

VHEMBE DISTRICT TOURING ATTRACTIONS AND DEMOGRAPHICS EXPOSED  
DURING THE STUDY OF THE SCHOOL GOVERNING BODY IN LIMPOPO  
DEPARTMENT OF EDUCATION

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DOI: <https://doi.org/10.56293/IJASR.2022.5563>

IJASR 2023

VOLUME 6

ISSUE 5 SEPTEMBER – OCTOBER

ISSN: 2581-7876

**Abstract:** Vhembe district is located at the Northern part of Limpopo province and shares borders with Mopani and Capricorn district municipalities in the eastern and western directions respectively. The sharing of borders extends to Zimbabwe and Botswana in the North-West and Mozambique in the South-East of Kruger National Park respectively. The district covers 27 969 148 square meters of land with a population of 1 393 949 according to Stats SA, 2016 community survey (Vhembe District Municipality, 2020:1). The information reveals that from 2011 to 2016 the population of Vhembe district has increased by 99 227 from 1 294 722 to 1 393 949 (Vhembe District Municipality, 2020:4).

The study aims to explore the research problem, the investigation purpose and aim, the research questions, the theoretical framework of the study, hypothesis, a description of the area of study and the significance of the study, as well as to where this study was to be undertaken which is Vhembe District, the district dominated by Venda and Tsonga speaking people followed by the Afrikaners and the minority being the Asians. This district is one of the poorly resourced districts when it comes to educational facilities and infrastructure hence the role of school governing bodies so important in getting the quality results as by designed the district could not produce such quality results. It aims to assess as to how far the school governing bodies could go to get the schools functioning effectively and efficiently for the benefit of the community at large in return as that will create jobs whilst the district does produce the best graduates from its borders who will grow the local economy in different fields that are available within the district.

**Keywords:** research problem; hypothesis; governance; leadership; research question; demographics; school governing bodies; tourists; students; learners; district; region; businesses; parks; heritage site; university; TVET; lodges; guests house; hotels

## 1. STATEMENT OF THE PROBLEM

There is a dire need to assess and evaluate the degree to which SGBs in Vhembe District of Limpopo Province adhere to the basic principles of good governance and leadership (Mestry, 2018: 385-400; Spaull, 2013: 11-12). The basic principles of good leadership are accountability, objectivity, fairness and respect for the rule of law (Raju, 2018: 30). Citizen participation and involvement at an early stage in the process is vital. The voices and views of stakeholders require an approach that is consultative, cooperative and committed to consensus building (Mestry, 2018: 385-400). There is a need to assess and evaluate the extent to which School Governing Bodies adhere to terms of reference that are spelled out in the 1996 South African Education Act (Act no. 84 of 1996). There is also a need for holding School Governing Bodies accountable to basic principles of good governance and leadership. The study aims to fill the gap in the literature by assessing and evaluating the extent to which SGBs respect the principles of accountability, objectivity, fairness and respect for the rule of law after being empowered to perform their functions (Raju, 2018: 30).

## 2. RESEARCH PURPOSE AND AIM

### 2.2.1 PRIMARY AIM OF STUDY

The whole aim of the study is to investigate enhancement performance of governors in which such will enable them to set targets of their own schools and finally to assess and evaluate the extent to which School Governing Bodies of public schools in Vhembe District adhere to the basic principles of good leadership and good governance. The quality of education provided in public schools to pupils depends upon the quality of leadership and good governance exercised in SGBs (Botha, 2010: 607).

The primary purpose of this research is to evaluate and assess the efficiency with which the administrators, professionals and governors are able to work together to develop the academic performance of Vhembe District public institution students particularly in maths and science subjects.

