

**Exploring what sustainable school-community partnership entails:
A case study of four rural primary schools in Ndwedwe.**

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Supervisor's authorisation

As the candidate's supervisor, this thesis is submitted with my approval.

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Date:

DECLARATION OF ORIGINALITY

I, Qaphelisani Obed Khuzwayo, student number: 9804371 declare that:

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DEDICATION

This thesis is dedicated to:

Mr Muntukayise Joseph Khuzwayo, my father, umfoka Mdumo. Since my first year of schooling, in 1968, he had to say “I want you to learn up to the end of education because I have missed the education opportunities and fellow neighbours are undermining me”. What I am today lies through his positive utterances, day-by-day inspirational food for thought and making it happen through sugar-cane farming. Bravo, Nkunzi Emavava, my still alive old man of 1928! This degree is the culmination of your dreams.

My mother, Funani Lephinah Khuzwayo, intombi kaNomtshokodo Dube. She passed away on 10.11.2008 while I was organising my MED degree work for submission to the external examiners. She used to say “nothing you can achieve my son without sweating”. To make it happen, she tasked me with selling ripe bananas to the neighbourhood. This was one way of backing up my primary, secondary and tertiary levels of education. This doctorate is her rest in peace blanket!

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Abstract

This study explored what sustainable school-community partnership entails in the four rural primary schools in Ndwedwe context. It was a multi-site case study that examined the formation of a health promoting partnership, its activities as well as the factors that the key partners viewed as sustaining it. I utilised three research questions to understand the formation, activities and enabling factors. Though literature on school-community partnerships was available, there existed knowledge gaps regarding what makes such school-community partnership sustainable. The Capital and Servant Leadership theories were twin frames that provided the lenses through which I studied such sustainable partnership. The study was a qualitative inquiry nested in the interpretive paradigm. I generated data from school principals, life skills co-ordinators, School Governing Body chairpersons and stakeholder representative groups from government departments. The major data generation tools were semi-structured interviews supplemented by observations and document analysis. I found that the partnership could not have succeeded without the rural schools joining hands with the outside support team. Notably, acquiring such support required the opening up of school leadership. Sustainable school-community partnership required the spirit of continuously working together among the partners that was underpinned by sacrificing with personal time; regular sharing of health services; frequently providing social, educational resources and intellectual capital; continuous monitoring, assessment and evaluation of partnership progress. This meant that Health Promoting School partnership was an intergovernmental related continuous working linkage that focused on the provision and sharing of assets as well as making regular checks on the utilisation of such resources in rural settings. Thus, my thesis is that sustainability of school-community partnership depends on the extent to which passionate, committed and servant partners play a part, a continued mobilisation and sharing of all forms of capital that they (all multi-stakeholders) bring into their relationship to turnaround schools in general and in the marginalised schools in particular.

ABBREVIATIONS

ANA	Annual National Assessment
CEPD	Centre for Education Policy Development
CPF	Community Policing Forum
CWP	Community Work Programme
DDDL	Dispersed, Diffused and Distributed Leadership
DoBE	Department of Basic Education
DoEH	Department of Environmental Health
DoH	Department of Health
DoSD	Department of Social Development
DoSR	Department of Sport and Recreation
HPS	Health Promoting School
NBI	National Business Initiative
NDW	Ndwedwe
NEIMS	National Education Infrastructure Management System
NGO	Non- Governmental Organisation
NWDC	National Water Drilling Company
OVC	Orphaned and Vulnerable Children
QLTC	Quality Learning and Teaching Campaign
SAPS	South African Police Service
SCP	School-Community Partnership
SDP	School Development Plan
SGB	School Governing Body
SSC	Safe School Committee

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CHAPTER ONE

Mapping out the journey

1.1 Introduction

In this study I explored what stakeholders in the Health Promoting School viewed as factors enabling or inhibiting sustainable school-community partnership in the Ndwedwe rural context, West of Durban in the province of KwaZulu-Natal. Focusing on Health Promoting School partnership in particular that existed in the four selected schools; I examined what sustainable school-community partnership entails. In this introductory chapter, I present the background to the study that begins with the exposition of the international experiences relating to school-community partnerships in general. This suggests that though the Health Promoting School partnership that I studied in the context of Ndwedwe, it remains a broad international societal phenomenon. Next, I discuss the statement of the problem, objectives of the study and the key research questions that are addressed throughout. This is followed by describing the significance of the study that forms the baseline for exploring the missing sustainability in the study. I end the chapter with the general structure of the entire study.

1.2 Background to the study

International experience from Colombia, New York, California, United States of America and in Australia provides case studies relating to school-community partnerships (Kilpatrick & Johns, 2001; Kilpatrick, Johns, Mulford, Falk & Prescott, 2002; Croswell & Elliot, 2001; Corbett, Wilson & Webb, 1996). This illuminates that

school- community partnerships are global phenomena. Studies have shown that in South Africa before 1994, school-community partnerships were prevalent only among the former model C schools. However, soon after that period, participative democratic schooling system encouraged the spirit of working together of all citizens in the matters that affect education in particular (Carrim, 2001). In this regard, the spirit of working together is contained in Chapter 2 of the Bill of Rights in the South African Constitution Act 108 of 1996. This marks the birth of principles of co-operation, freedom of association, inclusion and partnership. According to Price (2006), the platforms for the application of such democratic principles were the schools and communities in the previously marginalised areas. Thus, the South African Constitution Act (SACA) 108 of 1996 opened room for rural schools in particular to forge partnership with everyone in the society who has interest in education.

Another policy framework that talks well for co-operation and partnerships is the South African Schools Act (SASA) 84 of 1996. Within the Act, there are four key sections that are critical on bringing together the school staff personnel, local communities and other interest parties. The first key section includes the preamble that focuses on the rights of all learners, parents and educators working in partnership with the government in South Africa. This gave rise of the School Governing Body (SGB) that is the major starting point for school-community partnership structure. The second relevant partnership section is Section 20 (1) (e) that sets the scene for School Governing Bodies to provide support to internal

school leaders in the execution of their professional duties. The third key area is Section 20 (1) (h) that urges schools as public institutions to encourage parents, learners, educators and others around the school to render voluntary services to the school. Fourth, Section 30 (1) (b) provides SGB members powers to forge partnerships with other community members with the necessary expertise other than the parent component. The crux of the matter is that for public schools to succeed, they require the convergence of other individuals or structures surrounding them for sharing assets and appropriate skills.

Whereas both South African Constitution and South African Schools Act (1996) provide the foundation for partnership between the schools and their communities, the knowledge regarding it in rural settings and its sustainability are still lacking. To Dyson and Kerr (2013), South African schools have a big role to play in healing the marginalised communities and connecting such communities to the broader rural contexts. Ideally, one rural social context in this study is Ndwedwe that is populated with an overwhelming number of rural schools but with few partnerships. Brown and Swanson (2005) further emphasise that rural school-community partnerships are crucial social phenomena. In this regard, these authors claim that the marginalised schools cannot succeed if they employ 'go it alone' strategies. It is evident that rural schools require a long-lasting school-community relationship more than any schools in other settings. Hence, this study sought to investigate sustainable school-community relationship in the places where schools were previously side-lined. Drawn from several authors,

schools that foster links with their wider communities normally function effectively, increase the sense of belonging and ownership of activities (Fleisch, 2002; Caldwell and Spinks, 2008; Sayed, 1997, Naidu, Joubert, Mestry, Mosoge, Ngcobo, 2008 and Clarke, 2008). Further, partnership among schools, community members, business sector and other organisations has the reasoning of shifting from working in isolation in order to meet the partners' mutual goals, minimise possible problems and maximise sharing of assets (Adelman and Taylor, 2004; Maboe, 2005; Rollie, 2007 and Narcissi, 2011). This implies that school-community partnership exists for a particular purpose. Both schools and communities have resourceful entities such as common links for mutual benefits (Adelman and Taylor, 2004). The same author argues that such resourceful entities are external agencies or organisations other than schools with a capacity of sharing education resources, infrastructure and skills (intellectual, physical, financial as well as social capital).

As I grew up in the impoverished communities, undergoing my primary and secondary education as well as being trained as a teacher and having taught for more than thirty three years in such communities, I am aware that rural schools require strong and sustainable connections. To illustrate, in 1981, I was employed in a rural school without resources where learners from sub-standard B (SSB) to standard two (Std 2) of that time were crammed into one tin house. Now, having garnered resources from various organisations, that school has 18 donated classrooms, 8 teachers' cottages, donated mobile library, has piped water, has electricity, its premises are paved and an ablution block constructed with

the assistance from the Department of Works. This suggests that comprehensive partnerships are likely to improve conditions of teaching and learning and willing deep rural schools can now benefit.

My experience suggests that in Ndwedwe rural context, there is an intergovernmental constituency related school-community partnership called Health Promoting School (HPS). In its driver's seat, there are schools and managers representing various constituencies. The first constituency is known as the Department of Health that is responsible for providing health services. The next one is the Department of Social Development that works together with a non-profit organisation called South African Social Security Agency (SASSA) that assists the learners to get the foster and other conditional grants. The Department of Home Affairs visits schools for completing documents and birth certificates for identified learners without any. The South African Police Service (SAPS) working in collaboration with Community Policing Forum (CPF) provides security, protection, law and order to school human, physical and material resources. The Department of Transport provides to learners the road safety usage and development skills. Sixthly, the Departments of Environmental Health and Agriculture provided schools with trees for shade, shelter and windbreaks and also provided support to establish school gardens for producing fresh healthy vegetables for learners. This suggests that the Health Promoting School (HPS) partnership was intended to improve the quality of social life skills and health life for everyone at school.

Built in HPS vision was that without improved social, stable and health environment in schools, then there would be no quality education. Therefore, to make this goal achievable, it was evident that such partnership was formed in order to address care, safety, security, stability, social and health issues which collectively promote biological, psychological, physiological and environmental well-being for learners' survival (Maslow, 1987). So, this study sought to explore the sustainability of this partnership among the inside and external multi-stakeholders from various sites.

Though school-community partnership existed in the four rural schools, there was not enough knowledge about how to sustain it. To illustrate, some key challenges that seem to affect sustainability of this school-community partnership included schools responding differently to it and the progress monitoring seemed not to be done frequently. The issue of sustainability was also questionable in the light of the following areas: poor supply of infrastructure, inadequate teacher development, poor school management and governance practices and insufficient curriculum resources. Thus, I studied partnership in-depth to address the question: How can the existing partnership in each of the selected schools be described and explained?

Additional to the above education challenges, reports on Annual National Assessments (ANA) results suggested another inhibiting factor to sustainable school-community partnership. In the light of such results, the four selected rural primary schools were among the other schools that underachieved as follows. For example, it was reported that

nationally, learners' results in both Grades 3 and 6 in Languages and Mathematics (Maths) from 2008 to 2011 indicate no improvement that is more than 50% (Macfarlane, 2011). Though in 2012, learners in Grades 1 to 3 performed better, however, scores plummeted from Grades 4 to 6 (Mtshali, 2012). According to Department of Education (2012), in Mathematics, Grade 4 learners achieved 37%, Grade 5 learners achieved 30% and Grade 6 learners attained 29%. On the other side, in Languages, Grade 4 learners sat at 28%, Grade 5 learners achieved 28% while Grade 6 learners performed at the level of 30%. The crux of the matter is that even in 2014, in Mathematics, ANA results in both Grades 4 and 5 learners were 37% whilst in Grade 6, learners achieved 43. The learner attainment for languages in the three same Grades were 37%, 37% and 45% respectively. This gives a picture that in the three grades, 0% of learners achieved above 50% in the two subjects. It is appalling that this occurred in the midst of available financial resources from the government, social and human capital (subject advisors with the intellectual capital as underpinned by knowledge and skills to support schools) and material resources in the form of workbooks and exemplars from the Department of Education. The reality regarding ANA results in the four Ndwedwe selected rural primary schools is explained in Chapter five, section 5.3 in the form of Table 5.2 indicating learner achievement from 2010 to 2014. I, therefore, postulated that sustainability could be the missing link in the partnership.

