez-Dolginko, B., 2018. Status Report on Art Therapists in Public Schools: Employment and Legislative Realities, *Art Therapy*, 35, 19-24, DOI: 10.1080/07421656.2018.1459116

Govender, D.R., 2012. *The role of the principal in leading and managing teaching and learning: A case study of distributed leadership in two secondary school in Gauteng*. Dissertation. University of Witwatersrand.

- Graneheim, U.H., and Lundman, B., 2004. Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, 24(2), 105- 112. DOI: 10.1016/j.nedt.2003.10.001
- Grant-Lewis, S. and Naidoo, J., 2004. Whose Theory of Participation? School Governance Policy and Practice in South Africa. *Current Issues in Comparative Education*, 6:100-111.
- Green, H. ed., 2005. *Mental health of children and young people in Great Britain, 2004* (p. 2005). Basingstoke: Palgrave Macmillan.
- Guba, E.G., 1981. Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology Journal*, 29(2), 75- 91. doi: 10.1007/bf02766777
- Gutierrez, A.F., 2017. *The impact of Emotional Intelligence on the Leadership of Public School Superintendents. (Published Dissertation.)* Brandman University, California.
- Harris, A., 2011. *Distributed Leadership: Implications For The Role Of The Principal.* [online] Available at: <https://www.researchgate.net/publication/235289037_Distributed_leadership_Implications_for_the_role_of_the_principal/link/00b7d531be626f0985000000/download> [Accessed 19 October 2020].
- Heystek, J., 2004. School governing bodies — the principal's burden or the light of his/her life? *South African Journal of Education*, 24:308-312.
- HISTORY. 2018. Ancient Greek Democracy. [online] Available at: <<https://www.history.com/topics/ancient-greece/ancient-greece-democracy>> [Accessed 9 October 2020].
- Holloway, I., and Wheeler, S., 2002. *Qualitative research in nursing (2 ed.)*. Malden, MA: Blackwell. <http://www.ryerson.ca/~mjoppe/rp.htm>
- Horne, J., 2018. Dynamics of school-based management in previously disadvantaged schools in South Africa. [online] *Scholar.ufs.ac.za*. Available at: <https://scholar.ufs.ac.za/handle/11660/9630> [Accessed 14 July 2021].
- Howatt, W.A., 2001. The evolution of reality therapy to choice theory. *International Journal of Reality Therapy*, 21(1), pp.7-12.

- Hudson, L.A. and Ozanne, J.L., 1988. Alternative ways of seeking knowledge in consumer research. *Journal of consumer research*, 14(4), pp.508-521.
- Idang, G.E., 2015. African culture and values. *Phronimon*, 16(2), pp.97-111.
- Janesick, V.J., 2011. *Stretching exercises for the qualitative researcher* (3rd ed.). Thousand Oaks, CA: Sage.
- Jun, W., and Jo, M., 2016. Factor affecting happiness among nursing students in South Korea. *Journal of psychiatric and mental health nursing*, 23(6-7), 419-426.
- Kanesan, P. and Fauzan, N., 2019. Models of Emotional Intelligence: A review. *Journal of Social Sciences and Humanities*, 16(7):1-10.
- Karlsson, J., 2002. The role of democratic governing bodies in South African schools. *Comparative Education*, 38 (3): 327-336.
- Kawulich, Barbara. (2012). Qualitative data analysis. In book: *Doing Social Research: A global context* (pp.228-245) Chapter: Qualitative data analysis Publisher: McGraw Hill Editors: C. Wagner, B. Kawulich, M. Garner
- Kennedy-Clark, S., 2012. Design research and the solo higher degree research student: strategies to embed trustworthiness and validity into the research design. Joint AARE APERA International Conference. Sydney: Australian Catholic University, North Sydney. 1-12.
- Khuzwayo, S., 2007. Role relationships of school governing body chairpersons and principals in school governance in selected primary and secondary schools in the KwaMashu area (Doctoral dissertation).
- Kianipour, O. and Hoseini, B., 2012,. Effectiveness Of Training The Choice Theory Of Glasser To Teachers On Improvement Of Students' Academic Qualification. [online] Wjeis.org. Available at: <<http://www.wjeis.org/FileUpload/ds217232/File/15.kianipour.pdf>>[Accessed 27 July 2020].
- Kickul, J. and Neuman, G., 2000. Emergent leadership behaviors: The function of personality and cognitive ability in determining teamwork performance and KSAs. *Journal of Business and Psychology*, 15(1), pp.27-51.

- Kinicki, A. and Kreithner, R., 2008. *Organizational Behaviour: Key Concepts, Skills and Best Practice*. New York: The McGraw-Hill Companies.
- Kivunja, C. and Kuyini, A. B., 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5):26-41
- Knight, J., Watermeyer, J., Small, M., and Pretorius, E., 2021. HREC Non-Medical Guidelines For Conducting Research Safely During The COVID-19 Pandemic Revised February 2021. [online] Wits.ac.za. Available at: <<https://www.wits.ac.za/media/wits-university/research/documents/guidelines%20for%20research%20during%20COVID-19.pdf>> [Accessed 10 July 2021].
- Koch, T., 2006. Establishing rigour in qualitative research: The decision trail. *Journal of Advanced Nursing*, 53(1), 91-100. DOI: 10.1111/j.1365- 2648.2006.03681.x
- Korstjens, I. and Moser, A., 2017. Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1):120-124.
- Kothari, C.R., 2004. *Research methodology: Methods and techniques*. New Age International. Resnick, M., Myers, B., Nakakoji, K., Shneiderman, B., Pausch, R., Selker, T. and Eisenberg, M., 2005. Design principles for tools to support creative thinking.
- Laverty, C., 2016. *Educational Research: A Practical Guide*. Queens University: Centre for Teaching and Learning.
- Lemmer, E., 1992. Qualitative research methods in education. *South African Journal of Education*, 12(3), pp.292-296.
- Lester, J.D. and Lester, L.D., 2007. *Writing research papers: A complete guide*. https://farname.ir/upload/posts/1396-08/James_D_Lester_Writing_Research.pdf
- Leung, Y.F., 2010. *Conflict management and emotional intelligence*. DBA thesis. Southern Cross University.
- Lincoln, Y. S., and Guba, E. G., 1985. *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Lips-Wiersma, M., and Morris, L., 2018. *The map of meaningful work: A practical guide*

to sustaining our humanity. Routledge Taylor & Francis Group Publishing.

Longley, R., 2020. What's The Good And Bad Side Of Representative Democracy?. [online] ThoughtCo. Available at: <<https://www.thoughtco.com/representative-democracy-definition-pros-cons-4589561>> [Accessed 27 July 2020].

Mabasa, L.T. and Themane, M.J., 2002. Stakeholder participation in school.

