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Parent-Teacher Component Members' perceptions of supervising the implementation of Inclusive Education for learners with physical disabilities in Special Schools as Resource Centres

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ABSTRACT

Supervising the implementation of Inclusive Education (IE) for Learners with Physical Disabilities (LPDs) remains a challenge in some Special Schools as Resource Centres (SSRCs) in South Africa. The study, therefore, explores the views of Parent-Teacher Component (PTC) members on supervising the implementation of IE for LPDs within two SSRCs in one district in the Free State Province, South Africa. A qualitative research approach, grounded in the interpretative paradigm and employing a phenomenological design, was used to capture the lived experiences of participants. Data were collected through semi-structured interviews, observations, and document analysis. Purposive sampling selected eight participants, two teacher representatives and two parent representatives from each SSRC, all serving as SGB members. Data were analysed using interpretative phenomenological analysis. PTC members expressed positive views about supervising the implementation of IE for LPDs, but they expressed concerns about limited training and supervision skills, which contribute to evasion. Systematic challenges such as shortage of resources and infrastructure, lack of involvement and support from their peers and parents, workloads, time limits, ambiguous roles and the ongoing effects of apartheid were also highlighted. PTC members' evasion of supervising the implementation of IE for LPDs may be linked to perceptions of a lack of training and lack of resources to supervise IE implementation. Many PTC members lack knowledge of IE procedures, which inhibits them from performing their supervision roles. The study contributes to policy and practice by advocating for ongoing review and improvement of IE supervision strategies and pedagogies.

Keywords: Supervision, Inclusive Education, Parent-Teacher Component, Special Schools as Resource Centres

INTRODUCTION

The promulgation of the South African Schools Act (SASA) marked a significant shift towards decentralised school governance (DSG) in South African public schools, including SSRCs.[1] DSG denotes the delegation of governance authority and decision-making responsibilities from the national

[1] Republic of South Africa, *South African Schools Act 84 of 1996* (Pretoria: Government Printer, 1996).

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government to school-level governance structures, especially School Governing Bodies (SGBs).[2] DSG endorses stakeholder participation, shared accountability, and school-based decision-making by empowering parents, teachers, learners (where applicable), and community representatives to contribute to school governance, policy implementation, and school development.[3] Consistent with these principles of DSG,[4] DSG replaced the top-down education system of the apartheid era with a more participatory model that enables various stakeholders to contribute to decision-making and school development.[5]

It also empowers PTC members, as the SGB components, to support their peers by contributing indigenous knowledge, responding to school-specific conditions, and considering community priorities when making governance decisions.[6] Furthermore, DSG encourages collaboration with non-governmental organisations, thus strengthening stakeholder commitment to implementing IE.[7]

Within this governance framework, Sections 20 and 21 of SASA assign SGBs the responsibility to promote the best interests of the school, oversee school governance, and support effective school management.[8] School Management Teams (SMTs) are responsible for the day-to-day management of schools and for supervising teachers implementing IE.[9] PTC members complement these responsibilities by supporting governance decision-making, monitoring the implementation of school policies, and strengthening accountability within schools.[10]

Their supervisory governance role is important in ensuring that the principles of Education White Paper 6: *Special Needs Education: Building an Inclusive Education and Training System* (EWP6) and the *Screening, Identification, Assessment and Support* (SIAS) policy are translated into meaningful educational practices that respond to the diverse needs of learners, including learners with physical disabilities (LPDs).[11]

SSCRs occupy a unique position within South Africa's IE. They provide specialised educational services to learners who require high levels of educational support while also serving as resource centres

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[2] Mohamed Mosala and Maximus Monaheng Sefotho, "Examining Teachers' Responsibilities and Rights in Implementing Inclusive Education within the Legal Framework," *International Journal of Special Education (IJSE)* 40, no. 1 (July 1, 2025): 106–17, https://doi.org/10.52291/ijse.2025.40.9; Azwidowi Aubrey Mokwebo and Sympathy Luyanda Mncube, "School Governing Body Financial Accountability through Mobile Procurement in South African Schools," June 15, 2026, https://doi.org/10.21203/rs.3.rs-9534364/v1; Kien The Pham et al., "School Stakeholders' Perspectives on the Implementation of School-Based Management in Vietnam's Education Reform," *European Journal of Education* 60, no. 3 (September 11, 2025), https://doi.org/10.1111/ejed.70193; Bhekithemba Phumlani Ngema and Simanga Phillip Lukhele, "The Voices of School Finance Committee Members on Managing School Funds in Deep Rural Schools," *International Journal of Educational Management and Development Studies* 6, no. 4 (December 31, 2025): 22–44, https://doi.org/10.53378/ijemds.353277.

[3] Reuben Bihu, "Influence of Decentralization of Education on the Autonomy of Heads of Public Secondary Schools in Decision Making," May 15, 2026, https://doi.org/10.21203/rs.3.rs-9708351/v1; Sherlie A. Rupole and Delon A. Ching, "Instructional Leadership, Teachers' Competence, And Stakeholders' Engagement For School-Based Management Level," *International Journal of Research Publication and Reviews* 6, no. 6 (June 2025): 10581–617, https://doi.org/10.55248/gengpi.6.0625.2319; Pham et al., "School Stakeholders' Perspectives on the Implementation of School-Based Management in Vietnam's Education Reform."

[4] Kidjie Ian Saguin and M Ramesh, "Policy Capacity Under Decentralization: Kindergarten Education Reforms in the Philippines," *Public Administration and Development* 46, no. 2 (2026): 135–49.

[5] Hamza Ateş, "Urban Justice, Vulnerable Groups, and Inclusive Governance: Local, National, and Global Perspectives," in *Sustainable Public Administration and Urban Governance: Global Trends, Comparative Analyses, and Strategic Approaches* (Sakarya: Sakarya University, Scientific Publications Coordinatorship, 2025), 22–47, https://doi.org/10.59537/saupress.2440.

[6] Josiline Chigwada and Patrick Ngulube, "Stakeholders in the Acquisition, Preservation, and Dissemination of Indigenous Knowledge Projects," *Information Development* 41, no. 4 (November 7, 2025): 1281–98, https://doi.org/10.1177/02666669231192851; Jordyn E. Green and Elizabeth A. Koebele, "Coordinating School Improvement: Understanding the Impact of State Implementation Approach on Coordination in Multilevel Governance Systems," *Review of Policy Research* 42, no. 2 (March 8, 2025): 188–211, https://doi.org/10.1111/ropr.12612; Judith Anaye Afonyaa-Harry and Aniekan Johnny Akpan, "Overcoming Barriers to Educational Policy Implementation in Rural Schools," *Int. J. Strateg. Leadersh. Educ. Soc. Sci.(IJLESS)* 1 (2025): 32–52.

[7] Charles W. Kaye-Essien, "The Co-governance of Basic Education: Assessing the Complementary Effects of Intergovernmental Support, Municipal Capacity, Non-governmental Organization Presence and International Development Assistance," *Governance* 38, no. 1 (January 12, 2025), https://doi.org/10.1111/gove.12879.

[8] Republic of South Africa, *South African Schools Act 84 of 1996*.