The research aims to improve the performance of governors first in order for them to assess and evaluate factors that affect the quality of education in Vhembe District public and independent schools. The study has the following specific objectives:

- To assess and evaluate the quality of partnership amongst all affected parties;
- To determine whether the applicable system have appropriate institutional policies for ensuring sound governance and administration in education;
- To identify the challenges that could hamper the envisaged partnership compared to how things were done in the past under apartheid regime;
- To assess and evaluate the degree of performance by learners and teachers during the course of the year within the current system in place if the intended results are achieved to the satisfactory of school community at large and;
- To establish whether effectiveness of the school governing bodies have direct impact in the quality of the results of the schools.

### 2.2.2 SECONDARY AIM OF STUDY

The secondary aims of the study are the following:

- To identify key predictors for enhancing performance of School Governing Bodies in order to ensure adherence to good leadership and corporate governance principles among SGBs in public schools and few independent schools around in Vhembe District; and
- To construct a framework that could be used for enhancing good leadership and corporate governance principles among SGBs in public and independent schools in Vhembe District.

### 3. RESEARCH QUESTIONS

The study aims to provide adequate answers to the following research questions:

- What is the current level of adherence to good leadership and corporate governance principles among SGBs in public and independent schools in Vhembe District?
- What are the top three factors that affect adherence to good leadership and corporate governance principles among SGBs in public and independent schools in Vhembe District? How best could Department of Education bring the other concerned structures on board to ensure that schools do produce quality results throughout the year without any imposition?
- What career-related training opportunities are provided to educators who work in Vhembe District public schools?
- To what extent does the Department of Basic Education value the contribution made by parents and legal guardians in the education of their children?
- What career-related incentives or rewards are provided to Vhembe District public and independent school educators who perform exceptionally well?
- What disciplinary measures are taken against public school educators by School Governing Bodies (SGBs) who under-perform compared to independent schools?

#### 4. THEORETICAL FRAMEWORK OF STUDY

The theoretical framework of study is aligned with the research work done on factors that affect the contributions made by South African School Governing Bodies (SGBs) to the quality of teaching and learning in poorly resourced public schools by Silbert, Clarke and Dombrack (2015:276). According to Lazenby (2007:54), organizations then use these societal resources to produce products and services that meet the needs of society. He further stated that organizations are therefore increasingly expected to be good corporate citizens and fulfill their obligation and responsibility to society.

The Department of Education has to respect the will and interests of the parents upon the education of their children wherein some of the decisions made by the SGB must be protected by the Department and ensure that the schools do implement them, for example, Language Policy is developed by such School Governing Bodies after consulting the primary educators of the learners who study in that school, so is the responsibility of the department to assist the schools to order such resources for the effective usage in that school as stipulated in their Constitution of that school.

The ways have to be discussed and agreed for the easy way of mutual communication and to engage to address the challenges which should be faced by the schools in different localities, this can be achieved if all stakeholders give the full attention to their mandate and do comply to the King III report on Corporate Governance, which does not leave any stakeholder out of the loop regarding the organization's progress and challenges, requires that all stakeholders involved seek remedial action before the situation becomes out of hand.

The study aims to test the relevance, veracity and potential benefits of findings reported by the authors by collecting empirical data from Vhembe District public and independent schools.

#### 5. RESEARCH HYPOTHESES

The study aims to test the veracity of the claim made that the quality of mathematics and science education in Vhembe District public schools is low due to lack of participation of members of School Governing Bodies (Silbert, Clarke & Dombrack, 2015:276). The study aims to test the following two research hypotheses by gathering empirical data from Vhembe District public schools.

##### **Null hypothesis 1:**

The quality of mathematics education in Vhembe District public schools is undermined due to inadequate participation of members of School Governing Bodies in matters that affect the quality of mathematics education in Vhembe District public schools.

##### **Alternative hypothesis 1:**

The quality of mathematics education in Vhembe District public schools is not undermined due to inadequate participation of members of School Governing Bodies in matters that affect the quality of mathematics education in Vhembe District public schools.

##### **Null hypothesis 2:**

The quality of science education in Vhembe District public schools is undermined due to inadequate participation of members of School Governing Bodies in matters that affect the quality of science education in Vhembe District public schools.