Macnee, L.C., and McCabe, S. (2008). Understanding nursing research: Using research evidence-based practice. Philadelphia, PA: Lippincott Williams & Wilkins.

Mahlangu, V., 2006. The Relationship Between The School Principal And The School Governing Body. [online] Repository.up.ac.za. Available at: <https://Repository.up.ac.za/bitstream/handle/2263/23178/00thesis.pdf?sequence=1> [Accessed 2 April 2020].

Maile, S., 2002. 'Accountability: An essential aspect of school governance'. South African Journal of Education, 22(4), 326-331.

Maja, T., 2016. School Management Team Members understanding of their duties according to the personnel Administrative Measures. [online] Repository.up.ac.za. Available at: <https://repository.up.ac.za/bitstream/handle/2263/60955/Maja_School_2017.pdf?sequence=1> [Accessed 17 November 2021].

Majola, V., 2013. The Role Of The School Governing Body (Sgb) In Conflict Management: A Case Study. [online] Uir.unisa.ac.za. Available at: <http://uir.unisa.ac.za/bitstream/handle/10500/11825/dissertation_majola_vj.pdf?sequence=1&isAllowed=y> [Accessed 31 October 2020].

Mambane, M.S., 2000. Parent involvement as an aspect of school management Implication for whole school development. Unpublished MEd dissertation: RandAfrikaans University.

Mansfield-Barry, S. and Stwayi, I., 2017. School Governance. [online] Section27.org.za. Available at: <<https://section27.org.za/wp-content/uploads/2017/02/Chapter-3.pdf>> [Accessed 17 November 2021].

Matlock, D., 2017. Understanding the Four Domains of EQ [Online]. Available at:

- <http://www.dukematlock.com/domains-of-eq/> [Accessed 23 September 2021].
- Maxwell, J.A., 2013. *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.
- Merriam, S.B., 1988. *Case study research in education: A qualitative approach*. San Francisco:
- Merriam, S.B., 2002. *Qualitative Research in Practice: Examples For discussion and Analysis*. San Francisco, CA: Jossey-Bass Publishers.
- Mersino, A., 2013. *Emotional Intelligence for Project Managers: the people skills you need to achieve outstanding results*. Amacom: New York.
- Mestry, R. and Khumalo, J., 2012. Governing bodies and learner discipline: managing rural schools in South Africa through a code of conduct. *South African Journal of education*, 32, 97-110.
- Mestry, R., 2004. Financial accountability: the principal or the school governing body? *South African Journal of Education*, 24(2): 126-132.
- Mestry, R., 2006. The functions of school governing bodies in managing school finances. *South African Journal of Education*, 26(1), 27-38.
- Mestry, R., 2019. *School Management Teams' Instructional Leadership Role in Closing the Achievement Gap in Impoverished Schools*, *Africa Education Review*, 16:6, 94-110, DOI: [10.1080/18146627.2018.1464696](https://doi.org/10.1080/18146627.2018.1464696)
- Meyer, S. and Hünefeld, L., 2018. Challenging cognitive demands at work, related working conditions, and employee well-being. *Int. J. Environ. Res. Public Health*. 2018;15(12). - PMC - PubMed
- Miles, M.B., Huberman, A.M., and Saldana, J., 2014. *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.
- Mncube, V.S., 2008. Democratisation of education in South Africa: issues of social justice and the voice of learners. *South African Journal of Education*, 28:77-90.
- Mncube, V.S., 2009. The perceptions of parents of their role in the democratic governance of schools in South Africa: Are they on board? *South African Journal of Education*, 29, 83-103.

- Moustakas, C., 1994. *Phenomenological Research Methods*. Thousand Oaks: SAGE Publications.
- Mouton, J., 2001. *How to succeed in your master's and doctoral studies: a South African guide and resource book*. Pretoria: Van Schaik.
- Mouton, N., Louw, G.P. and Strydom, G., 2013. Critical Challenges of the South African School System. *International Business & Economics Research Journal*, 12(1):31-43.
- Mulford, B., 2003. *School leaders: Challenging roles and impact on teacher and school effectiveness*. OECD Commissioned paper. Tasmania: University of Tasmania.
- Naidoo, J.P., 2005. *Educational decentralization and school governance in South Africa: From policy to practice*. Paris: UNESCO.
- Nanda, P., 2006. *The Good Governance Concept Revisited - Ved P.* [online] SAGE Journals. Available at: <<https://journals.sagepub.com/doi/abs/10.1177/0002716205282847?journalCode=anna>> [Accessed 14 October 2020].
- Ndou, N., 2012. *Challenges facing school governing bodies in the implementation of finance policies in the Vhembe district*. Med dissertation. Unisa.
- Negash, S., Cravens, J.D., Brown, P.C. and Fincham, F.D., 2016. Relationship dissolution and psychologically aggressive dating relationships: Preliminary findings from a college-based relationship education course. *Violence and victims*, 31(5), pp.921-937.
- Nehemia, N.M., 2011. The impact of matriculation results on management abilities of school principals: A South African case study. *African Journal of Business Management*, 5(5):1589-1597.
- Neubauer, B., Witkop, C. and Varpio, L., 2019. How phenomenology can help us learn from the experiences of others. *Perspectives on medical education*, 8(2), 90-97, doi:10.100740037-019-50509-2PMID:30953355. [Accessed 9 May 2020].
- Norrish, J.M., Williams, P., O'Connor, M. and Robinson, J., 2013. An applied framework for positive education. *International Journal of Wellbeing*, 3(2).

- Nowell, L.S., Norris, J.M., White, D.E. and Nancy, J.M., 2017. Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16:1-17.
- Nwosu, L.I. and Chukwuere, J.E., 2017. The roles and challenges confronting the school governing body in representing schools in the digital age. *Journal of Economics and Economic Education Research*, 18(2):1-24. [<https://www.abacademies.org/journals/month-november-year-2017-vol-18-issue-2-journal-jeeer-past-issue.html>].
- O'Connor, R.C., Wetherall, K., Cleare, S., McClelland, H., Melson, A.J., Niedzwiedz, C.L., O'Carroll, R.E., O'Connor, D.B., Platt, S., Scowcroft, E. and Watson, B., 2021. Mental health and well-being during the COVID-19 pandemic:longitudinal analyses of adults in the UK COVID-19 Mental Health & Wellbeingstudy. *The British Journal of Psychiatry*, 218(6), pp.326-333.
- Onwuegbuzie, A.J., and Leech, N.L., 2007. Validity and Qualitative Research: An Oxymoron? *Quality and Quantity*, 41, 233–249. DOI: 10.1007/s11135- 006-9000-3
- Overton, A. and Lowry, A., 2013. *Conflict Management: Difficult Conversations with Difficult People*. [online] Ncbi.nlm.nih.gov. Available at: <<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3835442/pdf/10-1055-s-0033-1356728.pdf>> [Accessed 17 November 2021].
- Patton, M.Q., 2002. *Qualitative evaluation and research methods (3rd ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Pearcy, M., 2015. *What Is Representative Democracy? - Definition, Examples, Pros & Cons*. [online] Study.com. Available at: <<https://study.com/academy/lesson/what-is-representative-democracy-definition-examples-pros-cons.html>> [Accessed 27 July 2020].
- Phillips, D.C., Phillips, D.C. and Burbules, N.C., 2000. *Postpositivism and educational research*. Rowman & Littlefield.
- Pitkin, A., 2012. *The Complexities And Tensions Of School Governance: A Case Study Of The Governing Body Of An Australian Independent School*. [online]

Available at: https://espace.library.uq.edu.au/view/UQ:284274/s4218554_phd_finalthesis.pdf < [Accessed 19 October 2020].