To emphasise that rural schools in general were mostly underachieving in the Languages and Science subjects, the

Quality Assurance Directorate (2007) revealed that learner performance in Mathematics, Natural Science and Literacy in 12 KwaZulu-Natal districts in 2004 was less than 34% and recurring low scores were in Mathematics. The situation was worse in the mostly rural districts like Obonjeni where performance in Mathematics Paper 2 was 18% and 27% in Paper 1. Second, the lack of infrastructure was another threat that could be hampering sustainability of partnership. To illustrate, Surty (2010) exposed the stark realities that some 40% of rural schools were still overcrowded and hundreds of them were without water, sanitation, electricity and a large percentage of these schools had inadequate infrastructure and were also unsafe. Third, the National Education Infrastructure Management System (NEIMS, 2007) found that class sizes in Limpopo, KwaZulu-Natal and Eastern Cape had more than one quarter of rural schools with more than 45 learners in one classroom and these schools had no clean water, electricity, libraries, laboratories and computers. These realities suggest that more support is required to back up the government's efforts to improve the rural schools' conditions of learning. Further, the situation in Ndwedwe rural schools could not be described differently from the scenarios.

Different authors contend that lack of sustainability in partnership is a direct result of many factors. These include parental illiteracy, weak attendance to meetings and financial mismanagement (Bembe, 2004, Tshifura, 2002 and Centre for Education Policy Development (2003), lack of budgeting experience and lack of participating directly in school affairs (Mestry, 2004 and Khosa, 2010) and distrust of the partnership process itself among certain elements of the

partnering organisations; becoming concerned with perpetuation of the partnership rather than with the issues it was formed to address and bad reputation from the previous partnerships in the same context (Backer, 2003). Thus, the area of sustainable school-community partnership was the focus of this study.

The key challenges I have discussed allude to the need for drawing on board the voices and interactions of multi-partners who look ahead of current situations. The idea of bringing together human interactions is only possible once the appropriate policy remains in place (Alexander, 2011). However, I argue that simple partnership policies do not attend meetings regularly nor do they make themselves viable for being alive forever. In this regard, the sustenance of partnership particularly in rural communities depends on the social togetherness of various stakeholders meeting for ever-sharing assets they possess. Briefly, only quality partnerships beyond just policies can turnaround things among schools and indigent communities.

Things that can be transformed seem to be what Khosa (2010) regards as barriers to education outcomes if not proactively addressed. Further, this author suggests that one way to address this is to form the education social impact. In this study, one education social impact could be working together between the schools and multi-stakeholders from various walks of life. Flowing from the same author, in rural settings, such education barriers include the likelihood for large numbers of poorly performing rural schools diminishing the progress of the overwhelming numbers of the South African

able children. Second, another education challenge could be badly knocking the national growth and the socio-economic development if future leaders are deliberately neglected. Third, the bulk rural school learners in the country could be exiting the schooling system being under-prepared for the world of work. Fourth, many rural schools could be losing learners through migration to urban centres in search for better education. Consequently, rural parents are likely to pay exorbitant commutation fares as well as rent for expensive flats in cities. Reports from various principals suggested that the rural selected schools in this study were also the victims of such education barriers. Thus, the study sought to track and understand what key partners did to keep strong their togetherness in their rural context.

1.3 Statement of the problem

The democratic schooling system in South Africa (SA) is twenty one years old, however, schools have expended little time and effort in putting means on board that can develop sustainable school-community partnership (Ferguson, 2014). Though the available body of literature nationally and internationally shows that school-community partnerships are evident in rural schools since 1994 but keeping up the strength with rural partnership to this end is still wanting. Further, to Mapp (2003), the single road to sustainable school-community partnership depends on a joining process that engages all stakeholders into a chain of initiating a strong relationship between schools and communities. In this regard, on the basis of the background I have described earlier on, it was evident that although various stakeholders had attempted working together in the Health Promoting

School partnership, the sustainability of such partnership has not been researched. The schools involved in the school-community partnership seemed not to be showing best signs of succeeding to achieve quality outputs and to become the real centres of community life. So, this suggests that behind the existing school-community partnership, sustainability may be the missing link. In this regard, the study aimed at investigating what characterised sustainable school-community partnership in rural context studied.

1.4 Objectives of the study

In exploring what sustainable school-community partnership entailed in the Ndwedwe rural context, the study aimed:

- 1.4.1 To explain the existing school-community partnership activities.
- 1.4.2 To examine whether the partners saw factors that make school-community partnership sustainable.
- 1.4.3 To explore what the partners saw as the inhibiting factors to sustainable school-community partnership.
- 1.4.4 To contribute knowledge towards what sustainable school-community partnership entails.
- 1.4.5 To develop a model for establishing a long lasting school-community partnership that is implementable in rural context.
- 1.4.6 To recommend, based on the findings, the intervention strategies to keep school-community partnerships going on and on, specifically in the schools that were in the past marginalised.

1.5 Key research questions

This study specifically addressed the following three critical questions.

- 1.5.1 How can the existing school-community partnership in each of the four selected schools be described and explained?
- 1.5.2 What do stakeholders in the HPS see as factors enabling and/or disabling sustainable school-community partnership?
- 1.5.3 What does sustainable school-community partnership entail?

1.6 Significance of study

The study is of significance in exploring the crossable bridges to the mainland which is sustainable school-community partnership. In doing so, the literature available served as the springboard for researching the enablers and or inhibitors to sustainable school-community partnership. In this regard, the enabling factors are guaranteed tools for sustaining relationships that were hard fought for. In the case for this study, its utmost importance is tracing what sustainable Health Promoting School Partnership entails. Whilst doing so, it is chiefly important to identify barriers that might be showing that the route to attaining the partnership is not a smooth sailing process.

Constitutionally, the concept of schools sharing assets or resources with others has become ripe with effect from 1994. Accordingly, this study sought to examine the convergence between schools and other government departments since this collaboration appears to be a new democratic principle of participation. So, the collective impact of this nature

would be the improved understanding that the reader would gain on the new type of interactions. In addition, the study is likely to encourage the possibility of stretching the existing school-community partnership to other rural primary and secondary schools. Findings could be useful for further research with the emphasis on addressing the gaps of the study. Further, the findings could make fine and rich contribution by providing new empirically grounded knowledge that is both reflective and descriptive about sustainable Health Promoting Partnership in Ndwedwe rural schools. I do believe that this study would have a positive bearing in attracting those rural schools which still fear to trample on similar partnership route. Thus, the study may serve as the quality scaffold to reach a sustainable joint venture that could back up the government on those services and resources that are hard to come by.

1.7 Organisation of the study

The mirror for the reader that provides the logical structure for the journey ahead is the way the study is formatted. In this section, I signpost six chapters that reflect my thoughts and ideas I utilised throughout the entire study.

Chapter one provides the introduction and served as the bedrock of this study. It also described the background and the significance of study. In other sections, I discussed the key issues revolving around the statement of the problem, the study objectives and the research questions.

In chapter two, I review the relevant literature. The major purpose of this chapter is to examine research conducted by

various researchers with interests similar to school-community partnership. It begins with presenting the key concepts used in the study. Next, I move on to review the studies on the importance of school-community partnership. Subsequent sections deal with discussing some enabling and inhibiting factors to school-community partnership, focusing on literature regarding national and international case studies of sustainable school-community partnerships. Finally, the chapter closes with concluding remarks.

In Chapter three, first, I conceptualise the theoretical framework. Second, I discuss the two frames of the study namely Capital and Servant Leadership theories. In this regard, I adopt the two theories as lenses through which to examine what sustainable school-community partnership entails.

Chapter four provides an account of research design and methodology of the study. In this chapter, I focus on locating the study within the interpretive paradigm. Then I describe the research methodology that provides insight into the qualitative inquiry. To further fulfill the chapter requirements, I move on to discuss various research aspects namely the case study strategy, purposive sampling, data generation instruments and data analysis procedures. Lastly, I dwell on presenting and discussing the issues of trustworthiness and ethics.

In chapter five, I present and discuss data. So, the data are generated using triangulation of methods namely semi-structured interviews, observation and document analysis.

The chapter sets in with presenting the table based on the biographical profiles of the sampled population. It then discusses how health promoting school partnership was established, followed by bringing forth data on factors sustaining health promoting school partnership as well as some colluding factors. Lastly, the study paused with the lessons I had learnt from the interactive process.

Chapter six concludes the study by presenting what I learnt from the entire journey. At this stage, I discuss everything on the road and pavement where I travelled up to the endpoint. The key landmarks were the cues showing that what sustainable school-community partnership entails was doable. In this regard, I found out that sustainable HPS partnership entails continuous human interactions among the schools, local communities, business companies and other government departments. It was luminous that the common denominators that seemed to glue together such interactions were continuous monitoring and evaluation of progress, cross-pollinated leadership as well as volunteering with social and intellectual capital. This suggests that schools need to enter into mutual contract with the resource persons around themselves. This chapter closes with a discussion on the recommendations for further journey. In this regard, I highlighted what may be effective for furthering sustainable school-community partnerships. So, I presented a partnership quadrant model as rooted in Kilpatrick & Johns' (2001) leadership process model.

CHAPTER TWO

Learning from the literature

2.1 Introduction

The driving forces in this chapter are available studies on sustainable school-community partnerships. In this chapter, at first, I dissect the term 'school-community partnership'. This paves the way to engage with the four concepts namely 'school-community', 'community', 'partnership' and 'sustainability'. From there, I move on to review the literature regarding the importance of school-community partnership. This is followed by a discussion on some enabling and inhibiting factors to school-community partnership. Next, I focus on case studies of sustainable school-community partnerships in different contexts. Finally, I close the chapter by providing a conclusion.

2.2 Conceptualising the term 'sustainable school-community partnership'

Conceptualising some key terms in-depth is usually underpinned by the structured representation of concepts that are pulled together in a logical way as a map for study (Liehr and Smith, 1999). When these concepts are tied together, they inform the title for study. Pertaining to this study, sustainability, community and partnership are concepts tied together in a systematic way to form the title. So, sustainable school-community partnership is a multi-pronged concept. To bring home its meaning, it is sliced into sustainability, community and partnership as separate concepts for clarification. So, the following section provides an idea of what 'sustainability' entails.

2.2.1 Conceptualising the term ‘sustainability’

Linguistically, in the Oxford Southern School Dictionary (2011), sustainability is a noun that refers to something that can continue or can be continued for a long time without becoming less. According to Karlsson & Pampallis (1995) sustainability is about holding up, keeping something from falling or sinking, enduring without giving up and to keep the existing assets going on continuously. On the other hand, Department of Basic Education (1995) in South Africa looks at sustainability as the concept that occurs when people concerned claim ownership of educational basic services and they are continuously involved in the three key areas of sustainability: planning, governance and implementation. The term sustainability according to Naicker (2011) points to the continuous supply of human and material resources to make school-community partnership function well. Fullan & Sharratt (2009) further emphasise that sustainability is about establishing conditions for continuous student improvement and it also refers to school leaders and people with interests in education working on the same agenda.

Extracting from the above different authors, sustainability is about keeping something in continuity and holding it up without losing its quality. It is understood as keeping anything from falling apart and letting it go on and on like the five stage goal-planning framework for Molloy, Fleming, Rodriguez, Saavedra, Tucker & Williams (1995) and Naicker (2011) suggests. To expand, a five stage planning framework includes initiating, building, developing a shared vision, translating planning into collaborative action and strategising

the plan for ensuring its sustainability. Relating the concept of sustainability to the HPS partnership embraces continuous mobilisation of various resources to ensure that it continues to uphold its desired goals. Thus, in this study, sustainability refers to keeping the existing partnership rich from its establishment stage to that of its maintenance. In short, sustainability is about feasible balance of maintaining and ensuring that continuous monitoring of the HPS partnership is in place.

2.2.2 Conceptualising the term ‘community’

The concept ‘community’ is conceptualised variously taking into account its different characteristics. Literature I reviewed suggests that community is a concept that can be best defined in terms of its geographical status, characteristics bound and resource status (Leistyna, 2002; Narcissi, 2011; Epstein, 2001; Department of Education, 2008). According to Narcissi (2011), a community is geographically described in the sense that it involves the interaction among the non-teaching personnel and all other members who are part of the school’s day-to-day operation to improve learner performance in an absolute cohesive manner. In the view of Epstein (2001), the term ‘community’ is sectional in terms of where it exists. It is sectional in the sense that it encompasses a group of people who are from the outside organisation and within the school parameters.

Leistyna (2002) expands the notion of community as the term focusing on people with a geographical status of institutions, services, local businessmen, and commercial enterprises. This implies that in a community setting there are different group

of people bearing the places where they are stationed. In the HPS partnership, community exists in terms of seeing people in the school converging with community members and with others in different government institutions. Cotton (2009) differs in explaining community in the sense that the focus is more on characteristics than sectional territories. Various characteristics pointing to community are factors connecting people together namely shared values, common interests, norms of conduct, engaging in social interaction and mutual benefits. The point of people possessing shared values and common interests in Cotton (2009) connects the term 'community' with the idea of the British Council (2012) where community is seen as a group of people with something in common. Narcissi (2011) & Sergiovanni (1994) add shared values, ideas, trust, expectations and obligations to Cotton's (1999) community characteristics. In respect of resource status, the concept 'community' according to the Department of Education (2008) refers to people around the school possessing time to assist, expertise to offer, additional labour to provide and financial power to contribute.