##### **Alternative hypothesis 2:**

The quality of science education in Vhembe District public schools is not undermined due to inadequate participation of members of School Governing Bodies in matters that affect the quality of science education in Vhembe District public schools.

**Decision rule:**

At the 5% level of significance, each null hypothesis will be rejected if the P-value falls below 0.05 based on statistical tests obtained from ordered logic analysis. Otherwise, it will be accepted at the same level of significance.

**6. SIGNIFICANCE OF STUDY**

Factors that undermine the quality of education in Vhembe District are of immense importance to the South African Government. There is a shortage of research in this area of study (Mathe, 2014:14). South Africa has been ranked 114<sup>th</sup> out of 137 in terms of the quality of mathematics and science teaching (Bayat, Rena & Louw, 2014: 183). Evident from these findings is that there is a need for cultivating the current quality of learning and teaching in public institutions operating in Vhembe District, Limpopo Province. The study aims to construct a framework that could be used for improving the current quality of teaching and learning at Vhembe District public schools. Publication by Govender (2020:17) posits that the grade 4s fared slightly better, being placed 56<sup>th</sup> out of 58 countries in maths and science, with Pakistan and the Philippines behind them. The minister acknowledged that the maths achievement at grade 5 level remained the same in the 2015 and 2019 studies. But she cautioned that it was too early to pop “the proverbial champagne” or “deride the whole public schooling system as dysfunctional”. Piaget (1963) stipulated that learning and development require a balance between two complementary processes: *assimilation*, in which the child incorporates new information into existing cognitive structures; and *accommodation*, in which the child modifies existing cognitive structures to *match, imitate, or otherwise conform* with the reality of the physical world (Roskos & Christie, 2011:209).

The teachers on the system could be able to achieve a lot of things should the responsible stakeholders make it their priority that they are given the necessary support as well as to be monitored if they are carrying out their obligation of observing 7 hours daily, wherein they have to be at school on time and in class teaching. The educators who are given support and being monitored are likely to be effective in carrying out their duties than those who are not given the necessary support from the affected stakeholders who have got interests on the affairs of the school. Teachers should be trained to be up to date with the development taking place in their profession; the issue of ample remuneration could be regarded as another strong motivator which will enable the educators to be committed to their call of duty than thinking about the micro-lenders, they owe during pay day.

Studies by Germeroth et al (2019:200) posit teachers were given comprehensive maths and self-regulation curriculum training. During their two years of participation, both groups of teachers received instruction. The Building Blocks Curriculum provided the same maths education instruction to both classes. Despite its comprehensiveness, this research-based plan was created to be comparable to the support program provided under normal but satisfactory adoption conditions. Learning trajectories for each maths subject, learning trajectories for observation and other authentic assessments techniques, supporting mathematical growth in the classroom, recognizing and supporting maths through technology were all covered in the course throughout the day, establishing maths learning centres, computer-assisted instruction, small-group games, and home-based support for mathematical growth.

Throughout Vhembe District the Department of Education has to make it their responsibility that all the systems are in order to allow the flow of teaching and learning effectually and also make it their primary tasks to equip all the stakeholders in their primary assigned tasks for efficiency of resources as well as accountability in the decisions and actions taken for this implementation of such individual school as juristic person. Importance of this study on the part of the department is to make them to be pro-active about bringing things which could assist the national school governing bodies, for instance, encouraging more studies from governors as the primary source in governance by providing them with bursaries as long they meet the requirements set by various institutions offering governance and administration courses. Once such is achieved, they will be able to plan what kind of trainings that should be approved to be undertaken by teachers in their respective schools for the benefit of their children.

The challenges faced by the schools if they have got the SGB which are not much au fait with the policies of the department have to be outlined so that the department could pay attention to them in making sure that they are attended to before is too late as the schools could not able to function properly without the stable and capable SGB in charge. This study will divulge how the four schools managed to sustain their performance and how some have managed to improve their performance with their SGBs in charge, hopeful that some strategies have been adopted

and implemented in some of these schools, and some of them have sustained the systems they found in place which have been paying the dividends ultimately no need to bring changes.