Plaatjies, B., 2021. An investigation into parental support to primary school learners in writing skills and activities in low-income households | LitNet. [online] LitNet. Available at: <<https://www.litnet.co.za/an-investigation-into-parental-support-to-primary-school-learners-in-writing-skills-and-activities-in-low-income-households/>> [Accessed 23 June 2021].

Prinsloo, P., 2003. The quest for relevance: preliminary thoughts on the issue of relevance in Higher Education in South Africa. *Progression*, 25(1):61-75.

Price, J.H. and Murnan, J., 2004. Research limitations and the necessity of reporting them. *American Journal of Health Education*, 35(2), p.66. Prinsloo, S., 2016. The dual role of the principal as employee of the Department of Education and ex officio member of the governing body. [online] Scielo.org.za. Available at: <<http://www.scielo.org.za/pdf/saje/v36n2/08.pdf>> [Accessed 3 October 2021].

Rahman, M., 2016. The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language Testing and Assessment Research: A Literature Review. *Journal of Education and Learning*, 6(1), p.102.

Ramdhani, A., Ramdhani, M.A. and Amin, A.S., 2014. Writing a Literature Review Research Paper: A step-by-step approach. *International Journal of Basic and Applied Science*, 3(1), pp.47-56. Rangongo, P.N., 2011. The functionality of school governing bodies with regard to the management of finances in public primary schools. Pretoria: University of Pretoria.

Ravitch, S.M. and Carl, N.M., 2016. *Qualitative Research*. Thousand Oaks, CA: Sage.

Redman, S.F., 2015. Self-efficacy and teacher retention: Perception of novice teachers on job preparation, job support, and job satisfaction.

Reeves, T.C. and Hedberg, J.G., 2003. *Interactive learning systems evaluation*. Educational Technology.

Republic of South Africa (RSA). 1953. *Bantu Education Act (No. 47 of 1953)*. Pretoria: Government Printers.

Republic of South Africa (RSA). 1996. *The Educator's Employment Act (Act 76 of 1996)*. Pretoria: Government Printers.

- 1996). Pretoria: Government Printers.
- Republic of South Africa (RSA). 1996a. Constitution of the republic of South Africa (No. 108 of 1996) Pretoria: Government Printer.
- Republic of South Africa (RSA)., 1996b. South African Schools Act (Act 84 of 1996). Pretoria: Government Printer.
- Republic of South Africa (RSA)., 1996. The Labour Relation Act (Act 66 of 1996). Pretoria: Government Printers.
- Republic of South Africa (RSA)., 1996. The National Education Policy Act (Act 27 of 1996). Pretoria: Government Printers.
- Republic of South Africa (RSA)., 1996. The South African Schools Act (Act 84 of 1996). Pretoria: Government Printers.
- Republic of South Africa (RSA)., 2012. National Guidelines for School Governing Body Election. Pretoria: Government Printers.
- Ross, P. and Bibler Zaidi, N., 2019. Limited by our limitations. [online] Ncbi.nlm.nih.gov. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6684501/pdf/40037_2019_Article_530.pdf> [Accessed 17 September 2021].
- Rudestam, K.E., and Newton, R.R., 2015. Surviving your dissertation: A comprehensive guide to content and process (4th ed.). Thousand Oaks, CA: Sage.
- Ryan, S., 2017. Functional And Dysfunctional Themes In Successful Peace Agreements Arising From Intractable Conflicts. [online] Acholarworks.waldenu.edu. Available at: <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4644&context=dissertations> [Accessed:2 November 2020].
- SAGE, 2021. Basic communication skills - Interviews. [online] Sagepub.com. Available at: <https://www.sagepub.com/sites/default/files/upm-binaries/40591_15.pdf> [Accessed 14 July 2021].
- Schwandt, T.A., Lincoln, Y.S., and Guba, E.G., 2007. Judging interpretations: But is it

- rigorous? trustworthiness and authenticity in naturalistic evaluation. *New Directions for Evaluation*(114), 11- 25. DOI: 10.1002/ev.223
- Seale, C., 1999. Quality in qualitative research. *Qualitative Inquiry*, 5(4), 465-478.
- Shandu, P., 2019. STEPPING IN THE RIGHT DIRECTION TOWARDS FULLY REALISING THE CONSTITUTIONAL PROMISE OF SECTION 29 (1)(A) OF THE CONSTITUTION: Federation of Governing Bodies for South African Schools (FEDSAS) v Member of the Executive Council for Education, Gauteng and Another 2016 (4) SA 546 (CC). *The Pretoria Student Law Review*, 13.
- Sharma, T. and Sehrawat, A., 2014. *Emotional Intelligence, Leadership and Conflict Management*. Academic publishing: Lambert.
- Sigudla, J.P., 2002. *School governing bodies and their duty of staff appointments (Doctoral dissertation, Stellenbosch: Stellenbosch University)*.
- Silverman, D., 2000. Analyzing talk and text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research (2nd ed.)*, Thousand Oaks, CA: Sage, 821–834.
- Spradley, J.P., 2016. *Participant observation*. Waveland Press.
- Squelch, J., 2001. Do school governing bodies have a duty to create safe school? *Perspectives in Education*, 19:137-149.
- Study.com, 2013. *Functional vs. Dysfunctional Conflict in Organizations: Differences and Mediation*. [video]. [study.com/academy/lesson/functional-vs-dysfunctional-conflict-in-organizations-differences-and-mediation.html](https://www.study.com/academy/lesson/functional-vs-dysfunctional-conflict-in-organizations-differences-and-mediation.html)
- Taneri, P.O. and Engin-Demir, C., 2011. Quality of Education in Rural Schools: A Needs Assessment Study (Ankara-Kalecik Sample). *International Online Journal of Educational Sciences*, 3(1).
- Tepper, B.J., Carr, J.C., Breaux, D.M., Geider, S., Hu, C. and Hua, W., 2009. Abusive supervision, intentions to quit, and employees' workplace deviance: A power/dependence analysis. *Organizational behavior and human decision processes*, 109(2), pp.156-167.
- Theofanidis, D. and Fountouki, A., 2018. Limitations and delimitations in the research