[9] Asser R. Mhlongo and Tshidisegang M. Chaane, "Challenges Experienced by Gauteng Foundation Phase Departmental Heads in Managing Teaching and Learning," *South African Journal of Childhood Education* 15, no. 1 (February 24, 2025), https://doi.org/10.4102/sajce.v15i1.1590.

[10] Maria Thobile Shabangu, "The Influence of Leadership Style on the Effective Functioning of the School System in South Africa," *E-Journal of Humanities, Arts and Social Sciences* 7, no. 5 (June 23, 2026): 1168, https://doi.org/10.38159/ehass.2026751.

[11] Department of Education, *Education White Paper 6: Special Needs Education—Building an Inclusive Education and Training System* (Pretoria: Government Printer, 2001); Department of Basic Education, "Policy on Screening, Identification, Assessment and Support," *Western Cape Government*, 2014.

that promote IE in neighbouring schools.[12] In addition, some learners enrolled in SSRCs require lower levels of support and could potentially be accommodated in mainstream schools.[13] Consequently, the supervisory governance role of PTC members is essential to ensure that IE policies are translated into practice and that learners receive appropriate educational support.

Despite the comprehensive policy framework supporting IE, evidence suggests that its implementation within SSRCs remains constrained by governance-related challenges. Studies have shown that PTC members lack sufficient knowledge of IE policies, supervisory skills, training opportunities, time, resources, and appropriate infrastructure to fulfil their governance responsibilities.[14] These limitations affect their ability to support fellow SGB members, who provide strategic oversight of SMTs responsible for supervising teachers implementing IE. Consequently, weaknesses in supervisory governance undermine the implementation of IE and contribute to poor scholastic performance for LPDs, including low completion rates at Grade 12.[15]

Although PTC members face these challenges, many express positive perceptions of their ability to contribute to the supervision of IE when appropriate support is provided.[16] Previous studies have demonstrated that effective monitoring and supervision of IE enhance the learning experiences of LPDs.[17] Similarly, targeted professional development, mentoring, and access to adequate resources strengthen the ability of PTC members to support school governance and contribute to more inclusive learning environments.[18] Researchers further argue that ongoing mentoring and capacity building are essential if SGB members are to fulfil the governance responsibilities assigned to them under Sections 20 and 21 of SASA.[19]

Although previous studies have examined school governance and the implementation of IE in South Africa, limited attention has been paid to how PTC members perceive and experience their supervisory governance roles (SGRs) within SSRCs. Consequently, little is known about how these school leaders support, monitor, and strengthen the implementation of IE within SSRCs.

Therefore, this study explored PTC members' perceptions and lived experiences of their SGRs in supervising the implementation of IE for LPDs in two SSRCs in the Motheo District, South Africa. By examining their experiences, the study sought to identify the SGRs they perform, the challenges they encounter, and recommendations for strengthening IE within SSRCs.

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[12] Chen Han and Jianghua Lei, "The Operation and Development of Inclusive Education Resource Centres/Rooms in China: A Scoping Review," *Sage Open* 15, no. 2 (2025): 21582440251340536; Anna Cook and Alice Boddy, "The Impact of Specialist Resource Centres on Autistic Pupils' Experience of Mainstream School," *Autism* 30, no. 4 (April 13, 2026): 1088–1107, https://doi.org/10.1177/13623613261426099; Education, "Policy on Screening, Identification, Assessment and Support."

[13] Department of Education, *Education White Paper 6: Special Needs Education—Building an Inclusive Education and Training System*.

[14] Mosala and Sefotho, "Examining Teachers' Responsibilities and Rights in Implementing Inclusive Education within the Legal Framework"; Anwynne Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa," *British Journal of Special Education* 52, no. 2 (June 7, 2025): 171–79, https://doi.org/10.1111/1467-8578.70003; Jacomina Motitswe, "Teachers' Perceptions on Including Learners with Barriers to Learning in South African Inclusive Education System," *African Journal of Disability* 14 (May 31, 2025), https://doi.org/10.4102/ajod.v14i0.1543; Ahmed Bawa Kuyini et al., "Botswana Teachers: Competencies Perceived as Important for Inclusive Education," *International Journal of Inclusive Education* 28, no. 7 (June 6, 2024): 1224–39, https://doi.org/10.1080/13603116.2021.1988156.

[15] Tinashe Chirowamhangu, "Inclusive Education and Human Rights in South Africa: Policy and Practice," *South African Journal of Education* 44, no. 1 (2024): 1–14.

[16] Teija Koskela and Hanna-Maija Sinkkonen, "Parental Involvement in Supporting Their Children in Inclusive Education: Cooperation with School Professionals in Finland," *Cogent Education* 12, no. 1 (December 31, 2025), https://doi.org/10.1080/2331186X.2025.2464272.

[17] Ike Apriliani et al., "Management of Inclusive Education: An Implementation," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (January 16, 2024): 112–25, https://doi.org/10.31538/munaddhomah.v5i1.935; Kateryna Bondar and Olena Shestopalova, "Supervision as a Model of Inclusive Education Retraining and Professional Advancement of the School Community," *SHS Web of Conferences* 75 (March 26, 2020): 03012, https://doi.org/10.1051/shsconf/20207503012; Nuphanudin Nuphanudin et al., "Supervision and Evaluation of Inclusive Education," *AL-ISHLAH: Jurnal Pendidikan* 13, no. 2 (August 31, 2021): 1440–51, https://doi.org/10.35445/alishlah.v13i2.806.

[18] Yusufu Kamara et al., "Application of Strategic Management in Educational Organizations," *Global Scientific and Academic Research Journal of Education and Literature* 2, no. 7 (2024): 1–11.

[19] Mosala and Sefotho, "Examining Teachers' Responsibilities and Rights in Implementing Inclusive Education within the Legal Framework"; Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa"; Motitswe, "Teachers' Perceptions on Including Learners with Barriers to Learning in South African Inclusive Education System"; Johan H.C. Kruger and Andre du Plessis, "The Challenges of Principals' Dual Roles in South African Public Schools: Balancing Policy Implementation and Stakeholder Dynamics," *Koers - Bulletin for Christian Scholarship* 90, no. 1 (April 25, 2025), https://doi.org/10.19108/KOERS.90.1.2577.

LITERATURE REVIEW

Structure of SGBs in South Africa

Outlining the structure of SGBs in South Africa is key to understanding the supervisory roles adopted to promote the implementation of IE within SSRCs. According to SASA, all SGB members must include the democratically elected representatives of locally based parents, teachers, non-teaching staff, and, in certain cases, learners and other stakeholders.[20] Parents and teachers together establish the PTC component, which should help other SGB members ensure that learners' and teachers' interests are taken care of in decision-making processes within and outside the school premises. Collaboration between PTC members and other SGB members is essential for producing IE policies, allocating resources, and providing sustained support to SMT members charged with supervising teachers who implement IE for LPDs.[21] However, despite this mandate, many PTC members lack adequate training and capacity, limiting their effectiveness in executing supervisory strategic roles necessary in implementing IE.[22]

The functions of PTC members

Sections 20 and 21 of the SASA outline the functions of PTC members.[23] Particularly, Section 20(1) of SASA emphasizes that the PTC members should assist their peers to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.[24] In so doing, they assist in executing the roles listed in sections 20 and 21 of SASA, thus contributing to the overall governance of the school and ensuring that quality education is accessible to all learners, including LPDs.