Governors ability should be afforded its space as paramount in various situations where poor results, diseases, maladministration, corruption, and fraud rear their ugly heads to the operation of the schools but if our SGB do not have the capacity to oversee it will be a futile task to target high results with quality from schools, halt maladministration and handle Covid-19 properly whilst we do not have legal structure with capacity to hold the schools management accountable as immediate stakeholders who see the functioning of the schools on a daily basis, whereby they observe the tasks and activities completed by their children on a daily basis, and if they see that the education is not meeting their expectations, they are held accountable of their children and their safety are compromised they should be able to interfere quickly to ensure that all is in order to embark in effective teaching and learning to produce comparable quality results from public schools and independent schools in Vhembe District.

Publication by Nengovhela (2020:1) cited that after the teacher received the results and told the principal, an urgent meeting with the School Governing Body (SGB) was called. The Department of Education was also informed about the situation at the school. A member of the SGB, Jappie Ligege, confirmed that a teacher had tested positive for Covid-19. He reported that the teacher was not feeling well and decided to see a doctor. He said that the results of the teacher confirmed his positive status last Friday and the teacher was immediately sent to self-quarantine. Urgent consultation has commenced with the Department of Health and the school waits the date that all teachers will be tested for the disease. According to the standard operating procedure of the Department of Basic Education, if a school closes as a result of Covid-19, the school should review continuity plans (Sobuwa, 2020:4).

## 7. SETTING OF THE STUDY

This study takes place in Limpopo Province of South Africa at Vhembe District

Vhembe district is located at the Northern part of Limpopo province and shares borders with Mopani and Capricorn district municipalities in the eastern and western directions respectively. The sharing of borders extends to Zimbabwe and Botswana in the North-West and Mozambique in the South-East of Kruger National Park respectively. The district covers 27 969 148 square meters of land with a population of 1 393 949 according to Stats SA, 2016 community survey (Vhembe District Municipality, 2020:1). The information reveals that from 2011 to 2016 the population of Vhembe district has increased by 99 227 from 1 294 722 to 1 393 949 (Vhembe District Municipality, 2020:4).

### 7.1 VHEMBE DISTRICT IN LIMPOPO PROVINCE



Figure 7.1: Geographical map of Vhembe District of Limpopo Province in South Africa

## 7.2 SUBDIVISIONS

Vhembe District is composed by three municipalities which are as follows: Thulamela municipality, Makhado Municipality, Musina Municipality and Collins Chabane Municipality with these following towns: Louis Trichardt, Musina, Thohoyandou, Sibasa, Phafuri, Malamulele, Vuwani, Elim as well as Kruger National Park is found in Vhembe district.

**Table: 7.2 Subdivisions in Vhembe District Municipality with their major towns:**

|                      |                        |                     |                              |
|----------------------|------------------------|---------------------|------------------------------|
| Makhado Municipality | Thulamela Municipality | Musina Municipality | Collins Chabane Municipality |
| Watervaal            | Sibasa                 | Phafuri             | Vuwani                       |
| Dzanani              | Lwamondo               | Mutale              | Saselamane                   |
| Vleifoteni           | Shayandima             | Musina              | Malamulele                   |
| Louis Trichardt      | Thohoyandou            | Masisi              | Hlanganani                   |
| Tshakuma             | Makuya                 |                     |                              |
|                      | Makwarela              |                     |                              |

*Source: Stats SA, Community Survey 2016.*

## 7.3 DEMOGRAPHICS

There are around 1.3 million people residing in Vhembe district mainly are Venda and Tsonga speaking people followed by these, whites, Asians and other minority groups.