Though the term 'community' in this study can be defined to mean the managers from each social entity with skills, services and resources (Maboe, 2005) to offer to each of the four selected schools but seeing it through the eye of neighbourhood status is not enough. This may lock the doors for potential partners who are not in the proximity of the schools to stretch their hands. Hence, in the study the key holders of skills, services and resources required in the existing partnership involve community of people around the schools as well as further away from schools. Thus, the term

‘community’ is best understood to include more than one person uniquely sharing resources and expertise (Blank, Jacobson & Melaville, 2012). Both partners sharing assets gain in the process. For example, in this study, the ultimate gains are educated learners who are future community members giving back to their communities.

My take on the term ‘community’ is as explained in the dictionary as a group of people with common interests living together within a larger society (Merriam, 1977). In the context of this study, there is a community of HPS partnership with common interests of strengthening the health, social and learning conditions in the four selected schools. I used the concept ‘community’ in this study to point at an interacting population of various multi-partners that might be having a common major stake of sharing necessary expertise. This is in line with the resource-based conceptualisation of community as explained in Van Wyk & Lemmer (2009); Adelman & Taylor (2004) and Stoecker (2003).

2.2.3 Conceptualising the term ‘partnership’

Partnership can be conceptualised in two ways namely multi-stakeholders’ association and an ongoing relationship (The Llectic Law Library, 2006; Mariott & Goyder, 2009; Narcissi, 2011; Fullan, 2001; Van Rhyn, 2012; Edwards, 2000; Maboe, 2005; Dunlop, 1999; Simmons & Epstein, 2001; Caldwell & Spinks, 2008 and Hopkins, 1996).

With regard to multi-stakeholders’ association, The Llectic Law Library (2006) defines partnership as a legal term described as an association of two or more people who have

the notion of sharing the profits and losses of a business venture. The author asserts that the legal context of partnership is naturally a binding contract of two or more parties. This shows that in general, for partnership to exist, the common denominators are two or more people that have signed a binding contract. To Narcissi (2011), the working together of multi-stakeholders forms partnership with a common goal to contribute to a specific cause. This suggests that specific tasks are the binding factors for two or more people engaging and gaining in a relationship. However, in the school and community contexts there may not be legal binding contracts, however, it is assumed that initial verbal agreements are followed by documentary agreements when it's formed.

Partnership is multi-stakeholder focused in the sense that it refers to what is created when two or more people or organisations realise that they can accomplish more by working together and sharing resources than they can accomplish by working alone (Blank, Jacobson & Melaville, 2012). This is also reflected in Mariott & Goyder (2009) who advance the intervention of multi-stakeholders through claiming that this intervention refers to partnerships in education for pooling and managing of resources, as well as the mobilisation of competencies or commitments and by public, business and civil society partners to contribute to the expansion and enhanced quality education. In this regard, the issue of partnership as the relationship fits into the intervention of multi-stakeholders (different education agencies) with the shared vision to improve schools. In the study, the intervention of multi-stakeholders is tantamount to

the intervention of different managers as partners in the health promoting school project. Emerging from the preceding conceptualisation of partnership is the steadfast view that partnership is the term that clearly points to the ongoing intervention among the several key roleplayers and the school in particular.

Goniwe (2006) also defines partnership in terms of a number of people or structures with a common goal to co- operate with one another. However, this author goes an extra mile through further conceptualising partnership by equating the business world with that of education. In doing so, the same author asserts that in the business world, partnership is forged with the aim of making a profit whilst in education in particular, the concept of profit is tantamount to quality learning outputs exhibited by all learners. This shows that if partnership works for profits in the business venture then in schools the profits are quality results. In this study, I argue that in schools success depends largely on the nature of purposeful partnerships to function effectively and become successful. For example, once-off partnership with the intent to make a profit in schools can be a drop in the ocean and could be subject to a huge loss of skills or basic services or infrastructure contributed. This suggests that the concept 'partnership' tends to have multi-purposes in the school and community operations than it is in the business field.

The idea of conceptualising partnership in terms of shared relationships with multi-purposes is clear to Maboe (2005). In this regard, the author contends that partnership is an association of people who have interest in education working

together on an equal footing to share their relationships and frequently reporting to one another. This illustrates that for partnership to exist, people interchange their connections and periodically assess such associations. Thus, in this study, the elements for partners sharing their relationships and frequently reporting to one another might be best suitable for keeping school-community partnership healthy. Therefore, partners sharing their relationships in this study could be an enabling factor for sustainable school-community partnership.

Thus, partnership is relationship-focused. In this instance, according to Narcissi (2011), the term partnership may be a concept with multiple meanings in the context of school and community. In essence, in the case of schools, partnership may take a trend of parasitic or symbiotic relationship. The author contends that partnership is parasitic in nature when the schools utilise the other parties' resources and the same parties do not gain in the interchange. On the symbiotic sense, partnership has a sound interpretation if one group contributes and the other one contributes as well. For example, if only the selected schools receive support, services, skills and resources from the external partners, it indicates that a single partner benefits from this type of partnership. Thus, the partnership is called parasitic relationship. This places this study in a better position to investigate the type of partnership out of the two types to position well the partnership existing in the current Health School Promoting project surrounding the four selected rural primary schools.

Dunlop (1999) clarifies partnership as a concept that tends to only grow when the focus is solely on mutual trust and respect for the other partner's values, perspectives and experiences. This illustrates that partnerships are likely to survive if they are filled with the elements of mutual trust and unconditional respect for others. Thus, mutual trust and pleasant respect are some factors of partnership that may keep it strong and even make it sustainable. In this regard, this clarification of partnership propels the need for explaining the nature of relationship in the context of sustainable school-community partnership.

Simmons & Epstein (2001) propose that the concept of partnership is better interpreted if the focus is on six types of school and community relationships. These relationships include communication, collaboration, volunteering, decision-making, shared responsibility and assignments. The authors state that to accomplish longevity and sustainability in partnerships, the above relationships have to be used parallel to one another. For example, communicating ideas and getting people to volunteer on decision-making and share the responsibilities are the required strategies to establish the process of working together. Thus, this is called partnership. Hopefully, in this study the six kinds of relationships are likely to show that partnership is synonymous to relationship.

According to Caldwell & Spinks (2008), partnership refers to a form of co-operation that has been developed to the extent that each entity gains from the arrangement. They argue that partnership formed in this way is sustained. It is this kind of

co-operation that Dunlop (1999) maps out as collaboration of two parties while capitalising on their resources and strengths that promote social and emotional growth for learners. Delgado-Gaitan (2001) advises that realistic partnership sits together with empowerment. The author asserts that whatever people contribute in the partnership empowers others to emerge from isolation into connectedness. Therefore, partnership is about individuals' connectedness through empowerment as the force of attraction. In this regard, the ultimate aim is to capacitate one another to feel embedded into the relationship rather than working alone. Such change from isolation into working connectedly with others is regarded as genuine partnership. So, partnership is a term that is opposed to individualism and favours working collectively in a spirit of good faith to sustain its longevity. Thus, in relation to this study, the schools have to move from working in isolation or as single public entities into co-operative processes to give the concept of partnership its meaning. Thus, partnership is about connectedness than working as individuals.

To Fullan (2001) and Van Rhyne (2012), ongoing relationships define partnership. These authors view partnerships as ongoing relationships that exist between schools and the outside agencies with the intention to improve schools. This partnership definition suggests that to make school-community partnership sustainable, it requires the kind of partnership that is characterised by ongoing co-operation among the multi-partners. Therefore, to strengthen the existing school-community partnership and make it work, partnership in the form of ongoing relationships is required.

According to Edwards (2000), partnerships are regarded as the arrangement which deliberately draws the resources of specified partners in order to create a capacity to act with regard to a defined objective or a set of objectives. Regarding the deliberate drawing of resources of specified partners, partnership is the purposeful act where one partner depends on the resources of the other. To illustrate, in the existing Health Promoting School Project, the four rural schools may be longing for the resources of the outside sources in order to create the space to improve the learning conditions for learners. This marks the gist and the nucleus of the key term 'partnership'. Thus, Edward's (2000) viewpoint that partnership is resource-sharing based, is addressed in the overarching research question that best focuses on the nature of current HPS partnership.

Hopkins (1996) approaches the definition of partnerships from the angle of school improvement in the sense that it (school improvement) includes specific intervention initiatives and processes (partnerships) and focuses more on the actual school transformation process. Regarding the actual school transformation process, the idea of change in schools depends on how schools adopt external changes as partners in education to influence the internal purpose of enhancing learning conditions. Therefore, partnerships seem to be the specific intervention initiatives such as the coming together of both external and internal agencies. This illustrates that partnership seems to be more of a transformative process that is informed through blending the internal school people with the outside education roleplayers.

In this study, the intervention initiatives and processes revolve around the external agencies sharing ideas and skills together with the selected schools in the HPS partnership.

Drawing from the above ideas on partnership conceptual framework, the first common factor is pooling jointly the resources to the school for a common goal of contributing meaningfully to quality education. Second, partnership is the ongoing relationship among two or more partners who are sharing resources to improve the learning conditions in schools. Therefore, the term 'partnership' in education implies the broad participation of multi-agencies with the major stake in education particularly the parents, business companies and non-government organisations for the betterment of the education for all South African public citizens. Although the definition of partnership includes everybody entering into relationships with the schools, in this study, I examined the partnership that would be regarded as an ongoing relationship between the selected schools and multi-partners from outside the school. In short, partnership refers to the kind of intervention that involves more than one individual being backed up by specific relationship factors namely collaboration, communication, decision-making, communication, shared responsibility and assignments (Simons & Epstein, 2001).

2.3 Why school-community partnership?

The general assumption is that schools alone are islands without quality bridges to crossover to the mainland (Sampson, 2010). The mainland in this case, is the kind of partnership that serves as the platform for working together

than struggling alone. In this manner, partnerships in schools firmly stand for quality bridges that take schools from where they are, to the level of excellence. Because schools are situated in communities, they require such communities to forge strong connections with each other (Adelman & Taylor, 2004). To expand, since the four rural schools under study are located within the rural communities, there is a likelihood that key partners from the same communities can intervene with much sincerity than any other faraway parties.

Literature stands firmly that school-community partnership serves multiple and interrelated purposes in schools in general and in indigent school communities in particular (Prevost 2004; Adelman & Taylor, 2004; Warren, 2005; Narcisse, 2007 and Sampson, 2010). In this regard, Prevost (2004) asserts that one good purpose of school-community partnership is to discern the challenges faced, the problems encountered and solutions found by various stakeholders. These challenges are discussed in-depth hereunder in the section on factors that might inhibit sustainable school-community partnership. While it is worth understanding the challenges facing school-community partnership, in the same vein, Prevost (2004) further points out the critical purposes of developing effective school-community partnership. These purposes include highlighting new relationships between the school and its community and the elements that contribute to the sustainability of school-community partnership. I dwell on these purposes in the section 2.5 on some factors enabling sustainable school-community partnership.

Adelman & Taylor (2004) claim that to fill the gap between schools and communities, an effective collaboration between the two is necessary in order to minimise problems that may hinder learning progress and maximise results. In this manner, an effective collaboration between schools and communities can be seen as the key facet of bringing about high learner performances. Adelman & Taylor (2004) further claim that schools and communities integrating available resources are also best sharing goals related to education. Thus, the ultimate curb of problems and holding up such excellent results require collective school-community partnership with the potential to share goals (vision, cohesive policies and basic systems).

According to Warren (2005), a strong school-community partnership is a source for empowerment for both parties. This author argues that the best partnerships stand aloof from the rest due to their ability to create capacity, to improve many facets in the name of awareness, resource pools, effectiveness and sustainability. In particular, awareness, resource pools, effectiveness and sustainability can be the elements of the best suitable school-community partnership. This study explored whether continuous awareness and resource sharing can be tangible and sustainable partnership connectors.

Further, Warren (2005) argues that sustainable school-community partnership is also required on the grounds that learners cannot learn well if they lack good health, necessary care, healthy nutrition, a safe and secured environment. This illuminates that to strengthen the fabric of school and

community partnership, drawing on available community resources may heal learners' poor health conditions, provide a safe and secure learning environment. Hence, the focus of the study was on the type of school-community partnership known as the 'Health Promoting School project'.