- process. [online] Spnj.gr. Available at: <https://www.spnj.gr/articlefiles/volume7_issue3/pn_sep_73_155_162b.pdf> [Accessed 1 November 2021].
- Thomas, P., 2010. Towards Developing A Web-Based Blended Learning Environment At The University Of Botswana. [online] Uir.unisa.ac.za. Available at: <<http://uir.unisa.ac.za/handle/10500/4245>> [Accessed 22 April 2020].
- Tobin, G.A., and Begley, C.M., 2004. Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396. doi: 10.1111/j.1365-2648.2004.03207.x
- Tsotetsi, S., Van Wyk, N. and Lemmer, E., 2008. The experience of and need for training of school governors in rural Schools in South Africa. *South African Journal of Education*, 28:385-400.
- Utleg, F.B., 2013. Functional and Dysfunctional Conflict: An Organisational Life. *Asian Education Research Association*, 3(1):32-40
- Van Dou, M.G., 2004. Conflict management Model for secondary school principals in North West Province. Mmabatho: Noth West University (Thesis –Ph.D.).
- Van Wyk, N., 2004. School governing bodies: The experiences of South African educators. *South African Journal of Education*, 24, 49-54.
- Van Wyk, N., 2007. The rights and roles of parents on school governing bodies in South Africa.
- Van Wyk, M., 2015. Afrocentricity as a research philosophy. Okeke, C. & Van Wyk, M. *Educational research: An African perspective*. Cape Town: Oxford University Press Southern Africa.
- Vujaklija, A., and Robey, P., 2020. Locating the Map of Meaningful Work within Choice Theory. *International Journal of Choice Theory and Reality Therapy*; Manhattan Vol. 40(1), 2-3.
- Wallendorf, M., and Belk, R.W., 1989. Assessing trustworthiness in naturalistic consumer research. *Association for Consumer Research*, 69-84. <http://www.acrwebsite.org/volumes/display.asp?id=12177>
- Warren, C.A., 2002. Qualitative interviewing. *Handbook of interview research: Context*

and method, 839101. Wise, D., 2015. Emerging challenges facing school principals. *NCPEA Educational Leadership Review*, 16(2):103-116.

Wolgemuth, J., Hicks, T. and Agosto, V., 2017. Unpacking Assumptions in Research Synthesis: A Critical Construct Synthesis Approach. [online] *Journals.sagepub.com*. Available at: <<https://journals.sagepub.com/doi/pdf/10.3102/0013189X17703946>> [Accessed 5 November 2021].

Wubbolding, R.E., 2017. Reality therapy and self-exploration: The key to client change. Alexandria, VA: American Counseling Association.

Xaba, I. and Nhlapo, V., 2014. Principals' views on challenges of their school governance roles. [online] Available at: <https://www.researchgate.net/publication/271672967_Principals'_views_on_challenges_of_their_school_governance_roles/link/59afb0560f7e9bf3c7291ba7/download> [Accessed 24 November 2021].

Xaba, M.I., 2011. The possible cause of school governance challenges in South Africa. *South African Journal of Education*, 31(2), 201-211.

Yin, R.K., 2003. Case study research: Design and methods (3rd ed., Vol 5). Thousand Oaks, CA: Sage.

Zeerman, R., 2006. Glasser's Choice Theory And Purkey's Invitational Education—Allied Approaches To Counseling And Schooling. [online] *Files.eric.ed.gov*. Available at: <<https://files.eric.ed.gov/fulltext/EJ767001.pdf>> [Accessed 15 June 2020].

APPENDICES

APPENDIX A: ETHICAL APPROVAL FROM THE UNIVERSITY OF THE FREE STATE



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

14-Apr-2021

Dear Mrs Lasyja Slabbert

Application Approved

Research Project Title:

Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships

Ethical Clearance number:

UFS-HSD2020/2128/244

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Adri du Plessis Digitally signed
by Adri du Plessis
Date: 2021.04.16
14:04:45 +02'00'

205 Nelson Mandela
Drive
Park West
Bloemfontein 9301
South Africa

P.O. Box 339
Bloemfontein 9300
Tel: +27 (0)51 401
9337
duplessisA@ufs.ac.za
www.ufs.ac.za



HAS THE STUDY RECEIVED ETHICAL APPROVAL?

yes

Approval number: UFS-HSD2020/2128/244

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The participants (principals and SGB teachers and parents) selected are the best suited to achieve the aim of the study, to explore the approaches that teacher's representative can adopt to cope with demanding relationships in the governing body of primary schools. five schools will form part of the study. Participants were purposefully selected and the number of participants will be more or less 30 in total depending on limitations.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Individual Interviews with:

1. (one) principals from five schools $1 \times 5 = 5$
- 2.(two) Educator representatives $2 \times 5 = 10$
- 3.(three)Parents per school : $3 \text{parents} \times 5 \text{ schools} = 15$

10 questionnaires/ 2 participants per school

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study will provide insights on the challenges that educators experience on the SGB, especially with respect to relationships. The findings will benefit educators, SGB-members and officials of the Department of Education on how to deal with this thorny issue.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

There is no risks foreseen in participating in this study.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

The names of the participants will be kept confidential and this implies that their names will not be recorded anywhere. Code numbers or pseudonyms will be used to refer to the participants in the study. Privacy will be protected and participants may refuse to take part or may withdraw at any stage of the process. Only the transcriber will have access to the data. Confidentiality will be maintained by signing a confidentiality agreement. The article will be reviewed in order to make sure that the research has

been done properly. The report will be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

The researcher will store the hard copies of the answers provided for a period of five years in a locked cabinet at the faculty of Education. For future research or academic purposes, electronic information will be stored on a password computer. Further use of the data will be subject to further Research Ethics Review and approval if applicable. If information is not needed anymore, it will be papershreddered.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment or reward offered to the participants. It is foreseen that the potential level of inconvenience will be very low.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

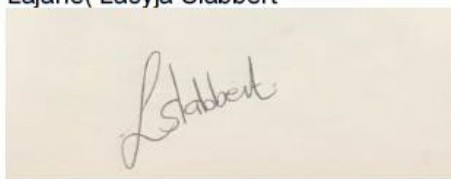
If the participants would like to be informed of the final research findings, or should they require any further information, they may contact Mrs. L.S slabbert on 082 9222 481 or at her e-mail, lajanekotze@yahoo.com

Yours sincerely

Mrs. L.S Slabbert

Insert Name and Signature of Researcher

Lajane(Lasyja Slabbert



APPENDIX C: APPROVAL FROM THE FREE STATE DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH

Enquiries: MZ Thango
Ref: Notification of research: LS Slabbert
Tel. 082 537 2654
Email: MZ.Thango@fseducation.gov.za



education
Department of
Education
FREE STATE PROVINCE

District Director
Motheo District

Dear Mr. Molo:

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY LS SLABBERT

The above mentioned candidates were granted permission to conduct research in your district as follows:

Topic: Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships.