**Table 7.3: Population per Group**

| Municipalities  | Black African | Coloured | Asian/Indian | Whites | Other | Total Population |
|-----------------|---------------|----------|--------------|--------|-------|------------------|
| Musina          | 127621        | 337      | 406          | 3645   | -     | 132009           |
| Makhado         | 406543        | 1308     | 1843         | 7024   | 9     | 416727           |
| Thulamela       | 493780        | 749      | 2749         | 229    | -     | 497237           |
| Collins Chabane | 347109        | 294      | 301          | 271    | -     | 347975           |
| Vhembe District | 1375053       | 2689     | 5029         | 11170  | 9     | 1393950          |

*Source: Stats SA, Community Survey 2016.*

The table 3.8.3 above shows that majority of population in Vhembe District are 1 375 053 who are Black African followed by whites who constitutes 11170.

## 7.4 TRANSPORT, ACCOMODATION AND TOURIST ATTRACTIONS

The major types of transport in Vhembe District Municipality taxis, bus transport, air transport and private road transport.

There is Kruger National Park, Mapungubwe National Park and Lake Fundudzi as well as Tshatshingo Potholes alongside Malamulele Region where the study is centred.

### 7.4.1 KRUGER NATIONAL PARK

The Kruger National Park is a South African national park and one of the largest reserves in Africa. Original known as the Sabi Game Reserve, it became known as Kruger National Park in 1926, when it was named after Paul Kruger,

who was the President of Transvaal. President Paul Kruger was told about the rapid destruction of wildlife in the area by hunters, after which he succeeded to persuade the Transvaal parliament to establish a protected area for wildlife in the lowveld region (Siyabona-Africa, 2023). The majestic big five are true treasures of the Kruger National Park dating back to the mid-1900, the journals transport curious historians back in time to the first few years of life as a game ranger in the newly established Kruger National Park to confirm that the following wild animals are mostly wanted to be seen by tourists whom are transported when visiting Kruger National Park during their exploring within the park would be pleased to see Lion, Leopard, Elephant, Rhino and Buffalo(<https://www.krugerpark.co.za>big-five-wildlife-in-kruger-national-park>).

Kruger National Park has got more than 45 lodges inside which are used by tourists when visiting this protected area and the ones which seem to be very famous are just to mention few: Sabie River Nush Lodge, Karongwe River Lodge, Crocodile Kruger Safari Lodge, Tshukundu Game Lodge and Nyati Safari Lodge amongst others. These lodges have local people working for their families as they know this area to guide tourists during their visit to the park. People are Mhinga gate; Phalaborwa gate and Hazyview gate do have some lodges and hotels next to the park for tourists from overseas who would like to be next to the park before they travel inside the park.

#### 7.4.2 MAPUNGUBWE NATIONAL PARK

This park is a home of 90 mammals' species including the Big Five of the African bush with both black and white rhinoceros being present, illusive wild dogs and magnificent cheetahs. This park was established in 1995 and covers an area of over 28 000 hectares. It is one of the few places in Africa that has both meerkats and Nile crocodiles. Mapungubwe national park is renowned for its scenic landscape, with sandstone, formations, woodlands, riverine forest and baobab trees. This park has got some few camps and lodges inside like Leokwe camp, Mazhou camp site, Tshungulu lodge, Vhembe Bush camp and Limpopo Forest Tented camp (<https://www.sanparks.org.za>mapungubwe>).

South African government host annual event within this park during heritage month to observe this national park as part of South African heritage whereby local artists show piece their talents and government compensate them for their work performed during the event as part of celebrating the importance of this heritage site for local people in Limpopo province.