Narcisse (2007) and Sampson (2010) contend that schools that have established relationships within and outside themselves are shown to have enhanced academic performance in all areas, have fewer discipline problems and improved resources. This illustrates reasons why school-community alliance is crucial and suggests that the schools cannot succeed alone. Winning ties within and with outside agencies are required to work in order to ameliorate the areas of weaknesses (Narcisse, 2007 and Sampson, 2010). Winning ties suggests successful school-community relationships with the ability to fulfil their obligations. For example, if all partners in a school and those from outside jointly work well then their joint venture is likely to reap success. However, with regards to this study, plummeting ANA learners' academic performance may be an indicator of the absence of winning ties. This implies that more action than just coming together of partners is required for a successful school-community partnership.

Lonsdale (2011) argues that school-community partnerships have a series of benefits that partners enjoy. Such series include but not limited to the oncoming points. First, partners tend to gain a sense of satisfaction from investing in the future of local youth and contributing successfully to positive outcomes for the wider community. This suggests that

partners acquire an opportunity to be directly involved in the education of local future leaders (Lonsdale, 2011). While it is worth noting that the major benefit is on investing in local future leaders, I argue for the local youth as the only focal point. Youth attending schools are coming from both local and widely dispersed communities. Therefore, in making school-community partnerships succeed, the building blocks have to be partners gaining opportunity to invest in the future of school-going youth in general than just only on local future youth.

Second, central to school-community partnership essentiality is public acknowledgement of the work partners do with schools. Lonsdale (2011) argues that partners being promoted to higher positions seem to be one way partners' work is publicly admired. Thus, partner school connections are encouraged. In this study, public acknowledgement of the work partners with schools was explored in-depth to keep the Health Promoting school- community partnership long lasting.

Third, the issue of teaching of specific skills and knowledge around the healthy life style choices appear to improve if partner-school-organisation exists. This illuminates that the more school-community partnerships increase, the more school healthy environment improves. In this case, appropriate skills and knowledge are essential resources that shape enduring the school-community partnerships. For the purpose of this study, the specific resources required in the Health Promoting School project were explored. Fourth, Lonsdale (2011) contends that where there are School-

community partnerships, inclusive policy formulation is likely to come into being. In South Africa the policy formulators at school level are school governors. What Lonsdale (2011) brings forth is that school governance members in partnership with external agencies are likely to benefit in school-community partnerships. In essence this suggests that if the school-community partnership includes school governors, the more their policy formulating skills are sharpened. Dryzek and Berejikian (1993) say that this inclusive policy formulation gained skill is tantamount to partnership approach that soundly rejects the notion of a dominant liberal rationalist approach. This suggests that in inclusive policy formulation, partners are not regarded as solely ignorant and out of skill people with untrustworthy views or contributions as dominant liberal rationalists do. One good factor of school-community partnerships revolves around rejecting top down hierarchical philosophy when people are in partnership agreement. In this study, there was one SGB parent component in the HPS partnership comprising of four SGB chairpersons and they are likely to have their policy formulation skills sharpened. Their lived participation experiences were discussed at length in the data presentation chapter.

In its finality, school-community partnership may benefit both teachers and learners. Lonsdale (2011) claims that the better part of partnership centres on school teachers' curriculum skills and learners' life skills being enhanced. In this sense, teachers through partnership are assisted on curriculum teaching and assessment techniques while learners transform the way they approach life skills in

general life. My experience with the HPS partners was that there were Life Skills educators who were likely to benefit from their partnership engagement.

Emerging from discussing the rationale for school-community partnership is that it is required for various reasons namely: creating better life for all schools and communities; benefiting both parties in investing on its beneficiaries; serving as the strong bridge for both partners to cross-over to mainland of mutual benefits; integrating available resources to achieve excellent results; rejecting top down hierchical philosophy and encouraging inclusive flat partnership approach; creating capacity for improving its awareness, resource pools, effectiveness and sustainability; strengthening its potential as a healthy environment for living, securing teaching and learning hub.

Having discussed the major purposes of establishing school-community partnerships, I now move on to discuss some enabling factors to sustainable Health Promoting partnership.

2.4 Some factors enabling sustainable school-community partnership

This section focuses entirely on studies around some factors enabling school-community partnership. In this regard, I dwell on key factors that include passionate partners in the form of enthusiasm for achievement, goal setting, caring, collaboration, commitment, trust and inclusivity. Next, I focus on effective leadership as one of the factors that can make school-community partnership sustainable. From there, I carry on to high performing partners who team up in

school-community partnership to make it stay alive. Finally, I discuss monitoring as an aspect that assist partners to assess how well they are doing.

2.4.1 Passionate Partners

Being passionate about what people do for the schools' benefit is an important part of sustaining partnership. In this regard, Day (2008) identified six component parts of passionate partners that cement partnership. These are caring, collaboration, commitment, trust, inclusivity and enthusiasm for achievement. Day (2008) found that for partnership to survive, partners must maintain and deepen their passion for working together.

In respect of the passion for enthusiasm for achievement, Day (2008) concludes that good partners tend to see chances of success in their relationship and set achievable standards. The author asserts that each passionate partner believes in each and every partner's potential and ability to achieve. Thus, to achieve sustainable school-community partnership, the passionate partners must possess a high degree of potentiality and ability to focus on set goals. Adelman & Taylor (2004) emphasise that partners working together in school-community partnerships must share goals related to education if they are to minimise problems and maximise results. This marks the main task of partners with passion in keeping the school community-partnership sustaining itself. The literature suggests that strategies to minimise problems revolve around pursuing a shared vision and goals for connecting and mobilising resources. Such resources include financial and social assets which are to be used in mutually

beneficial and in planned ways. While noting that passionate partners are those people whose primary task is to set attainable standards and share common vision as bait for mobilising resources but in practice this process often fails. For example, in the context of existing partnership though good partners might do well in setting achievable standards however it (school-community partnership in the form of the HPS project in some schools) was seen not succeeding. So, I argue that sharing vision and setting achievable standards alone determine passionate partners. That is why in the following paragraphs, goal setting as the other element that characterises passionate partners is further discussed.

According to Larry (2003) and Swick (2003), to achieve a goal for improving learner achievement, the nature of school-community partnership has to be organised around goal setting. Coupling goal setting with everlasting school-community partnership involves ambitious partners (Naicker, 2011). This entails establishing a set of goals for sustaining any school-community partnership requires people who regard partnership as a calling. Thus, this was one of the matters that I investigated in this study.

In addition to the view of Larry (2003), Swick (2003), Perry, Albertson & Whitaker (2011) argue that goals are crucial to ascertain that school-community partnership keeps working and unfold its ability to sustain itself. Expanding on this, potential partners have to be excellent planners with the ability to initiate, build and develop partnership for effective implementation (Molloy, Fleming, Rodriguez, Saavedra, Tucker and Williams, 1995).

Regarding passionate partners as initiators for successful partnership, Molloy, Fleming, Rodriguez, Saavedra, Tucker and Williams (1995) contend that powerful partners with zeal of working together do needs analysis of the school and the community. It appears that at this stage, the concept of school-community partnership is discussed at length. Therefore, initiating the process of working together requires partners with passion who are enthused with achievement. In this regard, passion seems to be the primary source of sustainable school-community partnership. However, if there is absence of people with the love of being in partnership, such initiating may fail. The negative result out of this could be a school-community partnership that lacks sustainability. One example in this regard is the Health Partnership School partnership around four selected schools whose sustainability went under scrutiny in this study. Thus, I argue that each partner with a distinct potential for keeping school-community partnership alive should be determined by demonstrating initiating skill at the level of planning.

Molloy, Fleming, Rodriguez, Saavedra, Tucker and Williams (1995) move on to assert that having successfully initiated a partnership, then the next stage is centred on building the partnership where potential partners begin to identify and prioritise the resources needed in the process of sustaining their partnership. Identifying and prioritising resources is also not the work of people without intrinsic enthusiasm for achieving the set goals of absolute partnership. This entails going the extra-mile to lobby every stakeholder with a common goal and latent talents to achieve high education

standards by partnering with others with similar mission. For example, Kilpatrick, Johns, Mulford, Falk and Prescott (2002) baldly argue that people with a high level planning and commitment are actively involved in building school-community partnerships by providing resources and conscientising others on intended outcomes of the partnerships. Individual stakeholders with such high level planning and commitment are further said to be passionate and have positive emotional attachment to the partnership (Crosswell & Elliott, 2001). School-community partnership built on this process is likely to flourish. This suggests that such committed and passionate partners are essential to school-community partnership.

Kilpatrick, Johns, Mulford, Falk and Prescott (2002) view school-community partnerships as not activities that come by chance, but as the product of careful planning and development of set goals. Yet developing a vision and setting goals as pointed out above is clear but developing and sustaining long-lasting school-community partnerships needs more than that. It seems to encompass the assumption that 'passionate partners are not born but developed' (Crosswell & Elliott, 2001; Northouse, 2001 and Maritz, 2003). Thus, in the HPS partnership, passionate partners are its key partners who might have sat down and engaged on planning ahead.

According to Crosswell & Elliott (2001), passionate partners are built through commitment as a responsibility to impart a body of knowledge, certain attitudes, values and beliefs. This suggests that people who are in the driver's seat of

partnership place an enormous value on the role they play. This role includes taking responsibility for passing on a core set of knowledge, understanding each partner's role and values. Thus, sharing relevant knowledge with other colleagues activates and arouses them to contribute to the collective partnership. In this regard, knowledge sharing seems to be one of the best drivers for long-lasting alliance between schools and wider communities. In the context of this study, developing passion among partners could appear to be one of the strategies of having the sustainable school-community partnership.

Northouse (2001) asserts that developing passionate partners depends on inspiration and reward system within the partnership. Regarding inspiration, these authors state that passion is built when the initiator of partnership inspires others to transcend their own self-interests for the good of the partnership. This suggests that partners are made to be willing to commit themselves beyond the essence of their own interests to achieve partnership goals. This illustrates using one's personal capabilities to create a high sense of importance and value for partnership. This inspirational character suggests that transcending individuals' own self-interests is necessary to ensure that school-community partnership like the one studied keeps working and sustains itself.

Regarding the reward system within partnership, Northouse (2001) contends that partners are aware of the link between effort and reward in partnership. In this manner, passion is developed in partners because they engage in partnership

with the view to perform specific partnership activities, meet set goals and the ultimate aim is to get rewards. So, in this study, rewards within school-community partnership would be partnership recognition that may lead to promotion to the higher job level and see schools moving up in terms of learner performance. Thus, passion built in this way may stimulate change and increase self-confidence among partners.

To Maritz (2003), willingness to engage in self-sacrifice to achieve the vision is an element of developing passion that is necessary to keep school-community partnership working. Self-sacrificing to Crosswell & Elliott (2001) reflects self-motivated partners who commit themselves to the investment of time beyond the normal hours. This suggests that committed partners work beyond the normal time of duty. Interactive engagements during meetings whet the appetite of partners to make an extra effort to make set dreams a reality (Maritz, 2003). However, this self-sacrifice character is impossible till gate opening and access in schools is done. For example, self-sacrifice in schools studied might incur high personal risk and costs when it occurs at the time people at schools are too committed to have briefings with their partners off the school site. Similarly, to the view of Day (2000) passion for commitment is observed in people who are willing to sacrifice with their personal time and energy to translate the on-going innovations successfully into effective practice. Therefore, in the partnership that I studied, all partners needed to sacrifice with their personal time and energy. To illustrate, sacrificing with their personal time and energy were other factors that characterised the

amount of extra time off from normal day-to-day duties devoted to the success of the HPS partnership. In the two schools, I studied it was sometimes possible for some partners to work in the partnership gardens on weekends or holidays.

Concomitantly with Maritz (2003) and Day (2000), Crosswell (2003) describes sacrificing with personal time as the partner commitment which signals the solid connection among partners. In this study, it was about effecting the alluded strong bond between passion and partners' commitment to translate the on-going ordinary partnership successfully into sustainable school-community partnership. Therefore, in this study, the possibility of such solid connection was in-depth investigated.

Compatible with Crosswell (2003) above, Crosswell & Elliott (2001) are convinced that commitment as a passion in partnership is achieved by someone with love and real enjoyment for the job so that it is perfectly done. From the research these authors conducted, it was found that commitment as a passion is viewed as enthusiasm and obvious love for the job. This suggests that one hallmark of successful school-community partnership is one's pleasure about the partnership. So, in this study, I observed from the various HPS activities that partners are glued together and had enjoyment for their alliance. Thus, love and enjoyment were some of the enabling factors for Health Promoting School partnership that was studied.