In practise, executing these roles without understanding the background and requirements for supervising the implementation of IE may lead to a number of challenges for PTC members.[25] For example, this might lead to responsibilities being perceived as administrative functions, rather than as mechanisms to ensure supervision and delivery of quality education for the LPDs.[26] This misunderstanding results in schools operating in ways that deviate from the intended purpose of supervision.[27] Furthermore, this leads to conflicts among SGB members with regard to overlapping functions and consequent power struggles.[28] In the end, such challenges can lead to ineffective and dysfunctional PTCs, as members can perceive certain functions as being above the scope of their capacity, especially in executing specialised functions like supervising the implementation of IE and recommending appointments of professional staff.[29]

An important consideration for the effectiveness of PTC members is how they execute their responsibilities. Most importantly, this is the meaning they attach to supervision, in relation to the implementation of IE for LPDs. In executing this mandate, the PTC members should assist SGB and SMT members in *setting the school's strategic direction*, *holding the school accountable* and *acting as*

[20] Republic of South Africa, *South African Schools Act 84 of 1996*.
[21] Cylestine Kapelela, Moshi Amsi Mislay, and Patrick Renatus Manyengo, "The Politics of School Governance in the Context of Education Decentralisation Policy Reforms in Selected Public Secondary Schools in Tanzania," *Cogent Education* 12, no. 1 (December 31, 2025), https://doi.org/10.1080/2331186X.2024.2442251.
[22] Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa."
[23] Republic of South Africa, *South African Schools Act 84 of 1996*.
[24] Republic of South Africa, *South African Schools Act 84 of 1996*.
[25] Kuyini et al., "Botswana Teachers: Competencies Perceived as Important for Inclusive Education."
[26] Kapelela, Mislay, and Manyengo, "The Politics of School Governance in the Context of Education Decentralisation Policy Reforms in Selected Public Secondary Schools in Tanzania."
[27] Thembinkosi Trevor Zwane and Rajkumar Mestry, "(Dis)Empowering School Management Teams of Non-Fee-Paying Schools to Collaborate with School Governing Bodies to Manage School Finances Effectively," *Perspectives in Education* 43, no. 4 (October 9, 2025): 152–69, https://doi.org/10.38140/pie.v43i4.9482.
[28] Sibusisiwe Mlambo and Jean Chrysostome K. Kiyala, "Schools as Agents of Change: Impacts of Restorative Circles at Mbambangwe School in KwaZulu-Natal, South Africa," 2024, 559–621, https://doi.org/10.1007/978-3-031-48375-2_24; Sanele Ngcobo and Sithembele Goodman Ndovela, "Evaluating Financial Reporting Guidelines in South African Public Schools," *International Journal of Research in Business and Social Science (2147- 4478)* 13, no. 5 (August 20, 2024): 633–42, https://doi.org/10.20525/ijrbs.v13i5.3332.
[29] Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa."

a critical friend to the school. Different researchers use this framework to analyse the PTC members' responsibilities.[30]

Setting the school's strategic direction

According to SASA (SASA, Section 20(1)(a)), the complete SGB is required to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners.[31] This mandate denotes that all SGB members are responsible for defining and guiding the school's future direction. When SGB members formulate the school's vision, mission, and long-term goals, they establish the strategic direction that shapes the school's priorities, decision-making, and overall improvement.[32]

Within this governance mandate, PTC members play a vital role in ensuring that the strategic direction of the school reflects the principles of IE. They should contribute by ensuring that the teaching and learning environment, teaching methods, and resource allocation mirror the principles of IE as outlined in EWP6 and the SIAS policy.[33] In this way, the process of setting the school's strategic direction becomes a key role through which PTC members reinforce the implementation of IE for LPDs.[34]

As strategic advisors, PTC members guarantee that school development plans (SDPs) incorporate key aspects of IE, including accessible infrastructure, differentiated instruction, and learner support interventions.[35] Their involvement in setting the school's strategic direction is essential for translating IE policies into practice and promoting sustainable, high-quality educational opportunities for LPDs. Additionally, they should participate in shaping the school's long-term vision by advocating for IE values during SMT and SGB meetings,[36] guaranteeing that budget priorities support IE ideas such as procuring information and communication technologies (ICTs), learning materials, and adapting schools' infrastructure to allow the movement of LPDs. Also, they influence policy interpretation and adaptation,[37] guaranteeing that the EWP6 and SIAS policies are situated within the concrete details of their SSRCs.

Consequently, PTC members serve as the bridge connecting the formulation of IE policy with its practical implementation, an important step in guaranteeing that IE relocates beyond rhetoric to meaningful implementation.[38] In addition, they should collaborate with their peers and SMT members to recruit learner support teachers (LSTs) and facilitate school-based workshops aimed at improving teacher capacity to implement IE for LPDs.[39] By doing so, they help align human resource decisions

[30] Zwane and Mestry, "(Dis)Empowering School Management Teams of Non-Fee-Paying Schools to Collaborate with School Governing Bodies to Manage School Finances Effectively"; Florence Chesseret, John Mugun Boit, and Catherine Kiprop, "Effectiveness of School Boards in Setting Strategic Direction and Its Effect on Students’ Achievement in Selected Counties of the North Rift, Kenya," *Creative Education* 15, no. 08 (2024): 1677–91, https://doi.org/10.4236/ce.2024.158101; Sindiswa S Zondo and Vusi S Mncube Mncube, "Teachers' Challenges in Implementing a Learner's Code of Conduct for Positive Discipline in Schools," *South African Journal of Education* 44, no. 2 (May 31, 2024): 1–10, https://doi.org/10.15700/saje.v44n2a2410.

[31] Republic of South Africa, *South African Schools Act 84 of 1996*.

[32] Kapelela, Mislay, and Manyengo, "The Politics of School Governance in the Context of Education Decentralisation Policy Reforms in Selected Public Secondary Schools in Tanzania."

[33] Chanda Chansa Thelma and Edwin Vinandi Phiri, "School Management Practices and Students' Discipline: A Case of Selected Secondary Schools in Lusaka District, Zambia," 2025.

[34] Molly Baustien Siuty, "Inclusion Gatekeepers: The Social Production of Spatial Identities in Special Education," *International Journal of Qualitative Studies in Education* 32, no. 8 (September 14, 2019): 1032–47, https://doi.org/10.1080/09518398.2019.1635283.

[35] Rose Matshelane Masela, "The Role of Educational Leadership and Management Research Methods in Addressing Socio-Economic and Security Challenges in South Africa," in *Research Methods for Educational Leadership and Management* (IGI Global, 2025), 329–54, https://doi.org/10.4018/979-8-3693-9425-0.ch014.

[36] SJ Mohapi and T Netshitangani, "Views of Parent Governors' Roles and Responsibilities of Rural Schools in South Africa," *Cogent Social Sciences* 4, no. 1 (January 1, 2018): 1537056, https://doi.org/10.1080/23311886.2018.1537056.

[37] Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa."

[38] Ashwini Tiwari, Ajay Das, and Manisha Sharma, "Inclusive Education a 'Rhetoric' or 'Reality'? Teachers' Perspectives and Beliefs," *Teaching and Teacher Education* 52 (November 2015): 128–36, https://doi.org/10.1016/j.tate.2015.09.002.