- 1. List of schools involved:** Brandwag, Fauna, Jim Fouche, Sand du Plessis and Sentraal Primary Schools.
- 2. Target Population:** Five Principals, ten SGB Teacher Component members, and fifteen SGB Parent Component members at the selected Primary Schools.
- 3. Period of research:** From the date of signature of this letter until 30 September 2021. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. Research benefits:** It is hoped that the outcomes of the study will provide recommendations that might assist in addressing the challenges faced by teachers in the SGBs at primary schools. The results of the study may be worthwhile to educators, School Governing Bodies, circuit managers and other relevant Departmental officials. Finally, this study can assist in training in this aspect of SGB roles and responsibilities. I hope this study will also contribute the pool of literature in the field of management regarding the SGB.
- 5. Strategic Planning, Policy and Research Directorate** will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely

Mr. J.S. Tladi
Acting DDG: Corporate Services

15/06/2021
DATE:

RESEARCH NOTIFICATION. L.S. SLABBERT. 08 JUNE 2021. MOTHEO DISTRICT

Strategic Planning, Research & Policy Directorate Private Bag X20565, Bloemfontein, 9300 - Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein

www.fsedou.fs.gov.za

Enquiries: MZ Thango
Ref: Research Permission: LS Slabbert
Tel. 082 537 2654
Email: MZ.Thango@feducation.gov.za



Ilcon Park
ABR de Vries Street
Langenhovenpark
Bloemfontein
9301

Dear Mrs. L.S. Slabbert

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Topic: Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships.

- 1. List of schools involved:** Brandwag, Fauna, Jim Fouche, Sand du Plessis and Sentraal Primary Schools.
- 2. Target Population:** Five Principals, ten SGB Teacher Component members, and fifteen SGB Parent Component members at the selected Primary Schools.
- 3. Period of research:** From the date of signature of this letter until 30 September 2021. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
- 4. The approval is subject to the following conditions:**
 - 4.1** The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2** A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein.
 - 4.3** You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4** The ethics documents must be adhered to in the discourse of your study in our department.
- 5. Please note that costs relating to all the conditions mentioned above are your own responsibility.**

Yours sincerely


Mr. J.S. Tladi
Acting DDG: Corporate Services

15/06/2021
DATE:

RESEARCH APPLICATION BY L.S. SLABBERT, PERMISSION LETTER 08 JUNE 2021. MOTHEO DISTRICT
Strategic Planning, Research & Policy Directorate Private Bag X20565, Bloemfontein, 9300 - Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein

APPENDIX D: REQUEST FOR AUTHORIZATION TO PRINCIPAL



Appendix D

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Dear *principal*

The undersigned is currently a registered student for the degree Magister Educationis (Med) at the University of the Free State, and herewith humbly requests the participation of yourself as principal as well as the teacher's representatives on the school governing body (SGB) and parent representatives on the school governing body (SGB) to conduct an individual interview with principal and current SGB teachers and parents and Questioners for the previous SGB members in a research study as outlined below.

DATE

01 February – 30 September 2021

TITLE OF THE RESEARCH PROJECT

Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships

PRINCIPLE INVESTIGATOR	STUDENT NUMBER	CONTACT DETAILS
<i>Lajane Slabbert</i>	<i>2008 033 124</i>	<i>Cell 082 922 2481</i> <i>Email: lajanekotze@yahoo.com</i>
<i>Study leader</i>	<i>Faculty Department</i>	<i>Contacts</i>
<i>Dr BO Plaatjies</i>	<i>Faculty of Education</i>	<i>051 401 2955</i>

WHAT IS THE AIM / PURPOSE OF THE STUDY?

To explore the approaches that teacher's representative can adopt to cope with demanding relationships in the governing body of primary schools. SGB teachers face daily challenges which, ultimately leads to exhaustion on different levels: physically, mentally and emotionally. Research has indicated that teachers may experience burnout, and that resigning from the position is seen as a better option. Very little research is, however, available on how teachers should deal with the challenges applying Emotional intelligence skills and Choice Theory of William Glasser to cope with demanding relationships. Therefore, this study aims to investigate and establish why exploring the different possibilities to cope with demanding relationship should be regarded as a key skill for school's teacher's representative on the SGB can be useful in a successful manner.



Kindly note that the research study requires individual interviews with principals, SGB teachers, SGB parents and questionnaires to be completed by previous SGB members and if possible teachers view. The research believes that you, as principal, and your SGB and educators, are suitably placed and experienced to add value to the research study.

You are therefore humbly requested to make yourself available for the research to gain a proper understanding into the daily experiences of those persons responsible in the School governing body. Kindly find attached hereto a Research Study Information Leaflet to foster a broader understanding of the envisaged study. A Consent Form is also attached if you agree to participate in the research study. For any further information about any aspect of this study, please contact Mrs. Lajane Slabbert at 082 922 2481 or via email at lajanekotze@yahoo.com. You may also contact the researcher's supervisor, Dr. B. O. Plaatjies, at 051-4012955 or via email at PlaatjiesBO@ufs.ac.za. Your availability to participate in sharing your valuable experiences around dealing with conflict in the SGB and how to cope with demanding relationships will be appreciated.

Yours Sincerely

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

YES

Approval number: UFS-HSD2020/2128/244

WHY ARE YOUR INSTITUTION/ORGANISATION/COMPANY INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The participants (principals and SGB teachers and parents) selected are the best suited to achieve the aim of the study, to explore the approaches that teacher's representative can adopt to cope with demanding relationships in the governing body of primary schools. five schools will form part of the study. Participants were purposefully selected and the number of participants will be more or less 30 in total

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

Individual Interviews with:

1. (one) principals from five schools $1 \times 5 = 5$
2. (two) Educator representatives $2 \times 5 = 10$
3. (three) Parents per school : $3 \text{ parents} \times 5 \text{ schools} = 15$

10 Questionares /2 per school for previous SGB members for their point of view as well.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The study will provide insights on the challenges that educators experience on the SGB, especially with respect to relationships. The findings will benefit educators, SGB-members and officials of the Department of Education on how to deal with this thorny issue.

WHAT IS THE POTENTIAL RISKS TAKING PART IN THIS STUDY?

There is no risks foreseen in participating in this study.