Further, Day (2008) concludes that passion for commitment refers to people who truly accept the challenges that arise out of the processes, explore the ways to address them and flourish. To achieve this, the set of values that keep them focused on their work are of paramount importance (Day, 2008). In this regard, the working formula consists of the social context, a continuing willingness to assist in the conditions that foster co-operative actions and reflect on the experience out of the context they practice in, a sustained sense of identity, an ability to find room to move forward by managing tensions and their sustained intellectual engagement (Day, 2008). The social context challenges in this study involved people lacking the purpose of gathering, too long meetings without refreshments and becoming bored on the language that was used which did not favour the majority of attendees. For example, the only language of communication that was used during HPS partnership assessment meetings was English whilst the majority of attendees were IsiZulu-speaking people. This caused poor communication among the SGB chairpersons in particular. So, this study examined some challenges that arose in the process of forming and implementation of the Health Promoting School partnership and tracked how such tensions were managed for the sake sustainability.

Regarding a passion for caring, Day (2008) claims that successful partners really care, go the extra mile, show respect for each other and ensure that they share equal power in the process of sustaining their partnership. Kilpatrick and Johns (2001) club together the passion of caring to include respecting each other and sharing equal power as a collective

leadership process. In this regard, a collective leadership process for strong school-community-partnership changes the vision of individuals into a shared group responsibility as the process continues. This illuminates the end-product of power sharing and listening to the individual's voices while engaged in keeping the school community-partnership alive and healthy. Ultimately, literature suggests that a caring group of school community-partnership assumes that a shared responsibility develops a sense of ownership and ensures maintenance and sustainability of partnership (Kilpatrick & Johns, 2001). This shows that showing respect for each other and ensuring equal power among individuals were other requirements for scrutiny in this study. Caring and respecting others are symbolic of servant leadership (Greenleaf, 1977) that I discussed in section 3.3.2 of Chapter Three. This suggests that caring partners are the ideal pointers of school-community partnership. In this study, passion for caring was explored in chapter five.

Concerning the passion for collaboration, Anderson-Butcher & Ashtons (2004) clarify collaboration as a process of working together and sharing responsibilities for results. These authors, collaboration implies providing support, assistance and criticism to a group. This suggests that school-community partnerships are underpinned by three elements of collaboration namely providing support, assistance and criticism of a group. In this regard, the more the partners join hands through practising collaboration, the more it succeeds and sustains itself. On the other hand, Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) emphasise teamwork or group activity when conceptualising collaboration. They argue that

there is no collaboration without the process of working jointly on an activity, as in teamwork or group activity in an organisation. Teamwork or group activity in any partnership seems to be connecting partners to collaboration.

In addition to the above views, Day (2008) emphasises that partners collaborating continuously do promote teamwork, networking and ongoing skills development. The author further contends that such passionate partners work very hard at supporting each other and the people concerned must be a team of willing partners. Drawing from ideas of all the above authors, collaboration seems to have elements such as people working together or jointly, as in teamwork or group and providing support or assistance to each other as a group. Collaboration seems to be one enabling factor that can glue partners in the school-community partnership. Thus, in this study, I studied the extent to which partners in the HPS partnership collaborated.

Other literature views working collaboratively as the process of working beyond just a mere working together. In this case, Mansour (2009) conceptualises collaboration as the process whereby people with passion for working with others are actively involved and participate through exchanging, sharing knowledge and emergent capabilities. To illuminate, emergent capabilities have their ingredients such as ideas, experiences, tacit knowledge, and decision-making among a large number of people. Thus, in the collaborative venture, the preceding concerted capabilities are vital for a group of partners in the Health Promoting School project. So, being actively involved in a group and being able to exchange

experiences in the HPS partnership were explored.

According to Brighouse & Woods (1999), to achieve or to manage involvement and participation that transcends ordinary membership of a group requires partners full of energy to do that. In this manner, the authors claim that partners who are deeply involved in partnership are energy creators. In the same vein, the authors are characterising energy creators as being enthusiastic and always positive; using critical thinking and creativity; stimulating and sparking others; willing to scrutinise their practice and willing to improve on their previous best. Although all the characteristics of energy creators are equally important, finding them all in one partner is not possible. Thus, for the purpose of this study, partners' willingness to scrutinise their practice was one characteristic investigated. This entails continuously looking forward and back to examine how well partners are involved. For example if partners failed to check progress regularly then achieving set targets and partnership standards could fail too. Thus, in this study on sustainable school community-partnership, to promote and sustain its ongoing, the energy creators with some qualities of active involvement were necessary human assets. This includes scrutinising how regularly partners communicate with one another, checking their action plans and possible presence of inhibitors such as failure to give feedback regularly, absence at meetings, non-participation in meetings, late-coming at meetings, losing focal points on the purpose of partnership and inability to own partnership.

Sampson (2010) refers to effective collaboration when people are working together or co-labouring in a particular way towards a common outcome. This suggests that to achieve the end results, people in a collaborative agreement must contribute their respective expertise and specialised knowledge. This suggests that no partnership can be achieved without expertise and specialised knowledge. In the case of the Health Promoting School partnership I observed hands-on and pragmatic partners when a particular activity within the partnership was to be completed. For example, officials from Department of Agriculture and Environmental Affairs were seen taking the lead in cultivating soil and growing school vegetables. Department of Health officials demonstrated how to design different policies that were to make the partnership project a success. Further, persuasion skill is always eminent during assessment meetings to reach a common end. This study was obliged to investigate the hurdles that made the Health Promoting School not succeed despite the presence of people with such expertise and pragmatic actions.

In the same vein, Sampson (2010) claims that effective collaborations encompass more than the team. In this manner, such effective collaborations include the four **Ps** namely **p**urpose, **p**eople, **p**rocess and **p**lace. In respect of purpose, collaborative partners start asking themselves what the collaboration is trying to achieve, what measure of success available and how to know whether the process is done. This calls for making sure that collaborative effort is more than a mere set of meetings and activities and it has a clearly defined purpose. In the school-community partnership I studied, to

sustain itself, it was therefore explored to what extent it had a clearly defined purpose that was initially set. If the goal was to effect change of results to a higher level then partners had a definite purpose to work towards achieving it and to attend to relationship and doable processes along the way.

Regarding people as collaborative passionate partners, they must be judgemental to themselves by posing questions: do they need to be in the team and what is that they should be offering? What constituencies do they represent and why? In this regard, people in the school-community partnership review their relevance and think deeply who specifically needs the Health Promoting School Project. Relevance in this study implies offering the necessary skill to the partnership and continuously checking the successes.

During the process stage, collaborators gain input, ideas and support from other experienced people. For example, some people from other selected schools may want to twin with the schools already in the same project. Thus, they share a particular approach to get the project done. Finally, for the place, in respect of collaborative and passionate partners, it entails that there should be specific arrangements for acquiring venues and dates of the meetings. For school community-partnership to sustain itself, the venue has to be accessible and central or convenient to all members. From the minutes, I observed that schools studied were central points of the Health Promoting School meetings.

To sum up, the four *Ps* of effective school-community partnership are not stand alone entities but they interplay.

For example, it is people in the school community-partnership who must in the process of holding meetings in a particular place, also measure the success of such meetings for the development of the project. This is what Sampson (2010) refers to as the process of co-labouring which simply means collaborating as a form of actively working together. So, in this study, it meant that the success of school-community partnership depends entirely on Sampson's (2010) four *Ps*. For example, people who were engaging in the process of partnership were within the schools and from outside. Further, the meeting points were convenient to all partners. Therefore, the fitness of the four *Ps* into the school-community alliance studied was explored.

For people to reflect a passion of trust there must be a strong obligation towards and responsibility for each other within the partnership (Day, 2008). This suggests that the human interactions within the partnership must be supportive and of high professionalism. For example, if there is a particular task to be performed by some within the partnership, then others are not to remain spectators but provide moral support. Thus, one of the areas of focus in this study was partners' interactions within the school-community partnership. Kotelnikov (2012) views trust as a shared belief that one can depend on each other to achieve a common purpose. In this regard, the general understanding of trust lies in two or more people sharing the idea to accomplish a particular purpose. In this regard, a common purpose in this study was seen when the community members were discovered being able to share skills and resources with school stakeholders.

Thus, sharing skills and resources encourages trust among community members and stakeholders in a school. In the study, the element of trust was realised when community members brought co-curricular health and learning skills to school and felt accepted. For example, in the schools I visited, I observed the availability of Life Skills charts, the rules on the use of First Aid kit, community members cleaning classrooms and school yard and they were also having access to library facilities. This resource sharing process encouraged trust and strengthened responsibility among all partners within the partnership. My participants reflected that some departments depended on schools to run school health services and schools employed the services of the community for maintaining some school functionality facilities. It was said that the school studied knew whom to consult if it needed a particular skill or resource. This passion of trust is one of the factors that reflects the need for schools and communities to work together continuously for the purpose of sharing assets.

Very little is known regarding a passion for inclusivity as one of the factors that can contribute to sustainable school-community partnership. Grobler, Warnich, Carrell, Elbert and Hatfield (2006) investigated passion for inclusivity as an enabling factor for partnership in an organisation. From their research, findings revealed that passion for inclusivity can be generally defined as recognition of groups of people who share biological, environmental characteristics with a number of others. Similarly, in the schools selected, partners shared biological and environmental characteristics within the partnership. They shared the language, rurality context,

leadership roles as they belonged to different offices, environmental resources and skills needed in the HPS partnership. Such environmental characteristics were the major common denominators that reflected the kind of passion required for a successful partnership. So, seeing people with such human and social characteristics working together was an indicator for the sustainable partnership.

According to Day (2008); Sailor (2002) and Department of Education (2001), passion for inclusivity means the human interactions that are broader than just human biological and environmental characteristics. To illuminate, it refers to opening room for wider community for a continuous engagement in school activities and equal membership participation. According to Kretzmann and MacKnight (1993), continuous engagement of people from the wider community implies including every person from the broader community irrespective of human differences or the social context from in which each partner lives. Further, equal membership participation according to Sailor (2002) and Department of Education (2001) means that partners in partnership participate as equal members and their participation is underpinned by a zero-reject philosophy. In this regard, a zero-reject philosophy simply implies that no partners feel excluded in the system of working together on the basis of having no children in a school, illiteracy, religion, age, social context or environment and the like.

In this regard, such zero-reject philosophy sounds to be rooted in Section 9 of the Constitution of the Republic of South Africa (1996) which accommodates full and equal

participation of all people in matters in their interest without unfairly discriminating them. Therefore, participating in the HPS partnership was matter in their interest in the sense that it involves mutual benefit as I pointed out earlier on. This suggests that for the HPS partnership to sustain continuity, non-discriminatory participation principle is a necessity in order to ensure that every partner's voices are equally heard. So, amongst the participants in the established partnership, the study explores whether everyone felt equally included and comfortably participated in the planning and implementation processes regarding school-community partnership (James, 2003).

Emerging from the above is that passion with a myriad of its aspects as discussed at length is associated with the love of what a person is doing with others. It is the aspect of partnership that seems to sustain and motivate people to contribute freely with what many of them could consider to be a difficult task. Further, it seems that being passionate about what the education stakeholders do, is an important part in the sustaining the school-community partnership. Thus, my understanding out of the preceding discussion is that partnership can be sustainable only if it is underpinned by passionate partners. So, this study investigates how passion among the partners remains an enabling factor that forms the lasting school-community partnership.

2.4.2. Effective Leadership

Of the many factors which influence the success of school-community partnership, effective leaders play a major role (Burger, Webber and Klinck, 2007). This suggests that the

nature of school leadership is crucial and central to school-community alliance. Literature on effective leadership puts up such kind of leadership as the one with multiple linkages within the community. In this regard, Webber & Mulford (2004) researched what effective leadership entails. The findings show that effective leadership involves leaders who are skilled in harnessing community resources, with a vision to connect the school and wider community and they are also clear in building community relationships, developing partnerships and consulting with broader communities. These authors assert that the process of sharing responsibilities is collective in nature. To the view of Davies (2002), such effective leadership characteristics make its conceptualisation appear to be so complex as to defy simple definition. It seems to be multi-dimensional, rich in cues and wide-ranging in its meanings.

Regarding having a skill in harnessing community resources to add meaning into sound school-community bondage, an effective leadership must be magnetic enough to attract more communities closer into the alliance (Shekari & Nikooparvar, 2012). In the existing Health Promoting School partnership in the selected schools, school leaders are thought to be effective and magnetic to create powerful partnership. Thus, thinking about effective leadership with a potential to harness community resources sounds good enough but it cannot be successful unless change is first built on the sound school leadership. So, this factor of leadership effectiveness requires empirical study.