[39] Sarita Ramsaroop, Nadine Petersen, and Sarah Gravett, "Work-Integrated Learning and Teaching Schools: The University of Johannesburg Teaching School Experience," 2020, 89–114, https://doi.org/10.4102/aosis.2020.BK215.04.

with the school's IE mission. PTC members who possess strategic leadership cultivate IE school cultures, shared accountability, and equitable learning opportunities for LPDs.[40]

Setting the school's strategic direction therefore surpasses everyday oversight and involves sustained planning, ongoing surveillance, and assessment of the school's IE goals.[41] This systematic process requires a planned attempt to rank tasks, manage resources and track progress. Studies revealed that when PTC members are engaged in strategic planning and policy implementation, schools show improvements in learner participation, reduced exclusion rates, and a stronger culture of inclusion.[42] This finding emphasizes the important role of PTC members in directing SSRCs to the successful implementation of IE for LPDs.[43]

PTC members should assist SGB and SMT members in setting the schools' strategic direction. Studies reveal that they encounter challenges in fulfilling this mandate.[44] They have a limited understanding of IE policies, which impedes their ability to align schools' strategies with IE principles. According to Zwane and Mestry and Almulla et al., many PTC members lack formal qualifications in IE, school management, curriculum differentiation, or inclusive teaching, skills that are essential for setting schools' strategic direction grounded in the needs of LPDs.[45]

Furthermore, setting the school's strategic direction is hindered by the lack of supervisory skills development among many PTC members.[46] The officials from DBE at the district level lack structured professional development programmes aimed at strengthening the sustainability skills of PTC members.[47] This leads to erratic guidance across SSRCs and gives rise to uneven implementation of IE policies. PTC members who do not attend IE workshops struggle to interpret relevant policies and cannot contribute meaningfully to strategic planning meetings or monitor the implementation of IE.[48]

Another challenge is the shortage of resources and time limits. PTC members serve on a voluntary basis, balancing their roles with work and family duties. This limits their availability to engage in long-term strategic planning, decision-making, or continuous school monitoring.[49] In addition, the lack of finances within SSRCs that are located within under-resourced communities restricts PTC members from supporting the allocation of funds toward infrastructure, ICTs, or specialised teacher workshops, which are important for fulfilling the IE objectives.[50]

Additionally, power dynamics and communication barriers weaken collaboration between members of the PTCs, SMTs, and district officials.[51] In some instances, they may feel marginalised in

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[40] Muhammad Qorib, "Analysis of Differentiated Instruction as a Learning Solution in Student Diversity in Inclusive and Moderate Education," *International Journal Reglement & Society (IJRS)* 5, no. 1 (2024): 43–55.

[41] Kamara et al., "Application of Strategic Management in Educational Organizations."

[42] Qaisar Khan, Abdul Wadood, and Riaz Muhammad, "Challenges In Educational Administration In Khyber Pakhtunkhwa: A Study Of Public And Private Schools," *Research Consortium Archive* 2, no. 4 (December 30, 2024): 287–99, https://doi.org/10.62019/0g7qsj22.

[43] Vuyokazi Maqhubela, "The Effects of Stakeholder Collaboration on Academic Performance and Institutional Effectiveness: A Case Study of Three Secondary Schools in the OR Tambo Inland District in the Eastern Cape of South Africa," *E-Journal of Humanities, Arts and Social Sciences*, February 17, 2025, 185–200, https://doi.org/10.38159/ehass.20256212; John Smith and Lara Williams, "The Role of Stakeholder Engagement in Enhancing Educational Outcomes in South Africa," *JMPI: Jurnal Manajemen, Pendidikan Dan Pemikiran Islam* 2, no. 2 (November 28, 2024): 155–63, https://doi.org/10.71305/jmpi.v2i2.85.

[44] Mosala and Sefotho, "Examining Teachers' Responsibilities and Rights in Implementing Inclusive Education within the Legal Framework"; Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa"; Motitswe, "Teachers' Perceptions on Including Learners with Barriers to Learning in South African Inclusive Education System."

[45] Zwane and Mestry, "(Dis)Empowering School Management Teams of Non-Fee-Paying Schools to Collaborate with School Governing Bodies to Manage School Finances Effectively"; Abdullah Ahmed Almulla et al., "Interactive Classroom Management Skills of Special Needs Teachers: A Comparative Analysis of Jordan, Saudi Arabia, and the United Arab Emirates," *International Journal of Innovative Research and Scientific Studies* 8, no. 1 (February 28, 2025): 2779–87, https://doi.org/10.53894/ijirss.v8i1.5056.

[46] Zwane and Mestry, "(Dis)Empowering School Management Teams of Non-Fee-Paying Schools to Collaborate with School Governing Bodies to Manage School Finances Effectively."

[47] Zimisele Raymond Tomose, Mzuyanda Percival Mavuso, and Kayode Babatunde Olawumi, "Strategies Used by Rural Secondary School Governing Bodies to Enhance the Quality of Education," *Edukasiana: Jurnal Inovasi Pendidikan* 4, no. 1 (January 2, 2025): 18–31, https://doi.org/10.56916/ejip.v4i1.969.

[48] Shai Maggy and Shuti Steph Khumalo, "Practices, Obstacles, and Challenges of Budgeting in Secondary Schools in Limpopo Province, South Africa," *Journal of Education and Educational Development* 12, no. 1 (June 25, 2025): 39–54, https://doi.org/10.22555/joeed.v12i1.1336.

[49] Zondo and Mncube, "Teachers' Challenges in Implementing a Learner's Code of Conduct for Positive Discipline in Schools."

[50] Elana T. Solomon, Rosemary Luger, and Lieketseng Ned, "Experiences of Teachers in Vocational Programmes in Special Needs Schools, City of Cape Town," *African Journal of Disability* 13, no. 0 (March 20, 2024), https://doi.org/10.4102/AJOD.v13i0.1333.

[51] Zwane and Mestry, "(Dis)Empowering School Management Teams of Non-Fee-Paying Schools to Collaborate with School Governing Bodies to Manage School Finances Effectively."

decision-making processes or lack the confidence to challenge professional staff on issues related to IE.[52] Such dynamics undermine the principle of participatory governance that SASA seeks to promote.

In large measure, these challenges highlight a gap between policy intentions and practical implementation. For PTC members to contribute to setting the school's strategic direction in implementing IE for LPDs, there is a need for practical training, ongoing mentorship, and stronger support from the DBE.[53] Inculcating their governance capacity would not only enhance their supervisory role but also strengthen the broader vision of the implementation of IE for all learners in South Africa.

Holding schools accountable

According to Section 20(1)(a) of the SASA, the whole SGB is instructed to promote the best interests of the school and ensure its development by providing quality education for all learners.[54] This SGB responsibility involves holding the school accountable for implementing its policies, plans, and programmes. To be accountable means being held accountable and giving an account of one's decisions and actions.[55] PTC members are responsible for assisting their peers to hold SMT members, who manage teachers who implement IE, accountable for supervising this process.[56] In the context of SSRCs, Hlongoane and Enwereji emphasise that accountability needs school principals and SMT members to acknowledge and accept their responsibilities in this process.[57]

Therefore, PTC members must receive regular reports from SMT members on how teachers implement IE for LPDs within their classrooms. Their responsibilities include helping their peers to oversee the planning, implementation, and results of the implementation of IE, guaranteeing compliance with policies such as EWP6 and SIAS, and discussing with their peers and SMT members to tackle gaps or challenges in the supervision of the implementation of IE. These roles tie in with the mandate of SASA.