WILL THE INFORMATION BE KEPT CONFIDENTIAL?

The names of the participants will be kept confidential and this implies that their names will not be recorded anywhere. Code numbers or pseudonyms will be used to refer to the participants in the study. Privacy will be protected and participants may refuse to take part or may withdraw at any stage of the process. Only the transcriber will have access to the data. Confidentiality will be maintained by signing a confidentiality agreement. The article will be reviewed in order to make sure that the research has

been done properly. The report will be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

The researcher will store the hard copies of the answers provided for a period of five years in a locked cabinet at the faculty of Education. For future research or academic purposes, electronic information will be stored on a password computer. Further use of the data will be subject to further Research Ethics Review and approval if applicable. If information is not needed anymore, it will be papershreddered.

WILL THERE BE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

There will be no payment or reward offered to the participants. It is foreseen that the potential level of inconvenience will be very low.

HOW WILL THE INSTITUTION / ORGANISATION / COMPANY BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

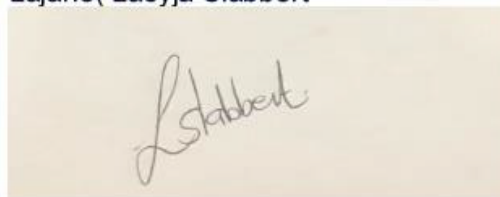
If the participants would like to be informed of the final research findings, or should they require any further information, they may contact Mrs. L.S slabbert on 082 9222 481 or at her e-mail, lajanekotze@yahoo.com

Yours sincerely

Mrs. L.S Slabbert

Insert Name and Signature of Researcher

Lajane(Lasyja Slabbert



APPENDIX F: CONSENT FORM FOR PRINCIPALS, TEACHERS, AND PARENTS



CONSENT FOR PRINCIPAL , SGB EDUCATORS AND SGB PARENTS TO PARTICIPATE IN THIS STUDY

Consent form

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the *insert specific data collection method*.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): Lajane Slabbert

Signature of Researcher:

Date: 03 /02/2021



APPENDIX G: INDIVIDUAL INTERVIEW QUESTIONS FOR PRINCIPALS ON SGBS

TITLE: Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships

The open-ended questions serve as a guide for the individual interviews with the principals. The researcher will allow for flexibility to obtain any new information. This will be done through probing and follow-up questions where necessary.

SECTION A: BIOGRAPHICAL DETAILS OF PARTICIPANTS

Sex			For office use
1.	Male		
2.	Female		
3.	Age		

SECTION B: HIGHEST QUALIFICATION

1.	DE 111 (Diploma in Education)		
2.	FDE (Further Diploma in Education)		
3.	ACE (Advanced Certificate in Education)		
4.	HDE (Higher Diploma in Education)		
5.	BEd		
6.	BEd Hons		
7.	MEd		
8.	DEd/PhD		
9.	Other		

SECTION C: YEARS TEACHING EXPERIENCE

1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	20-30 years		
6	31+		

SECTION D: YEARS EXPERIENCE AS PRINCIPAL

1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	20-30 years		
6	31+		

Open-ended questions for the interviews:

1. What is in your opinion the role of the teacher representatives on the SGB?
2. Describe how are the general relationship between you and the teacher representatives?
3. How would you describe the relationships between the teachers and the parent component of the SGB?
4. What would you regard in general as possible causes for poor relationships on the SGB?
5. What would you regard as negative consequences because of the poor relationships on the SGB?
6. How should teacher representatives deal with conflict situations on the SGB?
7. How is the communication between you and the teachers representatives on the SGB?
8. Which strategies should teacher representatives use to

deal with “difficult people” on the SGB?

9. What skills do you think are required for teachers to deal with conflict in a positive way?
10. What can or should teacher representatives do to deal with issues about diversity and multiculturalism on the SGB?
11. How do you think can sound relationships be promoted on SGB's?
12. What are your expectations of how the teacher representatives should respect your authority as the principal?
13. What are your expectations on how the teacher representatives should conduct themselves in their interaction with the parent component of the SGB?

Thank you for your time

APPENDIX H: INDIVIDUAL INTERVIEW QUESTIONS FOR TEACHERS ON SGBS

TITLE: Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships

The open-ended questions serve as a guide for the individual interviews with the principals. The researcher will allow for flexibility to obtain any new information. This will be done through probing and follow-up questions where necessary.

SECTION A: BIOGRAPHICAL DETAILS OF PARTICIPANTS

Sex			For office use
1.	Male		
2.	Female		
3.	Age		

SECTION B: HIGHEST QUALIFICATION

1.	DE 111 (Diploma in Education)		
2.	FDE (Further Diploma in Education)		
3.	ACE (Advanced Certificate in Education)		
4.	HDE (Higher Diploma in Education)		
5.	BEd		
6.	BEd Hons		
7.	MEd		
8.	DEd/PhD		
9.	Other		

SECTION C: YEARS TEACHING EXPERIENCE

1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	20-30 years		
6	31+		

SECTION D: YEARS EXPERIENCE AS PRINCIPAL

1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	20-30 years		
6	31+		

Open-ended questions for the interviews:

1. What is in your opinion the role of the teacher representatives on the SGB?
2. Describe how are the general relationship between you and the teacher representatives?
3. How would you describe the relationships between the teachers and the parent component of the SGB?
4. What would you regard in general as possible causes for poor relationships on the SGB?
5. What would you regard as negative consequences because of the poor relationships on the SGB?
6. How should teacher representatives deal with conflict situations on the SGB?
7. How is the communication between you and the teacher's representatives on the SGB?
8. Which strategies should teacher representatives use to

deal with “difficult people” on the SGB?

9. What skills do you think are required for teachers to deal with conflict in a positive way?
10. What can or should teacher representatives do to deal with issues about diversity and multiculturalism on the SGB?
11. How do you think can sound relationships be promoted on SGB's?
12. What are your expectations of how the teacher representatives should respect your authority as the principal?
13. What are your expectations on how the teacher representatives should conduct themselves in their interaction with the parent component of the SGB?

Thank you for your time

APPENDIX I: INDIVIDUAL INTERVIEW QUESTIONS FOR PARENTS ON SGBS

TITLE: Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships

The open-ended questions serve as a guide for the individual interviews with the parent representatives. The researcher will allow for flexibility to obtain any new information. This will be done through probing and follow-up questions where necessary.