In instances of building community relationships, developing partnerships and consulting with broader communities, effective leaders must be preparing the ground for wide-ranging regular consultation and for creating enduring partnerships (Webber & Mulford, 2004). Webber & Mulford (2004) assert that the more effective the school leaders, the better the relationship, engagement and all parties benefit. In this regard, the school-community partnerships that are built on the pre-eminence of multi-dimensional processes become productive and last longer. Thus, whether effective leadership assisted in levelling the grounds for creating enduring school-community partnership in the context of this study, was a matter for investigation.

Unless effective leadership for school-community partnerships holds its taste of being a collective process in nature, it would be impossible to measure the success of a leader becoming the glue that holds the school together as a virtual community working together (Handy, 1996). Based on this notion, effective leadership built on collectiveness for school-community partnerships simplifies the action through which school and community together develop and enact shared visions that reflect their collective needs and future. Effective leadership as being a collective process in nature pinpoints all stakeholders in the school-community partnership as key players facilitating the leadership process.

According to Kilpatrick & Johns (2001), effective leadership for school-community partnership is a collective process encompassing key individuals with the ability of triggering, initiating, developing, maintaining and sustaining school-

community partnership as pointed out in the section discussing goal-setting. What comes into play during the triggering stage is that some key players in the collective process are responsible for enacting it through identifying a shared problem. For example, in this study, the identified shared problems were those learners who do not improve on their learning outcomes which might be a threat to various governmental departments not employing competitive workers in future. However, as the process unfolds into initiating the informal processes such as stakeholders' meetings, effective leadership may filter through mobilising school and community resources to address the problem. School-community partnership developmental stage is formal process of forming a management committee. In this study, at this stage, HPS committee was formed for managing the process. It comprised of various leaders namely some staff members in the schools, willing community members and officials from various constituencies. Literature suggests that such partnerships cannot flourish without effective maintenance. In this regard, the element of effective management of partnerships features. In the HPS partnership effective maintenance took the form of identifying and providing the resources and skills needed. Finally, reviewing, renewing shared vision and goals were the pointers of its sustainability. This required a kind of leadership embarking on revisiting partnership processes now and then.

Although leadership for school-community partnership is a collective process involving all stakeholders as discussed earlier on, there are key figures that pioneer the leadership process. As such, according to Webber & Mulford (2004),

school principals with their *ex-officio* status legitimise the partnership and provide initial and ongoing support in terms of promoting an atmosphere of caring, respect and trust. This is where the significance of effective leadership comes into play. Further, it tells that effective leadership is the steering of successful school-community relationships. To illustrate, the same happened in the Health Promoting School partnership in making it work continuously. To ascertain that this kind of leadership is one of the factors enabling sustainable HPS partnership, it warranted an empirical investigation.

In addition to the above and central in a long-lasting school-community partnership, effective leadership has the calibre to empower individuals moving away from isolation into connectedness (Narcisse, 2007). In this context, effective leadership seems to be influential in establishing empowered communities that are ready to take the initiative in improving learner achievement. In doing so, such individuals cannot be empowered whilst not weaving together in the school-community relationship. According to Narcisse (2007), while focusing on lifting up the communities into relationship, such communities learn to self-govern and organise themselves successfully. This illustrates the benefits of being empowered into working with others. In the context of this study, the communities that needed empowerment were the ones in the rural setting of Ndwedwe where this study is nested. In this way, leadership that is geared to enable empowered communities to effectively organise themselves successfully seems to be effective leadership.

Further, one thing good about empowered communities through effective leadership according to Narcisse (2007) is to accomplish partnership goals quicker than communities that have a dearth of such qualities. For instance, in the selected schools, Community Work Programme (CWP) appeared to be developing and employing community people to organise themselves in assisting schools in working in the school garden and promoting healthy environment for learning and teaching. This could not only help those schools but sounds to have assisted also the local people with life skills to help themselves and grow as part of the community as a whole. With the skill they had developed out from such programme, their homes became better than individuals not involved in the CWP. Thus, both the school and community benefited in this kind of partnership that was under the auspices of empowering leadership.

Though effective leadership can be profoundly more of school internal leadership however, the other side of this coin is its external effective leadership. Apparently, effective leadership in schools tends to focus only on the school management yet it is beyond such leadership strings. For example, I observed that in championing HPS activities, school leadership included all structures beyond school management within the schools. The included structures in the case of this study were life skills teacher-co-ordinators, school management teams (SMT), general assistants, administration clerks, nutrition committees and safe school committee teachers (SSC). The crux of the study was that it explored their potential to attract the involvement of external leadership into the existing school-community partnership.

According to Kilpatrick, Johns, Mulford, Falk and Prescott (2002), this is leadership as a relationship if partners influence others to join hands for real changes.

In the same light, Epstein (1995) asserts that internal leadership cannot be sole of school-community partnerships. This suggests that effective leadership that is required into school-community partnerships exists and is powerful even outside the school life. In concurring with such argument, Narcisse (2007) states that external leadership is just as good as internal leadership. To expand, the thin line is their settings. Though both leaderships exist in different settings, when combined, they can play a sweetening role of developing, implementing, maintaining and sustaining longevity and consistency in the whole process of school-community partnerships (Comer (1987); David (1992); Epstein (1995) and Patty (1999)). Thus, combining both internal and external leadership gives meaning to the concept of sustainable school-community partnerships. In this study, the bone of contention that was worth studying was that the two components of effective leadership when combined together might work well to maintain sustainability in existing school-community partnership.

Emerging from the above discussion which alluded to conceptualisation of effective leadership are the following issues: first, effective leadership is one of vital factors to successful organisations, communities and rural schools. Whilst it is rare to come across with every leader who has the potential to contribute wholly to successful organisations, communities and rural schools, but only effective leaders do

(Masumoto & Brown-Welty, 2009).

Second, the reviewed literature shows that effective leadership symbolises a function of multifaceted factors and it works well because it has power to harness community resources, to connect the school with wider community, to build community relationships, to develop partnerships, to consult with multi-communities; to empower individuals emerge from isolation into connectedness (Narcisse, 2007; Webber and Mulford, 2004; Northouse, 2001 and Rost, 1993).

Third, it is as much a collective process with key figures and school principals in particular intending triggering, initiating, developing, maintaining and sustaining school-community partnership. It is a collective process in the sense that it is accommodative of various stakeholders. This shows that to sustain successful school-community partnership requires the kind of leadership that involves the chain of stages as pointed out above and various leaders that inform Health Promoting School Project study. Clearly, principals are in the drivers' seat throughout the process.

Fourth, it has emerged that effective leadership is sustained through a high sense of accountability to all stakeholders to ensure that all parties involved in the school-community partnership clearly understand the fruits of their ties. In this manner, the principal needs to be the first officer to show that accounting regularly in an accurate way is necessary. To do this, the principal as essential leader provides, through regular contact, a constant and specific feedback concerning projects undertaken and completed (Naidu, Joubert, Mestry,

Mosoge and Ngcobo, 2008).

Fifth, many research studies have placed emphasis on a sense of vision at the forefront of effective leadership. These studies indicate that the vision is an idealised goal that proposes the future and it has the potential to clarify the terms that are simplistic to others (Maritz, 2003). Gardner & Avolio (1998) concur that an idealised vision that proposes the future has the power to inspire the people intending to contribute to the collective process. Therefore, the emerging point here is that effective leaders with an appealing vision are instrumental in motivating others to share such vision for the success of a collective process. In this study, an effective leadership could be understood in the manner that the appealing and desired vision, is able to strengthen school-community partnership. So, this established clear and shared vision will chart a wayforward for all stakeholders to follow willingly, provide the information, knowledge, and methods to realise that vision (Fullan, 2009). This illustrates that only a shared vision is powerful to draw others to share knowledge and information in organisation.

Sixth, it is clear that effective leadership is leadership that provokes other inspired and motivated key players to do more in the partnership (Maritz, 2003). This suggests that by being motivated to go the extra mile, effective leadership becomes an influential relationship to others to create change. Thus, this places effective leadership that is the gift of grace at the nucleus of sustainable school-community partnership (Aaltio-Marjosola & Takala, 2000).

Seventh, literature suggests that effective leadership assumes its meaning once shared between the school and the outside agencies (Owens, 2001; Briggs, 2000). These authors claim that a climate conducive to learning, results from the dynamic interaction between the school and the outside agencies. However, this is not possible unless the leader placed at the helm of the school (Principal) is strong enough to take the initiative. This suggests that for learners to learn in a safe, nurturing, varied and stimulating environment, the principal has to open the gate for shared leadership and creates the opportunities for all stakeholders to participate fairly in the decision-making processes. In this regard, sharing leadership with the local South African Police Services helps to ensure that schools are safe learning and teaching zones. However, continuous working with this school partner needs to be regularly reviewed to assess the attainment of set goals of partnership.

Finally, it is evident that for any school to keep its school-community partnership long lasting, there must be strong leaders who are visionary and do not maintain an imaginary, rigid and impermeable boundary between the school and the stakeholders (Kirschenbaum, 1999). This kind of leadership might be showing the flow of sustainable partnership progress. Therefore, one wonders how permeable and effective the leadership is, in the four chosen rural schools. The study explored the sustainable HPS partnership that entails visionary, flexible and shared leadership.

2.4.3 High Performing Partners

According to Blanchard (1990), high performing partners are teams who work together strategically with a common purpose to achieve quality outputs. At the centre of a sustainable school-community partnership, there must be high performing partners. In this instance, Blanchard (1990) identified some factors that bind partners together for a long time and also perform together for quality outputs. Such factors include firstly, the skill of performing with the purpose of achieving the set goals and that of empowerment which calls for mutual support to take the central role in the process of partnership. Second, the factor that encompasses relationships that are characterised by openness, honesty, warmth and accepting one another and partners in achieving high standards of excellence. Third, another factor is flexibility that is underpinned by shared leadership with a collective sense of power, optimal product where performing partners run the process to achieve at its final end the high quality outputs. The fourth factor is recognition that calls for the appreciation of individuals within the partnership and boosting morale to put high pride. At the end, there is partnership cohesion and spirit of completing the project in progress. So, these are a few ideal factors that are understood to motivate partners to perform diligently and always admire their partnership. Clearly, Blanchard (1990) clarifies that establishing clear goals and perform in favour of such goals needs a collective effort as I pointed out earlier in this section. In the case of this study, employing these enablers right from the onset contributed a great deal to the sustainable HPS partnership because every partner was goal-oriented.

In the publication, Health Basic Education (2012), 'Integrated School Health Policy', the handbook discusses five sequential ways of establishing health promoting initiatives. The first strategy is the development of simple health school policies aiming to assist schools and communities to address their health identified needs. The second stage is the development of skills of all members within the partnership so that they are able to influence the development of others. Third, the improvement of access to relevant services to address the health needs of schools and communities in partnership. Fourth, the creation of a healthy school environment that focuses on learning, strengthening community involvement and developing healthy attitudes. The last one involves all partners taking ownership of partnership. In the schools I studied, I observed documents supporting what is said above. For instance, in the Health Promoting School partnership records, there were HPS policy files with developed, reviewed and renewed school policies, staff development action plans; social cohesion programme and accreditation of health status certificate. There were also charts showing safe school programmes and a board showing prohibited weapons and drugs in the school premises. This emphasises what was done in the HPS partnership was similar to the requirements of Integrated School Health Policy' handbook. It was evident that it is manned by motivated and inspired performance partners.

2.4.4 Monitoring effectiveness of school-community partnership

Scholars such as Naidu, Joubert, Mestry, Mosoge and Ngcobo, (2008) see monitoring as continuously looking forward and tracking progress from one point to the other. These scholars argue that in the absence of an instrument that is utilised to check progress, individuals cannot be able to assess how well they are doing and how far they achieving targets and standards set. In this regard, monitoring is significant in showing partnership successes and challenges. In the case of this study, monitoring would play a major role of assessing the extent to which the partners set up them in achieving all performance standards in the HPS as discussed above. So, monitoring being continuously done, is perceived as a factor to keep the HPS partnership up-to-date because obstacles had been identified earlier and addressed in time.

In the same vein, Marriot & Goyder (2007) claim that monitoring is an ongoing function that uses the systematic collection of data related to specified indicators. In this way, it provides early indication of the likelihood that expected results would be attained. Additional to this argument, monitoring provides an opportunity to make necessary changes in the programme activities. Flowing from the ideas of Naidu, Joubert, Mestry, Mosoge and Ngcobo, (2008) and Marriot & Goyder (2007), the key issue about monitoring is that it is largely not once-off exercise but clearly an ongoing, continuously and regular act of data collection through observation and recording of progress in a project. Thus, the

beneficiaries or implementers or initiators of a project are provided with feedback about the progress now and again.