#### 7.4.3 LAKE FUNDUDZI

This lake is on the R523 between Thohoyandou and Louis Trichardt, Soutpansberg region, Vhembe district in Limpopo province. The lake has no obvious outlet and is formed from water off the Mutale River, where a giant python god of fertility is said to reside. He demands an annual sacrifice of a maiden every year, and the ritual domba dance-part of the initiation rites of young women-can be viewed by getting permission from the local custodians of the lake known as the 'people of the pool'. These ancestral spirits, the Vhatatsindi, or people of the pool, are said to be guarded by a white crocodile. Their mood affects the colour of the lake and they control the rainy season. Nearby there is a Venda Python God watches over. On sacred ground, take time to engage local people and listen to their stories. The enchanted body of water known as Lake Fundudzi is a sacred lake of the Venda people that lies in the heart of the Soutpansberg region and is one of the few true inland lake systems in South Africa and there is accommodation for visitors known as Soutpansberg Accomodation (<https://www.southfrica.net>travel-lake-fundudzi>).

#### 7.4.4 TSHATSHINGO POTHLES

The Vha-Venda peoples of South Africa have sacred places like many other traditional cultures. Sacred sites are places for communicating with spirits, observing nature and performing rituals that harbor deep cultural meanings to society. The Pothole is of significant heritage to the Vha-Venda people in general and particularly to the Makani clan. By rights traditionally bestowed on the Makani clan, they have become the sole custodians of the Tshatshingo Pothole. The Makani Chief, as the 'owner' of the site, is the ultimate decisions maker regarding any aspects related to the use around the Pothole (Odhiambo & Manuga, 2017:1).

#### 7.4.5 MALAMULELE REGION IN TOURISM

The four communities and four schools are located in Malamulele region and to do this investigation by researchers from far would need them to have a decent accommodation for a while around the closest vicinities of the communities and schools where the study was undertaken of which even the visit undertaken by the researchers to authenticate 66% against 34% obtained by the researcher was around the closest vicinity with the district. Malamulele region as the main hub of Collins Chabane Municipality is blessed by many quest houses and lodges which could be used when someone is doing an investigation in the area. The following lodges, hotels and guest houses are found within this region: Mavambe Village Lodge, Eden Park Hotel, Xivono Guest House, Maxakadzi Guest House, Palm Village, Muribani Multi-Purpose Primary Co-operative, The Rest Lodge, Limpopo River Logde, Happy Homes Motel, Madzahisi Lodge, Malamulele Guest House, Vhueni Village Lodge, Kyalami Lodge, Bungeni Big Tree Lodge and Events, Nombela Gardens and Cultural Village, Mbalati Lodge, Mhinga Hotel and Copacopa Hotel.

Malamulele region also has some abandoned mines known as Giant Reefs Gold Mine around Mtititi area next to Lombaard, Plange and Alten villages and Fumani Gold Mine around Madonsi Village though this one at Madonsi has been resuscitated. There were agricultural projects in some of the villages which used to employ many local people particularly around the border of Mphambho and Xigamane villages which used to produce silk products and raw silk fabrics during the former homelands.

#### 7.5 EDUCATION AND TRAINING FACILITIES

Vhembe District is home of University of Venda better known as UNIVEN which is located at Thohoyandou city under Thulamela municipality and Vhembe TVET College which is based in Sibasa town city and one private TVET College known as Madzahisi FET College.

University of Venda is only the traditional university that Vhembe District prides itself into as it does 15 500 undergraduate and postgraduate alike, this is indeed the pride of the district where students do enroll for teaching, social workers and law degrees which are some of the predominately professions in the district of Vhembe in Limpopo province which is too rural in nature with lack of resources particularly for industries, however with Vhembe TVET College making inroads in a number of regions and communities within the district whereby they offer engineering courses from civil, electrical, motor mechanics, clothing production, hospitality, tourism, PC Repairs and others do assist the district to improve the local economy together with the private FET around the district.

South African government through the Department of Basic Education and the Department of Higher Education and Training have been funding teaching and other professions using Fundza Lushaka Bursary and NSFAS within the district so that once they have graduated the students could work in the area around in honouring the obligation of the bursary or funding project as majority of them hail from Vhembe district and have to be placed within the district to fulfill their constitutional obligation for the same period spent at the university if afforded Fundza Lushaka bursary.