SECTION A: BIOGRAPHICAL DETAILS OF PARTICIPANTS

Sex			For office use
1.	Male		
2.	Female		
3.	Age		

SECTION B: HIGHEST QUALIFICATION

1.	DE 111 (Diploma in Education)		
2.	FDE (Further Diploma in Education)		
3.	ACE (Advanced Certificate in Education)		
4.	HDE (Higher Diploma in Education)		
5.	BEd		
6.	BEd Hons		
7.	MEd		
8.	DEd/PhD		
9.	Other		

SECTION C: YEARS EXPERIENCE ON THE SGB

1	1-5 years		
2	6-10 years		

Open-ended questions for the Individual interviews:

1. What is in your opinion the role of the teacher representatives on the SGB?
2. Describe how are the general relationship between you and the principal on the SGB.
3. How would you describe the relationships between you and the teacher representatives of the SGB?
4. What would you regard in general as possible causes for poor relationships on the SGB?
5. What would you regard as possible negative consequences because of poor relationships on the SGB?
6. How should teacher representatives deal with conflict situations on the SGB?
7. How is the communication between you and the principal on the SGB?
8. Describe the level of communication between you and the teacher representatives on the SGB?
9. Which strategies should teacher representatives use to deal with "difficult people" on the SGB?
10. What skills do you think are required for teacher representatives on the SGB to deal with conflict in a positive way?
11. What can or should teacher representatives do to deal with issues about diversity and multiculturalism on the SGB?
12. How do you think can sound relationships be promoted on SGB's?
13. What are your views on how the teacher representatives should engage with the principal on the SGB?
14. What are your views on how the teacher representatives

should engage with the parent component on the SGB?

Thank you for your time

APPENDIX J: OPEN-ENDED QUESTIONNAIRE TO PARTICIPANTS ON SGBS

TITLE: Exploring approaches for teacher representatives on School Governing Bodies to cope with demanding relationships

Please complete the questions below as complete as possible:

SECTION A: BIOGRAPHICAL DETAILS OF PARTICIPANTS

Sex			For office use
1.	Male		
2.	Female		
3.	Age		

SECTION B: HIGHEST QUALIFICATION

1.	DE 111 (Diploma in Education)		
2.	FDE (Further Diploma in Education)		
3.	ACE (Advanced Certificate in Education)		
4.	HDE (Higher Diploma in Education)		
5.	BEd		
6.	BEd Hons		
7.	MEd		
8.	DEd/PhD		
9.	Other		

SECTION C: YEARS TEACHING EXPERIENCE

1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	20-30 years		
6	31+		

SECTION D: YEARS EXPERIENCE ON THE SGB

1	1-5 years		
2	6-10 years		
3	11-15 years		
4	16-20 years		
5	20-30 years		
6	31+		

14. What is in your opinion the role of the teacher representatives on the SGB?

.....

.....

.....

.....

.....

.....

15. Describe how are the general relationship between you and the principal onthe SGB.

.....

.....

.....
.....
.....

.....

16. How would you describe the relationships between you and the parent/teacher component of the SGB?

.....
.....
.....
.....
.....

.....

17. What would you regard in general as possible causes for poor relationships on the SGB?

.....
.....
.....
.....
.....

.....

18. What would you regard as possible negative consequences because of poor relationships on the SGB?

.....
.....
.....
.....

.....
.....
19. How should teacher representatives deal with conflict situations on the SGB?

.....
.....
.....
.....
.....

.....
20. How is the communication between you and the principal on the SGB?

.....
.....
.....
.....
.....

.....
21. Describe the level of communication between you and the parents/teacher on the SGB?

.....
.....
.....
.....
.....

.....
22. Which strategies should teacher representatives use to deal with

“difficult people” on the SGB?

.....

.....

.....

.....

.....

.....

23. What skills do you think are required for teacher representatives on the SGB to deal with conflict in a positive way?

.....

.....

.....

.....

.....

.....

24. What can or should teacher representatives do to deal with issues about diversity and multiculturalism on the SGB?

.....

.....

.....

.....

.....

.....

25. How do you think can sound relationships be promoted on SGB's?

.....

.....

.....

.....

.....

.....

26. What are your views on how the teacher representatives should engage with the principal on the SGB?

.....

.....

.....

.....

.....

.....

27. What are your views on how the teacher representatives should engage with the parent component on the SGB?

.....

.....

.....

.....

.....

..... Thank you for your time

APPENDIX K: CONFIRMATION OF LANGUAGE EDITING

Confirmation of language editing

26 November 2021

To whom it may concern,

CONFIRMATION OF LANGUAGE EDITING

Concerning the Dissertation of Lajane Slabbert (Student Number: 2008033124),
entitled:

EXPLORING APPROACHES FOR TEACHER REPRESENTATIVES ON SCHOOL
GOVERNING BODIES TO COPE WITH DEMANDING RELATIONSHIPS

To be submitted at the University of the Free State, I confirm that I have performed
technical editing and proofread the manuscript for language, structure, and clarity.

All changes were indicated by track changes using MS Word for the student to verify
and finalize.

For any questions, please feel free to contact me at
diandrasteenekamp@yahoo.com.

Kind regards,



D Steenekamp

MSc Soil Science (cum laude)

APPENDIX L: TURNITIN PLAGIARISM REPORT



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Lajane Slabbert
Assignment title: Draft
Submission title: FINAL
File name: Lejane_M_-_content_final_turnitin.docx
File size: 189.81K
Page count: 120
Word count: 38,101
Character count: 215,420
Submission date: 28-Nov-2021 12:39PM (UTC+0200)
Submission ID: 1714057282

CHAPTER 1
BACKGROUND AND ORIENTATION

1.1 INTRODUCTION

South Africa (SA) is a democratic country in which the wide participation of role players, such as teachers, parents, principals, and even learners, in the decision-making processes of the School Governing Body (SGB) is cardinal. The Department of Education adopted the White Paper on School Organization, Governance, and Funding as part of the process of transforming education after 1994. At the school level, the goal was to promote democratic institutional administration. All stakeholders were expected to play an active and accountable role to encourage tolerance, reasonable dialogue, and collective decision-making (Republic of South Africa, 1996; Macube, 2008). According to the South African Schools Act 84 of 1996, replacing School Committees with democratically elected School Governing Bodies (SGBs) was a significant step forward in improving school governance and general management (SASA). This was also considered a critical step toward increasing the quality of learning and teaching culture and the first step toward transparency and accountability to the people who elected them (Galster, 2018:2).