Their accountability role involves helping SGB and SMT members with supervising the practical application of the SIAS policy, which guides teachers and health professionals in partnership with parents in screening, identifying, assessing and supporting LPDs.[58] They should help the SMT members to establish the SBST and uphold its functionality and ensure that appropriate learning interventions, assessments, and resources are in place for LPDs. With the exception of guiding this process, their responsibility is to inculcate accountability among SMT members and their colleagues.[59] Finally, PTC members are responsible for examining reports on the implementation of IE for LPDs, checking that assigned finances and LTSMs are used for their planned purposes and ensuring that any abnormalities or wastefulness are reported and stopped.

Acting as a critical friend to the school

As defined by MacPhail et al a critical friend is someone who poses thought-provoking questions, shares alternative perspectives, and provides respectful critique to promote growth.[60] In the context of supervision, PTC members acting as a critical friend to the SSRC extend to offering aid in the

[52] M. P. Mavuso and N. Duku, "Participation of Parents in School Governance: A Case Study of Two Eastern Cape Schools: A View from Below," *Mediterranean Journal of Social Sciences*, March 1, 2014, https://doi.org/10.5901/mjss.2014.v5n3p454.
[53] Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa."
[54] Republic of South Africa, *South African Schools Act 84 of 1996*.
[55] Claudio Novelli, Mariarosaria Taddeo, and Luciano Floridi, "Accountability in Artificial Intelligence: What It Is and How It Works," *AI & SOCIETY* 39, no. 4 (August 7, 2024): 1871–82, https://doi.org/10.1007/s00146-023-01635-y.
[56] Kambombu Allience and Kelvin Chibomba, "An Assessment of the Role of Classroom Management in Selected Secondary Schools: A Case of Mwinilunga District," *Journal of Education, Learning, and Management* 2, no. 1 (March 21, 2025): 82–91, https://doi.org/10.69739/jelm.v2i1.419.
[57] Moses Thabang Hlongoane and Prince Chukwuneme Enwereji, "Exploring Accountability Practices of South African School Governing Bodies: Examination of Financial Records of Section 21 Schools," *International Journal of Research in Business and Social Science (2147- 4478)* 13, no. 9 (December 28, 2024): 124–37, https://doi.org/10.20525/ijrbs.v13i9.3446.
[58] Education, "Policy on Screening, Identification, Assessment and Support."
[59] Tomose, Mavuso, and Olawumi, "Strategies Used by Rural Secondary School Governing Bodies to Enhance the Quality of Education."
[60] Ann MacPhail, Deborah Tannehill, and Rebecca Ataman, "The Role of the Critical Friend in Supporting and Enhancing Professional Learning and Development," *Professional Development in Education* 50, no. 4 (July 3, 2024): 597–610, https://doi.org/10.1080/19415257.2021.1879235.

supervision of the implementation of IE.[61] According to the SASA, the SGB is mandated to ensure the continuous development of schools and the provision of quality education for all learners, including LPDs.[62]

Within SSRCs, PTC members acting as critical friends team up with SMT members and their peers to supervise teachers who implement IE within their classrooms. MacPhail et al. emphasise that such collaborations lead to positive decisions,[63] such as helping teachers to fill out and use the special needs assessment (SNA) forms found in the SIAS policy to identify and support learners who experience learning barriers.[64]

In addition, PTC members must endorse IE workshops for delegates of teachers and parents because trained PTC members should contribute during strategic planning meetings.[65] IE workshops improve PTC members' readiness to oversee this process.[66] For example, they can partner with DBE officials and host hands-on training sessions, where teacher and parent representatives and some SBST members are developed in the oversight skills needed during this process. By working together with other stakeholders, a culture of shared accountability will enable the entire SGB to function effectively to supervise the implementation of IE for LPDs within SSRCs.

Finally, acting as a critical friend to the school denotes strengthening the interrelationships among all SGB and SMT members.[67] In this role, PTC members should help with coordinating IE meetings arranged within SSRCs, ensuring that discussions between all participants are collaborative, inclusive, and focused on improving the implementation of IE for LPDs. To this end, they must help deliver notices of SGB meetings to parents or guardians of LPDs, their peers within the SSRC and locally based health professionals, inviting them to a meeting to discuss the support needs of all LPDs admitted in the SSRC.

Additionally, before enrolling new LPDs within the SSRC, PTC members should organise an SGB meeting where they facilitate a discussion between their peers and SMT members to answer questions about whether facilities such as ramps, ICT, and ablution facilities are available and adapted to suit the needs of various LPDs. This type of meeting inculcates trust among all stakeholders and ensures that the SSRC environment accommodates all LPDs.[68]

CONCEPTUAL FRAMEWORK

To provide a comprehensive understanding of the factors influencing the supervision of the implementation of IE for LPDs within SSSRCs, this study applied the school governance mandate as outlined in the SASA as its guiding conceptual framework.[69] It was chosen because the duties prescribed for PTC members align directly with the focus of this study. According to Section 20(1) of the SASA, the SGB is mandated to promote the best interests of the school and to ensure its development by providing quality education to all learners. Within this mandate, PTC members play a supporting role within the SGB. They assist in setting the school's strategic direction, act as critical friends to the school, and hold the school accountable for implementing IE. Using this governance framework, the study situates the supervision of IE implementation within the broader context of participatory school

[61] Ryan Dunn, "The Role of the Critical Friend in Supporting Principals to Lead School Improvement," *Educational Process International Journal* 14, no. 1 (2025), https://doi.org/10.22521/edupij.2025.14.2.
[62] Republic of South Africa, *South African Schools Act 84 of 1996*.
[63] MacPhail, Tannehill, and Ataman, "The Role of the Critical Friend in Supporting and Enhancing Professional Learning and Development."
[64] Education, "Policy on Screening, Identification, Assessment and Support."
[65] Naseema Shaik and Eltena Rethman, "I Must Defend and Say No I Am a Teacher: Conscientization of Early Childhood Care and Education Practitioners' Professional Identity, South Africa," *Journal of Early Childhood Teacher Education* 47, no. 1 (January 2, 2026): 146–59, https://doi.org/10.1080/10901027.2025.2454926.
[66] Tomose, Mavuso, and Olawumi, "Strategies Used by Rural Secondary School Governing Bodies to Enhance the Quality of Education."
[67] MacPhail, Tannehill, and Ataman, "The Role of the Critical Friend in Supporting and Enhancing Professional Learning and Development."
[68] Kazi Enamul Hoque, "The Necessity of Connection with External Stakeholders," in *The Changing Roles of Educational Managers* (Singapore: Springer Nature Singapore, 2025), 119–41, https://doi.org/10.1007/978-981-96-1086-0_7.
[69] Republic of South Africa, *South African Schools Act 84 of 1996*.

governance. It emphasises the importance of collaboration, accountability, and shared responsibility among key stakeholders in promoting equitable IE for all learners, especially the LPDs.