#### 8. AREA OF STUDY

This study was carried out in the midst of Malamulele Central and Malamulele-West Circuits where communities and the schools which have been sampled in the study are located.

#### 9. CONCLUSION

The research problem, the research questions, research purpose and aim, theoretical framework, the significance of the study, the area of study, location of Vhembe District in Limpopo province of South Africa which has got four municipalities of which Collins Chabane Municipality is one of the four as the municipality where Malamulele Central and Malamulele-West Circuits are found, demographics in Vhembe District, tourism destinations like Kruger National Park located at Collins Chabane Municipality as well as three educational facilities which amongst them there is one University which is found at Thohoyandou in Thulamela municipality, one TVET College found at Thulamela municipality Sibasa township and one private FET college found at Collins Chabane Municipality. The positive results were found through this undertaking which was not an easy one, it has been full four years of this rigorous and



vigorous undertaking to make sure that the quality is produced from this study of which I think that has been achieved as the visit made by the researcher, his mentors and other researchers to Vhembe District Area to authenticate the findings after the thesis was approved by the external examiners produced the same results which the researcher obtained from his individual data gathering and analysis.

The overall participants in terms of the expectation were 123 composed by school governing bodies' members, educators and circuit officials. Out of 65 expected participants from professionals only 58 of them participated, out of 28 number given for governors only 27 participated from governors and from 30 expected circuit officials only 20 of them participated as follows herein below; whereby the study proves that 66% of the participants out of forty questionnaires completed approve the role of the governors as paramount important in effective teaching and learning in Vhembe District schools of which 34% do not support such views; school governing bodies 70%, educators 72% and circuit officials 56%. Both methods of collecting data were used in this study with 8 questionnaires for qualitative and 32 questionnaires for quantitative were sent to 123 participants sampled for this investigation of which only 105 voluntarily participated in the study as per the rules and ethics of conducting research of this magnitude.

This is affirmed by the study conducted by Maluleke, Muchie & Worku (2022:142) which posits that 69 of the 105 respondents (66%) of the 105 respondents were happy with the quality of academic leadership in Vhembe District SGBs. The remaining 36 of the 105 respondents (34%) were not happy with the quality of academic leadership in Vhembe District SGBs. The majority of the respondents felt that school governing bodies are doing pretty well to steer their schools to the quality results particularly in maths and physics of which once these two are mastered obvious the other subjects would be just walk in the part as they are not regarded as difficult like these two as the main focus of the study was on those two subjects but at the same time supplemented by the other critical subjects like Accounting Science, Life Sciences, English, Xitsonga, Technology, Natural Science and Geography Science.

The SGBs must also work with business enterprises and industries with a view to secure the basic needs of public schools of which in return the graduates can be employed after their matric and post-graduate qualifications as most of the business enterprises and local industries in Vhembe District need just a matric as a minimum requirement of employment in their employ (Maluleke, Muchie & Worku, 2022:143).

The researcher believes that business enterprises and institutions like Kruger National Park, Mapungubwe National Park, University of Venda, Vhembe TVET College, Thulamela Municipality, Collins Chabane Municipality, Shoprite Thohoyandou, Shoprite Malamulele, Lake Fundudzi and others do contribute immensely to the economy of the district in Limpopo province and have employed many young people from the district as well as the surrounding districts like Mopani and Bohlabele districts. The students who passed maths, life sciences and physics always stand a good chance to be given a priority when jobs are advertised at most of the businesses particularly at Kruger National Park and Mapungubwe National Park as they do offer some bursaries and scholarships to their employees in order to study nature and heritage qualifications to ensure that the customer service is very efficient and effective within the park when tourists are taken from one place to another to enjoy themselves as well as to ensure that wildlife and site are taken care of and protected accordingly. Whereas students with Accounting Science and English as well as Xitsonga and TshiVenda stand a high chance to be hired in retail businesses like Game, Shoprite, Spar and banks around the local area of Vhembe District and some students do use the institutions of higher learning to further their students within the district for the benefit of the district.

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