Getting closer to the partnership studied, the beneficiaries of the project were all the internal school key players and external community partners involved in the partnership. Probably, to sustain this school-community relationship, regular checking could help in making decisions for its performance improvement and determine whether the inputs marshaled therein are well utilised. Further, there is likelihood that problems facing the entire partnership were identified and solved regularly. For example, in this school-community partnership continuous monitoring might be useful in checking how well all partners reinforce good practice or were making improvements. So, in this study one of the sub questions in the interview schedule required the participants to respond if partnership progress was regularly checked.

This section presented the possible factors that may be enabling sustainable school-community partnership. In this regard, it is ideal that partnership like the HPS was successful in the midst of passion for achievement, caring, collaboration, commitment, trust, inclusivity, effective leadership, high performing partners and continuous monitoring. Such factors are of paramount importance to land at the real situation which is the thick description of sustainable partnership.

2.5 Some factors inhibiting sustainable school-community partnership

Though school-community partnership is necessary for

improving learning conditions, sustaining it however, continues to be a challenge in many rural schools (North Central Regional Educational Laboratory, NCREL, 1995). It is for this reason that in this section I discuss some inhibiting factors that out of studies by Glanz (2006); Sanders (2001); Mavhiva & Heystek (2002) and Kirshenbaum (1999). Some inhibiting factors I discuss hereunder include the fear of exposure; staff burnout; the negative attitudes about the community willingness; poor school management and governance; power and gender differentials; lack of building relationships; insufficient time; scarce community resource and inadequate communication.

2.5.1 Fear of exposure

Fearing exposure may be about having bad feeling with regards to how one may be welcomed in an organisation or structure. To Glanz (2006), one of the greatest and most prescient phobia school principals have, is attracting negative community. The author contends that, at times, it is difficult to anticipate how the community as external individuals might respond. This suggests that though the school principal might be good-spirited with the community component, it might not be easy to persuade such group of community people to buy-in the idea of school-community partnership. The reasons are power and gender relationships where the school principal is a female in the rural community setting. My experience suggests that in some communities, it is still difficult to welcome female leaders. In this way, such female principals might be phobic in exposing the idea of school-community partnership. Working in communities of this nature, might delay the school-community partnership to

kick-start or if it does, maintaining it to the fullest may be hard. For example, the study sought to explore whether it could be one of the reasons why progress was staggering in the existing partnership studied.

2.5.2 Partnership burnout

According to Glanz (2006), school-community partners might build many community bridges and over-commit themselves to extra work. Some partners, for instance, might be exhausted or stressed by excessive demands on their time above and beyond their workplace responsibilities where partnership meetings demand this. For example, in this study, partnership key players both from internal and external school world might commit themselves to respond beyond the call of partnership but their usual workplace chores beyond their shoulders fail them to do justice in school-community partnership. In this regard, planned school-community partnership meetings were to be re-scheduled. Since one partner could not be at both places at the same time, partnership burnout developed. The more this happened the less school-community partnership progress could be achieved. Therefore, partnership burnout refers to the act of being stressed which might be a direct result of how partners are interacting with others. This study sought to track and understand how the participants responded should such circumstances prevailed.

2.5.3 Negative attitudes about community willingness

Negative attitudes in this section are discussed basically focusing on two things. These include negative attitudes about community willingness and negative attitude among

the internal school partners. First, according to Glanz (2006), some partnership co-ordinators in the school setting might harbor prejudices or simple negative attitudes about community's ability to engage in alliance. To illustrate, such co-ordinators might have a perception that community individuals from the low socio-economic backgrounds are unable to offer effective partnership support. Doubting the community's potential to engage in partnership in the existing school-community partnership might be a direct result of some different rural socio-economic indicators namely low income if any, unemployment, low level of education and poor housing structures.

Second, Sanders (2001) asserts that among the internal school partners, there are those who still believe that the fundamental purpose of the school is only to teach, facilitate learning and to focus on the curriculum needs of learners, not to engage in social issues that face the learners. The author further argues that the roving perception is about some principals who still believe that opening their doors too much to outsiders threatens school progress as some outsiders want to dominate the school. In this regard, the simple fear might arise from some principals who have never worked together forming partnership with the outside agencies. Subsequent repercussions emerging here may be that the needy public institutions sit on their laurels yet they are partnership thirsty. So, negative attitude in this current partnership could not be bypassed.

2.5.4 Poor school management and governance

According to Karlsson & Pampallis (1995), poor school

management and governance is a huge barrier in creating the learning environment that is both sustainable and effective in the development of human resources. To expand, school management and governance sound ineffective should there be lack of ability to perform their functions effectively and deliver in the areas of competencies (Munslow & Fitzpatrick, 1994). Within the context of this study, inability to perform and ineffective delivery of school management and governance might be pertinent to school-community partnership that is not succeeding. This suggests that the school governors and managers are the major key partners in any school-community partnership to prevent it from deterioration. It may also be that though management and governance is failing but not willing to consult with other knowledgeable partners.

Similarly with Clarke (2008), if the school management and governance is not immersed in partnership, its continuation can rely on one person and its likelihood result can be once-off partnership. The danger to once-off partnership is as good as no partnership at all in existence. This shows that poor school management and governance is a solid lock to set up a continuing school-community partnership. Thus, the role of school management and governance for continued school-community partnership warranted examination.

2.5.5 Power and gender differentials

Adelman & Taylor (2004) and Warren (2005) contend that power differentials are prevalent when school and community stakeholders are brought to the same table. Power differentials in this regard, relate to the working

differences in the organisational mission, functions, cultures, bureaucracies and accountabilities. For example, it may be that if the existing school-community partnership was formed by people with high profiles from different organisations, then their organisational habits and positions might be negatively impacting on the partnership studied. The rife features of power differentials that were possible among the type of people in the existing school-community partnership include but are not limited to the following: lowly educated members of School Governing Bodies, caregivers and community policing forum whose functions involve sharing tasks with different titled professionals. Thus, in the process of sharing functions, some partners in the category of school-community partnership may feel inferior while others feel superior.

In the same light, power differentials in terms of cultures may be a barrier to sustainable school-community partnership. To illustrate, the school-community partnership that informs this study was a phenomenon taking place in a deep rural area. While working together requires exchanging views among each other irrespective of gender, it is a cultural norm that women in some rural contexts do not sit at the same table with male elders sharing common functions. If in each of the four schools studied, there was a mixture of females and males, the study investigated their degree of participating beyond the gender power to make partnership fits its purpose.

2.5.6 Lack of building relationships

Failure to blend people within the school and outside is a

powerful factor that breaks down a sustainable school-community partnership (Clarke, 2008). Expanding on this point, I argue that the chances of failing to build such relationships are high where people are not capacitated to do so. Building capacity according to Department of Education (1995A) enables communities with power to act. A dearth of power to act on building relationships among the partners might impede school-community partnership to continue even after its establishment. In this regard, Clarke (2008) asserts that failure to build relationships for the long term future is a block to the durability of a healthy partnership. Thus, in this study, the issue of building relationships among the partners as a key area of increasing the opportunities of an ongoing partnership could be further explored. It also called for examining how the stakeholders in the school-community partnership are kept moving beyond the failure of building relationships.

2.5.7 Insufficient time, scarce community resources and inadequate communication

Building on the above discussed obstacles; Sanders (2001) conducted a study exploring in part, the challenges schools faced in developing community partnerships as well as strategies to address these challenges to community alliances. However, at this point in time, discussing strategies cannot serve the purpose of this study. Thus, the challenges schools faced included, *inter alia*, insufficient time, scarce community resource and inadequate communication.

Regarding insufficient time, this obstacle may be two-fold. It can be emerging from community or from school personnel

(Sanders, 2001; NCREL, 1995; Mavhiva & Heystek, 2002 and Kirshenbaum, 1999). Sanders (2001) contends that finding time to meet and implement community partnerships can be a major difficulty. In the context of this study, community members who walked a distance to school could reach the partnership meeting towards its finishing. Further, most rural community members survived through social grants which meant that the time for meetings might clash with social grant days. Besides social grant days, the majority of parent-community members formed the old age category. Reports suggest that they usually complained about various ailments when there were HPS meetings. So, at times, it could be difficult to implement school-community partnership activities such as keeping school gardens ready for producing healthy vegetables and assisting in life skills projects.

On the other hand, people in the school may feel that they have enough workload to cover without additional time for working with outside agencies (NCREL, 1995; Mavhiva and Heystek, 2002 and Kirshenbaum, 1999). In this regard, the perception may be that the process of working together requires much time in which the partners talk about plans before they are actioned. Thus, in this study, this is a huge barrier to school-community partnership where the majority of school personnel catch public transport to places of residence. Surmounting such pitfalls required an in-depth investigation.

Another obstacle according to Sanders (2001) is scarce community resources. The author claims that building and sustaining school-community ties involves community itself

or at least the perceptions others have. To illustrate, if the community itself has few skilled resource persons, then it is hard to have sustainable school-community partnership. For example, in the rural area where this study was conducted, prospective participants were lowly educated and to be at school sharing ideas with others was difficult for some of them.

To Sanders (2001); NCREL (1995); Mavhiva & Heystek (2002) and Kirshenbaum (1999), ineffective communication is a possible barrier where school-community alliances are to be built and maintained. According to these authors, developing and sustaining school-community partnerships require effective communication. However, it might be hard to communicate on a regular basis in some Ndwedwe rural schools where communities still lagged behind regarding availability of telephones and communication network failure when using cellphones. This study also explored the survival of the existing school-community partnership in the midst of such communication breakdown.

Drawing from the above, there was evidence that some factors blocked sustainable school-community partnership. They included fear of exposure, partnership burnout, wounded attitudes on some partners, ineffective school management and governance, power and gender differentials that stem from deficiencies of knowledge, skills, low education status and some societal cultural stereotypes (Adelman & Taylor, 2004 and Warren, 2005), failure to build health relationships among partners, insufficient time, scarce community resource and inadequate communication. Thus,

the inhibiting factors were investigated in the existing partnership. For example, I included in the interview schedule the question that asked my participants what they could see as inhibiting factors in the partnership studied.

2.6 Case studies of school-community partnerships in different contexts

Publications on sustainable school-community partnership suggest that it is a global phenomenon (Kilpatrick & Johns, 2001; Kilpatrick, Johns, Mulford, Falk & Prescott, 2002; Croswell & Elliot, 2001; Corbett, Wilson and Webb, 1996). Thus, in order to understand sustainable school-community partnership in Ndwedwe rural schools better, it was crucial to review international trends of how different countries across the globe have gone about triggering, initiating, developing, implementing and sustaining partnerships between school and communities particularly in rural contexts. In this regard, sustainable school-community partnership is reported in many countries beyond South Africa such as Australia, Colombia and United States of America.

In a nutshell, this section summarises sustainable school-community partnership trends in Australia, United States of America and South Africa. To expand, reviewing sustainable school-community partnership (SCP) cases in other contexts stems from three critical considerations namely the diversity of views provided as the findings from studying sustainable school-community partnership (SSCP), the rurality contexts regarding the setting and the nature of relatedness to school-community partnership in South Africa (SA) in general and

also in Ndwedwe (NDW) circuit management centre four selected rural primary schools in particular. While drawing implications from global literature, one is mindful of the potential differentials regarding the settings in which the international scenarios existed.

Thus, Kilpatrick & Johns (2001); Kilpatrick, Johns, Mulford, Falk and Prescott (2002) in the context of Australia examined some rural school-community partnerships. The study focused on the community outcomes in five different school-community partnership Australian rural locations. The authors report further that for partnerships to be successful, a five stage process of partnership development was a crucial trend to be followed.

Regarding the five stages, the *trigger* stage relates to the identification of a problem that warrants a change that impacts on the school-community partnership. For example, an identified problem in the partnership I studied might be the downfall of educational outcomes and lack community participation. So, to provide change, building relationships between school people and external agencies would be crucial.

Kilpatrick & Johns (2001) states that the *initiation* stage involves lot of movement to address identified problems during the *trigger stage*. This suggests that initiating informal meetings and communications which are front lines for mobilising resources. In this study, informal meetings were courting meetings with various structures or individuals for participation. Communications might be in the form of face-

to-face interviews or pro-actively assessing the availability of communication lines to utilise during the other three stages.