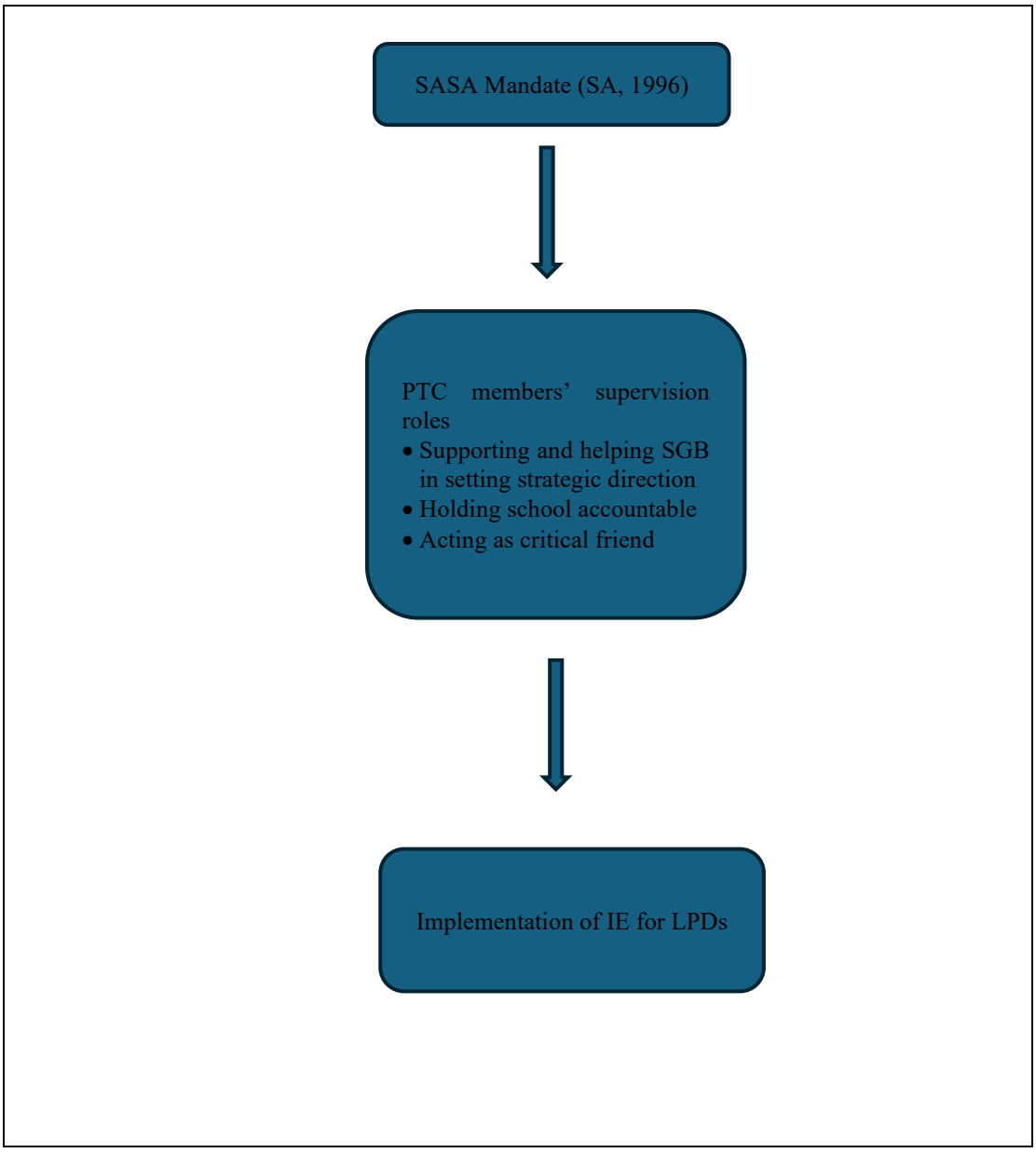


Figure 1 illustrates the conceptual framework.

Figure 1 depicts the conceptual framework, which serves as a lens through which this study examines PTC members' responsibility for assisting with supervising the implementation of IE for LPDs within SSRCs. It displays a structured relationship beginning with the SASA mandate, which establishes the legislative foundation for school stewardship. Within this governance system, PTC members embark on helping with supervisory roles that are directly aligned with the SGB responsibilities. These roles include assisting their peers with setting the school's strategic direction, acting as critical friends to the school who provide constructive oversight, and holding the school accountable for EWP6 and SIAS implementation. Collectively, these functions enable PTC members to contribute to the promotion of the implementation of IE within SSRCs, guaranteeing that different LPDs are accommodated during teaching and learning. This model therefore provides the conceptual grounding for the literature review that follows, which explores existing studies and theoretical perspectives related to governance, supervision, and the implementation of IE in the South African context.

METHODOLOGY

The research methodology for this study was grounded in a qualitative case study design situated within the interpretivism paradigm.[70] This approach allowed for an in-depth exploration of the PTC members' perceptions of supervising the implementation of IE for LPDs within SSRCs. To gather rich, detailed data, the study used a combination of face-to-face individual interviews, document analysis, and observations, which provided multiple perspectives and insights into the worldview of the participants. The use of face-to-face individual interviews facilitated interactive discussions where participants could ask for clarification on questions they found unclear, ensuring that responses were relevant and minimising the risk of unnecessary or unclear answers.

To address the research questions, the researchers also analysed different relevant documents, including the EWP6, SIAS, SBST and SGB files, lesson plans, participants' personal files and profiles of the LPDs. This process permitted the researchers to assess the scope of supervision processes engaged by PTC members in the process of supervising the implementation of IE for LPDs within the context of SSRCs, offering important insights into the institutional and policy frameworks guiding supervision processes in these schools. This process not only supplemented the data collected from interviews and observations but also played a key role in reflecting the PTC members' perceptions regarding the supervision of the implementation of IE for LPDs within SSRCs.

The employment of these different data generation instruments supported triangulation, which promoted a more robust comparison of PTC members' perceptions from different sources and perspectives.[71] This data triangulation helped to confirm the trustworthiness of the findings, ensuring a more accurate and credible understanding of the phenomenon under investigation, as outlined by Ahmed.[72] By merging individual face-to-face interviews, document analysis, and observations, this study sought to provide an understanding of the challenges of supervising the implementation of IE for LPDs, while also ensuring the reliability and validity of the research findings.

Sampling

Purposive sampling was used to select information-rich participants who supplied pertinent data. To choose four parents and teachers who were SGB members in each SSRC and who supervised the implementation of IE, purposive sampling was used. Later, the participants were mixed and taught classes in intermediate and senior phases from Grade 5 to Grade 9. PTC members' ages ranged from 31 to 49 years, and their experience as SGB members ranged from 2 to 6 years. They had different levels of educational qualifications. Most of the teacher participants obtained university degrees. One parent had only matric, and another had a certificate qualification. For this study, teacher representatives are coded TR1 to TR4, with the first teacher representative being TR1, followed by TR2, up to TR4. The parent representatives are coded PR1 to PR4, with the first parent representative being PR1, followed by PR2, up to PR4. All participants were asked by the first researcher to be interviewed, and only teachers' representatives were asked to have their documents analysed. The first participant explained the purpose of the study to all the participants. Two participants (TR1 and TR2) offered to participate during the observations and document the data collection processes. All participants were shown the first researcher's ethical clearance letter from CUT and were asked to read, understand, and sign consent letters.