The democratic nature of our country is set out in the Constitution of South Africa (1996), which states that this quest was created to provide a uniform system for the organization, management, and financing of schools. It also aims to promote the democratic transformation of society (RSA, 1996b). This democratic transformation is a sphere of social and political life constituted by the principles of positive freedom and political equality (Mansfield-Garry & Stway, 2017:90). This includes equality in class, free from racial, ethnic, religious, and gender discrimination. Democracy is also about self-governance and self-control, as well as shared decision-making (Adams & Waghtel, 2006). As such, a particular responsibility is placed on each individual and institution in SA to pursue and apply democratic values and principles. In line with this provision, it is also the South African education system's responsibility to pursue and realize this vision (Department of Education [DOE], 2001). These responsibilities include creating an environment conducive to teaching and learning, developing a school purpose statement, promoting the school's best interests, ensuring quality

FINAL

ORIGINALITY REPORT

9%	5%	1%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Regenesys Business School Student Paper	<1 %
2	researchspace.ukzn.ac.za Internet Source	<1 %
3	Submitted to University of KwaZulu-Natal Student Paper	<1 %
4	repository.up.ac.za Internet Source	<1 %
5	Submitted to Adtalem Global Education Student Paper	<1 %
6	Submitted to University Der Es Salaam Student Paper	<1 %
7	Submitted to University of the Free State Student Paper	<1 %
8	Submitted to Mancosa Student Paper	<1 %
9	www.betterevaluation.org Internet Source	<1 %

10	Submitted to University of Ghana Student Paper	<1 %
11	Submitted to Vaal University of Technology Student Paper	<1 %
12	www.etdpseta.org.za Internet Source	<1 %
13	Submitted to Australian Catholic University Student Paper	<1 %
14	pdfs.semanticscholar.org Internet Source	<1 %
15	www.education.gov.za Internet Source	<1 %
16	Submitted to Liberty University Student Paper	<1 %
17	Submitted to Zambia Centre for Accountancy Studies Student Paper	<1 %
18	core.ac.uk Internet Source	<1 %
19	196.21.83.35 Internet Source	<1 %
20	Submitted to RDI Distance Learning Student Paper	<1 %
21	media.proquest.com	

	Internet Source	<1 %
22	Yusef Waghid. "Communitarian deliberative democracy and its implications for political discourse in South Africa", Politikon, 2002 Publication	<1 %
23	Submitted to Columbia Southern University Student Paper	<1 %
24	Submitted to Polytechnic of Namibia Student Paper	<1 %
25	prabash78.wordpress.com Internet Source	<1 %
26	Submitted to The College of Health Care Professions Student Paper	<1 %
27	jbsq.org Internet Source	<1 %
28	Submitted to Intercollege Student Paper	<1 %
29	dgmt.co.za Internet Source	<1 %
30	Submitted to Argosy University Student Paper	<1 %
31	scholarworks.waldenu.edu Internet Source	<1 %

32	Submitted to The University of the South Pacific Student Paper	<1 %
33	Submitted to Tshwane University of Technology Student Paper	<1 %
34	Submitted to University of Pretoria Student Paper	<1 %
35	Submitted to CTI Education Group Student Paper	<1 %
36	Submitted to Indiana University Student Paper	<1 %
37	Submitted to University of Mpumalanga Student Paper	<1 %
38	Submitted to 9478 Student Paper	<1 %
39	Submitted to Institute of Rural Management Student Paper	<1 %
40	balmoralprimary.co.za Internet Source	<1 %
41	files.eric.ed.gov Internet Source	<1 %
42	idswater.com Internet Source	<1 %

43	Submitted to University of Chichester Student Paper	<1 %
44	Submitted to University of Malaya Student Paper	<1 %
45	elibrary.buse.ac.zw:8080 Internet Source	<1 %
46	link.springer.com Internet Source	<1 %
47	Bobo A. Segoe, Thomas Bisschoff. "Parental Involvement as Part of curriculum Reform in South African Schools: Does It contribute to Quality Education?", Africa Education Review, 2019 Publication	<1 %
48	Submitted to University of the Western Cape Student Paper	<1 %
49	scholarcommons.usf.edu Internet Source	<1 %
50	Submitted to HELP UNIVERSITY Student Paper	<1 %
51	Submitted to University of Cumbria Student Paper	<1 %
52	uir.unisa.ac.za Internet Source	<1 %

53	Submitted to Hondros College Student Paper	<1 %
54	Submitted to Oaklands College Student Paper	<1 %
55	Submitted to University of Essex Student Paper	<1 %
56	Submitted to University of Guam Student Paper	<1 %
57	Submitted to University of New South Wales Student Paper	<1 %
58	Submitted to North West University Student Paper	<1 %
59	Submitted to Management Development Institute Of Singapore Student Paper	<1 %
60	Submitted to University of Dundee Student Paper	<1 %
61	davidpublishing.com Internet Source	<1 %
62	Submitted to Monash University Student Paper	<1 %
63	Submitted to Southampton Solent University Student Paper	<1 %
64	researchonline.nd.edu.au	

	Internet Source	<1 %
65	suntricity.co.za Internet Source	<1 %
66	mspace.lib.umanitoba.ca Internet Source	<1 %
67	orca.cf.ac.uk Internet Source	<1 %
68	repository.nwu.ac.za Internet Source	<1 %
69	www.beatit.co.za Internet Source	<1 %
70	C.J. White, J.M. Gina, I.E.M. Coetzee. "Safety and security in schools in KwaZulu-Natal", Educational Studies, 2015 Publication	<1 %
71	Submitted to University of South Africa Student Paper	<1 %
72	scholar.sun.ac.za Internet Source	<1 %
73	Submitted to University of Birmingham Student Paper	<1 %
74	Submitted to University of Lincoln Student Paper	<1 %

75	liboasis.buse.ac.zw:8080 Internet Source	<1 %
76	repository.wcsu.edu Internet Source	<1 %
77	www.refugeerights.uct.ac.za Internet Source	<1 %
78	www.slideshare.net Internet Source	<1 %
79	Submitted to Chippewa High School Student Paper	<1 %
80	Submitted to Da Vinci Institute Student Paper	<1 %
81	Submitted to University of Stellenbosch, South Africa Student Paper	<1 %
82	Submitted to University of Western Sydney Student Paper	<1 %
83	www.cambridge.org Internet Source	<1 %
84	www.ukessays.com Internet Source	<1 %
85	"Positive Relationships", Springer Science and Business Media LLC, 2012 Publication	<1 %

86	Submitted to Institute of Development Management Student Paper	<1 %
87	www.ijmbs.com Internet Source	<1 %
88	manualzz.com Internet Source	<1 %
89	repository.tudelft.nl Internet Source	<1 %
90	researchcommons.waikato.ac.nz Internet Source	<1 %
91	www.scielo.org.za Internet Source	<1 %
92	Submitted to Universiti Sains Malaysia Student Paper	<1 %
93	Submitted to University of Gloucestershire Student Paper	<1 %
94	aura.antioch.edu Internet Source	<1 %
95	docs.lib.purdue.edu Internet Source	<1 %
96	iris.lib.neu.edu Internet Source	<1 %
97	mafiadoc.com	

	Internet Source	<1 %
98	scholar.unand.ac.id Internet Source	<1 %
99	www.uva.fi Internet Source	<1 %

Exclude quotes On

Exclude matches < 10 words

Exclude bibliography On