Data Collection

The researchers employed face-to-face individual interviews, classroom observations and document analysis to collect data because these methods are harmonious with the qualitative research

[70] Ramji Acharya, "Examining Interpretivism in Social Science Research: Exploring Subjectivity, Context, and Meaning in Social Inquiry," *Education Science & Technology*, 2025.
[71] Emmanouil F. Papavasileiou and Irini Dimou, "Evidence of Construct Validity for Work Values Using Triangulation Analysis," *EuroMed Journal of Business* 20, no. 5 (December 15, 2025): 98–115, https://doi.org/10.1108/EMJB-10-2023-0287.
[72] Sirwan Khalid Ahmed, "The Pillars of Trustworthiness in Qualitative Research," *Journal of Medicine, Surgery, and Public Health* 2 (2024): 100051.

methodology.[73] All participants responded to individual interview questions based on a prepared interview schedule on how PTC members perceived the supervision of the implementation of IE for LPDs. Two participants offered to participate during the observation and document data collection processes. This approach specifically aimed to facilitate exploring the perceptions of PTC members in supervising the implementation of IE for LPDs in the Motheo District Office of Education in South Africa. The interviews were recorded on a cell phone, with each interview lasting 30 minutes. The interviews were conducted, transcribed and analysed by the first author.

Data Analysis

Data analysis followed the six steps of thematic analysis methods, namely i) data familiarization, (ii) producing initial codes, (iii) searching for themes, (iv) reviewing themes, (v) defining and naming themes, and (vi) producing the report.[74] First, the data were transcribed into a Word document to prepare for data analysis. After multiple readings of the data to gain a deeper understanding of the perceptions of the participants, the researchers decomposed all the transcribed content from the interviews into ideational units as analysis units. An ideational unit is a clause or sentence that presents different meanings and their justifications. To analyse the data, a process of induction was used to search for prominent and recurring ideas from the data. In this way, the researchers attempted to group similar codes to arrive at categories or themes. During this process, as emphasised by Creswell and Creswell, to ensure the reliability of the coding, all data went through two rounds of coding.[75] Initially, a single coder performed the coding of all the data. Subsequently, another coder carried out a second round of independent coding on all the studies. The two sets of coding results were then compared. We discussed and negotiated until a final consensus was reached.

Ethical Considerations

Ethical clearance to conduct the study was obtained from CUT's Education Research Ethics Review Committee. Furthermore, the Free State Department of Education's Research Directorate granted permission to the authors to conduct the study and for the participation of two SSRCs, teachers and parents' representatives within each SGB. The principals of the identified SSRCs then granted permission to conduct the study. All the participants received a request letter to participate in the study, which specified the purpose of the study and assured them that participation was voluntary and that they could withdraw from the study at any time.

PRESENTATION OF FINDINGS AND DISCUSSION

The main purpose of the research was to explore the perceptions of PTC members about the supervision of the implementation of IE for LPDs within SSRCs. The data presented four main themes, which are: (a) lack of knowledge and training, (b) lack of resources and infrastructure, (c) limited involvement and support from other SGB members and parents, and (d) many responsibilities, unclear roles and time limitations.

Theme 1: Lack of knowledge and training

The data collected revealed that a lack of knowledge and insufficient training were among the challenges experienced by PTC members when assisting their peers in supervising SMT members, who, in turn, oversee teachers implementing IE for LPDs. TR3 said:

No one has the knowledge and is trained to supervise teachers and heads of the department who supervise the implementation of inclusive education in our school.

The PTC member who supported TR3 and PR3 said:

[73] Valerija Barada, "Sarah J. Tracy, Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact," *Revija Za Sociologiju* 43, no. 1 (November 1, 2013), https://doi.org/10.5613/rzs.43.1.6.

[74] Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101.

[75] John W. Creswell and J. David Creswell., "The Selection of a Research Approach. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 2014," 2014, 3-24.

I don't have enough knowledge of what and how to supervise the teachers or HODs [Heads of Departments] *because I was just elected and never trained on how to supervise them when they supervise teachers who implement IE for these learners in our school.*

These views mean the PTC members felt unprepared, lacked the abilities and know-how to assist their peers with supervising SMT members who oversee teachers who implement IE for LPDs. This finding is consistent with Kern, who revealed that many PTC members lack the expertise to supervise the implementation of IE.[76] This shortcoming weakens PTC members' accountability role because, as SGB members, their role is to assist their peers in supervising SMT members appointed to supervise teachers who implement IE within their classrooms and ensure that resources are used appropriately. Without the necessary education, PTC members struggle to interrogate reports, identify gaps, or hold SSRCs accountable for supervising the implementation of IE for LPDs.[77]

This skill gap was visible during the SGB meeting, where teacher representatives were absent. Therefore, the process of supervision was undermined. The inability of parent representatives to intervene and resolve procurement issues underscored their limited ability to supervise the implementation of IE for LPDs. Furthermore, PTC members lacked knowledge and training in supervision methods because, during member checking, for example, they referred the first researcher to the school principal when she wanted to access minutes of SGB meetings. This reliance on the principal showed a lack of education about how to properly execute their supervision roles.

Theme 2: Lack of resources and infrastructure

PTC members reported that assisting with the supervision of the process was hindered by a lack of resources and infrastructure. They identified the lack of assistive devices as a major obstacle. TR2 said:
Lack of resources is the biggest one; teachers and learners don't have assistive devices, our school don't have enough ramps, some toilets are accessible toilets, and classrooms are very small. So we can't support and help with the supervision of the implementation of inclusive education in our school.
PTC members reported that SSRCs' buildings are inaccessible. TR2 said:
School buildings, classrooms, and toilets are not accessible
They also pointed to human and infrastructural limitations. PR4 said:
Our school lacks trained staff and adequate classrooms.

These views reflect how the lack of resources and infrastructure impacts the supervision process. These findings are consistent with those of Mpu and Adu, who revealed that it was impossible to supervise the implementation of IE when a school lacks the right resources and infrastructure.[78]

Inaccessible classrooms prevent PTC and SMT members from entering them to observe whether classroom teachers implement inclusive teaching strategies appropriately.[79] This challenge diminishes the PTC members' role in assisting with setting the school's strategic direction because they are expected to contribute when decisions are made on the procurement of resources and the expansion of infrastructure to support the implementation of IE. The first researcher realised that although classrooms were spacious enough to accommodate wheelchairs used by LPDs, other learners with severe physical disabilities could not move from one desk to another during group work, making it challenging for teachers to teach in inclusive classrooms. As a result, PTC members cannot assist their peers and SMT members in supervising the process because they cannot truthfully observe classroom interactions, authenticate the use of assistive devices, inclusive teaching strategies, or assess whether all learners, especially the LPDs, fairly participate.

[76] Kern, "Perceptions of Inclusion among Parent Members of School Governing Bodies in South Africa."
[77] Mohamed Mosala, "Who Protects the Teacher? Rethinking Respect and Authority through Legal Framework," *International Journal of Transformative Multidisciplinary Studies* 2, no. 2 (June 11, 2026): 418–36, https://doi.org/10.66074/D1F2G3H4J.
[78] Yolanda Mpu and Emmanuel O Adu, "The Challenges of Inclusive Education and Its Implementation in Schools: The South African Perspective," *Perspectives in Education* 39, no. 2 (2021): 225–38.
[79] Tsumbedzo Jonas Mathoni, "Experiences of Teachers in the Implementation of a Special School Curriculum and Barriers Learners Face in Vhembe District, Limpopo Province, South Africa: Towards an Intervention Strategy" (University of Limpopo, 2024).

Theme 3: Limited involvement and support from other SGB members and parents

PTC members reported that limited engagement from peers and local parents at SGB meetings prevented them from helping in the supervision of this process. TR2 explained:

Some parents don't attend meetings, so decisions are made without their input.

Parent representatives mentioned that this process was hindered by teacher representatives who focus on financial issues and leave IE separately. PR1 said:

Many teachers who are SGB members focus on financial issues and leave matters of inclusive education aside

The aforementioned views indicate that PTC members performed their supervisory functions without the support of parents and other stakeholders of other SGB members. This finding is consistent with Mtiya and Kariyana, who revealed that helping to supervise this process is negatively impacted by the limited collaboration from other stakeholders.[80] This challenge undermines the participatory governance role of PTC members because supervision entails collaboration, shared accountability, and active engagement from all components of the SGB.[81] However, observations by the first researcher contradicted this finding. During the SGB meeting at one of the SSRCs, teacher representatives were absent. This limited participation of teacher representatives during SGB meetings reduces collaboration, weakens advocacy for LPDs, and constrains the effective supervision of IE for LPDs.

Theme 4: Many responsibilities, unclear roles and time limitations

The PTC members indicated that many responsibilities, unclear roles and time limitations hindered them when helping to supervise this process. TR1 said:

We already have too many responsibilities, so there is little time to focus on the supervision of inclusive education

Likewise, PR2 emphasised that:

Sometimes we are not even sure what exactly our role is supposed to be in supporting LPDs

These views mean that the PTC members struggle to prioritise supervisory roles. This finding aligns with Faku and Mulaudzi, who found that SGB members with many responsibilities, limited time, and unclear role definitions experience challenges when they supervise the implementation of IE for LPDs within SSRCs.[82] The accountability role of PTC members is impacted by this challenge because poor categorising of roles by PTC members can hinder their ability to supervise the implementation of IE for LPDs. Document analysis depicted that the participants' class timetables included only three free periods per week, making it difficult for them to dedicate enough time to supervise the implementation of IE for LPDs.

Discussion Summary

Several conclusions regarding the supervision of the implementation of IE by PTC members can be drawn from this study. The findings from face-to-face individual interviews, document analysis and observations show that PTC members in the Motheo District Office of Education, Free State Province, acknowledge the supervision of the implementation of IE for LPDs. They perceived supervision of the process as spreading beyond oversight to include encouraging and facilitating the availability of necessary support for LPDs within SSRCs. Therefore, it can be concluded that supervision is key for the implementation of IE for LPDs within SSRCs. But even though PTC members have positive perceptions towards the supervision of IE for LPDs, a number of challenges obstruct them from engaging in the process. These challenges include the lack of knowledge and training on what is entailed in IE, lack of

[80] Sandiswa Mtiya and Israel Kariyana, "Perceived Home and School Integration through Parental Participation in Rural Primary School Governance in Amathole East District, South Africa," *International Journal of Research in Business and Social Science (2147- 4478)* 12, no. 10 (December 25, 2023): 104–12, https://doi.org/10.20525/ijrbs.v12i10.3113.

[81] Shahara M Pañares, "School Administrators' Engagement and Its Relationship with Teachers' Collaboration and Decision-Making Effectiveness," *United International Journal for Research and Tekhnology* 6, no. 7 (2025): 344–57.

[82] Dumaza Faku and Maelekanyo Christopher Mulaudzi, "Examining the School Governing Bodies' and Their Financial Management Roles and Functions in Public Schools," *Journal of Governance and Regulation* 13, no. 1, special Issue (March 25, 2024): 480, https://doi.org/10.22495/jgrv13i1siart20.

resources and infrastructure, the lack of participation and support from other SGB members and parents, heavy workload, lack of time and unclear roles.

RECOMMENDATIONS

Based on the above findings, the study recommends the following:

1. Capacity building and training for PTC Members: The DBE should prioritise continuous professional development to equip PTC members with the necessary knowledge, skills, and understanding of IE. Training should focus on supervisory practices, support strategies for SMT members, and the practical implementation of IE for LPDs.
2. Provision of adequate resources and infrastructure: The DBE should ensure that SSRCs are adequately resourced with accessible infrastructure, teaching materials, and ICTs. Without these, supervision and implementation of IE for LPDs cannot be realised.
3. Clarification of roles and strengthened collaboration: Clear policy guidelines from the DBE must define the specific roles and responsibilities of PTC members in supervising the implementation of IE. In addition, greater collaboration among PTC members, other SGB members, SMTs, teachers, and parents should be promoted to foster shared accountability and collective support for the implementation of IE for LPDs with SSRCs.

CONCLUSION

This study explored the perceptions of PTC members about supervising the implementation of IE for LPDs within two SSRCs in the Motheo District, South Africa. The findings demonstrate that although PTC members acknowledge supervision as an important governance responsibility that supports the implementation of IE, they experience several challenges that limit their ability to assist fellow SGB members in providing strategic supervision of SMT members. The SMT members, in turn, supervise teachers responsible for implementing IE.

The study revealed that PTC members' supervisory responsibilities are constrained by inadequate knowledge and training in IE and supervision, limited resources and inaccessible infrastructure, insufficient involvement and support from fellow SGB members and parents, and competing responsibilities, unclear governance roles, and time constraints. These challenges undermine participatory school governance and limit the ability of PTC members to contribute to the supervision of IE within SSRCs. The findings further suggest that the effectiveness of supervisory governance depends on strengthening the capacity of PTC members through continuous professional development, clearly defining governance roles, promoting collaboration among school stakeholders, and improving the provision of human, financial, and infrastructural resources required to support IE.

This study contributes to the growing body of knowledge on DSG by demonstrating the importance of PTC members in supporting the supervision of IE within SSRCs. The findings provide practical evidence that can inform the DBE, SGBs, SMTs, and policymakers in developing targeted training programmes, strengthening governance practices, and allocating resources that enhance the implementation of IE for LPDs.

Although the study was limited to two SSRCs in one education district, it provides valuable insights into the supervisory governance experiences of PTC members within SSRCs. Future research should investigate these experiences in different provinces and school settings and evaluate the effectiveness of professional development and governance support programmes aimed at strengthening the supervision of IE.

Limitations of the Study

Since this was a case study, the sample size was small, mainly focusing on a specific group of SGB members in two SSRCs. This could limit the generalisability of the findings to other contexts or larger populations of SGBs or SSRCs with LPDs. Moreover, the study relied heavily on the self-reported perceptions and reflections of PTC members. Such introspective data are inherently subjective and may have been influenced by personal biases, prior experiences, or individual interpretations of supervision. Consequently, some responses may reflect overestimations or underestimations of the effectiveness of

supervision practices in implementing IE for LPDs. Additionally, the study was limited to qualitative insights and did not include quantitative measures that could have provided a more comprehensive picture of supervisory practices and their actual impact on IE implementation for LPDs within SSRCs.

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