Developing is the stage in which various structures interact on building common purpose to tackle the problem. At this stage, even developing one another and vision marketing chip in to make partnership a success. For example, in the Health Promoting School partnership (HPS), various structures comprised of School Management Team (SMT), School Governing Body (SGB), Safe School Committee (SSC), Life Skills teachers, Community Policing Forum Committee (CPFC), managers from other departments. The common purpose around which interaction occurs might be sharing ideas of lifting up learning, health standards and increase community access to school. This may be where some might feel dominated by others which might also hamper progress.

Kilpatrick, Johns, Mulford, Falk and Prescott (2002) assert that the *maintaining* and *sustaining* stages are sometimes thought to be synonymous or even as describing a single process. Thus, while the *maintaining* stage is about actively reviewing plans, the *sustaining* stage is about an ongoing interaction even after mission has been accomplished. In this regard, during the *maintaining* stage, one would ask question: "Are all the stakeholders able to utilise the resources that have been put in place?" In the context of this study an ongoing interaction among key players required examination. This was conducted through asking my participants what they saw as the successes of the partnership I studied.

Furthermore, still in the rural context of Australia, what

prevails is the principle of 'nothing without school leaders' (Crosswell & Elliot, 2001). This portrays the significance of school leaders in setting a high tone in the building of relationships between the school and communities. In this manner, nothing happens whether in the school or within the community around which schools exist without the influence of school leaders. Thus, 'nothing without school leaders' implies that school leaders are the cross-links between the schools and the wider communities. Significantly, in the formation of health school-community partnerships, school leaders played a role of being interpreters where language becomes a barrier of communication and the connectors among partners. For example, during meetings with mixed races and cultures, key officials who put the message across to all partners are school leaders. This might be possible in this study in which there were parents with low education and among the team of assessors there were few Indians. So, it was crucial to explore the extent to which school leaders connected the school with the wider community.

Drawing from above, is the gist of the Australian rural model of implementing school-community partnerships that illustrates that the partnership process is kick-started by a particular case or problem at hand. Further, flowing from this is the indication that it calls for different stakeholders with different characteristics to interact at different stages of the process in order to reach its continuity or sustainability. For example, people involved in drawing partnership policies were not the ones reviewing progress and the like.

Kilpatrick, Johns, Mulford, Falk and Prescott (2002) school-

community partnership model is equivalent to the four stage planning framework suggested by Molloy, P., Fleming, G., Rodriguez, C.R., Saavedra, N., Tucker, B. and Williams, D. L. (1995) and the fifth supplementary stage suggested by Naicker (2011) which all relate to *initiating* the partnership, *building* the partnership, *developing* the partnership, *translating* planning into collaborative action and *sustaining* the partnership. This literature clearly shows that sustainable school-community partnerships do not come into light by chance but they are the outputs of considerate planning and development building blocks. Indeed, in the context of Ndwedwe among the four selected rural schools *triggering*, *initiating*, *developing*, *maintaining* and *sustaining* Health Promoting School project were the factors that pleaded for exploration. In the face-to-face interviews I conducted, among the questions, there was one asking the participants to respond on the establishment of the Health Promoting School partnership. The participants' responses indicated how and who were at the driver's seat for the establishment of partnership I studied and how partners' interactions took place. At this point, it is noteworthy that a firm partnership is rooted in the five alliance developmental stages and such partnership stages were global phenomena.

Within the context of California's rural areas, I discussed some of the case studies of effective school-community partnerships. Masumoto & Brown-Welty (2009) examined a case study of leadership practices and school-community partnerships in high-performing, high-poverty, rural California high schools. The authors report that educational leaders in the schools studied made significant improvements

in student achievement through active involvement of parents and mobilisation of other external and community resources. This shows that the success of learners depends on drawing from other external and community resources. Basically, it entails that even in California; schools are hardly succeeding alone as it is the case within the context of many rural schools in South Africa. In the case of this study, the mobilisation of resources was investigated.

In the case of New York's and Colombia rural study, mobilisation of energy, time and enthusiasm by partners in rural schools contributed to keeping school-community partnership everlasting (Corbett, Wilson and Webb, 1996; Sailor, 2002). Further, the authors examined seamless school-community partnership that revealed the partnership that required an enhanced degree of co-operation among the diverse stakeholders and co-ordinated planning strategies by both in-school and out-of-school agencies. The literature marks the point of departure for enquiring what constitutes sustainable school-community partnership in South Africa. The established partnership in the context of this study adopted both New York's and Colombian enabling factors to sustainable partnership namely the maximum co-operation among multi-key partners, garnering energy, time and enthusiasm during partnership developing process.

Sustainable school-community partnership through the eye of United States of America is also a focal area of in-depth study. American studies crystallise that accomplishing a collective understanding, longevity and sustainability within the school-community partnership require a collective

direction among the stakeholders (Blank; Jacobson & Melaville, 2012). Regarding the stakeholders' collective direction, it entails that people involved in school-community partnership achieve more by working together than working alone in sustaining their partnership. In the same vein, Bryan (2005), in buttressing stakeholders' collective impact contends that schools alone might fail to address large number of obstacles to learning. So, through the Health Promoting School partnership with collective stakeholderism in South African context, the partnership can become the island of hope in otherwise rural schools. In this regard, schools working together with others can help such existing school-community partnership succeeding. Thus, the empirical details of such collective impact formed the major part of this study.

Researchers, Naicker (2011); Van Wyk & Lemmer (2007) and Myende (2011) conducted in-depth studies on building school-community partnerships that work in South Africa particularly in rural contexts. In this regard, such researchers assert that a school-community partnership that works and sustains itself requires the intervention of various factors of social capital. These include all stakeholders' energy, drawing from own possible assets and a continuous inward looking. However, Van Wyk & Lemmers' (2007) study revealed that schools are not yet fully developed in the use of all available capital within themselves. This suggests that at such schools, though resources, people with skills and knowledge are available, utilising both social and intellectual capital is still a problematic issue. In this study, using various resources and knowledge of different stakeholders might be

difficult unless people placed at the helm of an organisation were fully trained.

Also in the South African perspective on school-community partnership, some factors are working well in sustaining school-community partnership (Naicker, 2011 and Myende, 2011). These are holding social interest, positive influence of teaching and learning, leadership, communication, school's openness to community involvement as well as drawing on the principles of asset-based approach when building school-community partnerships. This illustrates that sustaining school-community partnership embraces a wide spectrum of factors. In this context, the work-alone schools and excluding the enabling factors as described in the preceding lines cannot establish strong school-community partnership that continuously endures sustainability. Thus, this study on sustainable school-community partnership explored what makes the partnership effective as well as what factors could sustain it.

2.7 Conclusion

Having discussed the terms, it is evident that sustainability, community and partnership are all built-in the title namely sustainable school-community partnership. I have chosen to begin with sustainability in order to follow the sequence of key concepts in the title. Since the three concepts cannot be separated, they are the triplets facilitating the understanding of the study objectives throughout. Further, conceptualising sustainable school-community partnership has put its general understanding into limelight. Different driving forces built in school-community partnership can make it sustainable. Such

issues are collaboration and mobilisation of competencies, resources or commitments by multi-stakeholders from within the school and outside to forge an ongoing relationship. Thus, in the case of this study, the term 'sustainable school-community partnership' is adopted to make sense of what it entailed in the rural context of Ndwedwe. Further, it is used to investigate and explain how the social interaction of multi-stakeholders within the schools and those from the school outside life can meaningfully contribute to the key area of investigation.

Second, the chapter reviewed the literature on what may keep school-community partnership working and sustaining itself. Global literature revealed that school-community partnership has to be grown from the onset throughout its planning phases as I discussed in section 2.9 of this chapter. The study was motivated by the need to study in-depth the sustainability of the Health Promoting School Partnership. At the same time, such sustainability was needed for the strong school-community partnership aimed for the development of a healthy stable academic environment in the schools I studied.

Third, the literature I reviewed served as the solid foundation from which to examine and make sense of what sustainable school-community partnership entailed. I found that whereas the Ndwedwe rural schools I studied are the ones in dire need of mobilisation and sharing resources, competencies, expertise and services, the literature had not covered such areas. So, the significance of all the studies I went through created an opportunity for me to provide such assets through

the interactive engagements with my participants. One way to ensure this was through the semi-structured interviews, observation and document analysis. In the next Chapter, I discuss two theories that make up a theoretical framework to pursue my study.

CHAPTER THREE

Theoretical lenses

3.1 Frames of theories ahead

To understand the actuality of what sustainable school-community partnership entails, I utilised two theories namely theory of Capital and the Servant Leadership theory. This chapter commences with conceptualising the term 'theoretical framework'. From there, I move on to discuss each theory and twin them to become the theoretical framework relating to the study.

3.2 What is a theoretical framework?

Researchers conceptualise theoretical framework as the frames of theories that encapsulate untested ideas, experiences, hypothesis, propositions assumptions and objectives informing a study (Neuman, 2000; Middlebrooks & Allen, 2008 and Oxford South African School Dictionary, 2010). In this manner, by untested ideas, hypothesis and propositions, Neuman (2000) contends that researchers apply theories to test hypotheses. It is this hypothesis that, after its careful exploration to confirm the proposition, the reader develops confidence that such proposition is true. This illustrates that the untested ideas remain hypotheses until explored to become a reality. To illustrate, it is just a proposition that the Health Promoting School partnership is sustainable or not until empirical evidence in the form of research has been conducted. In this regard, a theoretical framework provided in this study is used as a mechanism that helped me to understand sustainability of Health Promoting School partnership.

In concurring with the aforementioned, Dusick (2011) asserts that a theoretical framework has reference to the collection of interrelated concepts but which in a particular research is not yet so well worked out. This suggests that by being propositions or untested ideas, a theoretical framework is applied where the researcher does not know much about what is going on and is trying to learn more. So, as lenses to examine what sustainable school-community partnership entails, I adopted the Capital and Servant leadership theories to understand the thick description of the study.

Whereas Capital theory works well with its multi-branches namely professional capital, social capital, human capital, physical capital, financial capital, tangible assets (the land), intellectual capital and spiritual capital, Servant leadership theory focuses on only two forms of capital namely professional capital for only professionals who lead and work in the school setting and human capital in the utilisation of resources, skills and knowledge available to turnaround things (Halpern, 2005; Putnam, 2000; Caldwell and Spinks, 2008; Hargreaves and Fullan, 2013). Further, Liu (2008) concurs with these theorists in that not any single capital can determine the happiness, success and development of individuals or organisations. Thus, to Liu (2008), an optimal combination of four types of capital (material capital or financial capital, intellectual capital, social capital and spiritual capital) can be the best strategy to ensure excellent performance of the organisations and social interrelatedness among members. This suggests that a chain of multi-capital works well in an organisation.

Vividly, in the view of Hargreaves and Fullan (2013), a multi-capital approach functions well when a professional capital plays its role to develop human, social and decisional assets throughout the school as an organisation. In this manner, the belief is that the captains of successful partnerships are in schools with the professional skills to make collective decisions by drawing on external human factors with personal skills and competencies to harness social assets. The study used all the multi-assets although in the driver's seat there are professional and human assets. For example, while in the HPS partnership, financial capital is a requirement for its success, going beyond it to acquire, apply knowledge and skills (intellectual capital) is crucial. Bonding and bridging relations (social capital) among HPS partners (professional and human capital) illustrates the power of social capital while applying the belief or attitude that praying before any of their social interactions (spiritual capital) can generate successful partnership. This therefore makes Capital theory a primary theory and Servant leadership theory a secondary one.

3.3 The Capital Theory

The concept of capital in the case of schools refers to resources or assets that are required to support schools, enhance learning or to bring about transformation into teaching and learning (Caldwell & Spinks, 2008). These authors argue that the allocation of resources to schools, the acquisition of resources by schools and the allocation of resources within schools are crucial in order to secure success for all learners.

To Kretzmann & MacKnight (1993), the Capital theory is similar to the Asset-Based approach that focuses on individuals, organisations, community structures and other possible stakeholders as organs with assets to offer among them in order to allow continuity in partnership. In this regard, the HPS different partners in this study were secondary assets within the community with the necessary energy to empower fundamental assets in the school to teach learners in an enabling environment and to improve management and governance practices. To expand, School Management Team (SMT), SGB, Staff personnel and learners are major human assets in the school whom I regard as the major gatekeepers and best absorbers of partnership. However, the Capital approach was used to investigate how the assets contribute to the sustainability of the partnership regarding the skills and social services they offer to those in schools studied.

Bohm & Bawerk (1959) assert that Capital refers to the sum of intermediate products which come into existence at the individual stages during resource and knowledge production. Intermediate products in this study refer to the best possible assets (resources, knowledge and skills) which are brought into the schools for the sake of sharing them. For example, in this study, the best possible assets meant the provision of physical resources in short supply and the application of intellectual resources such as business plan or donation writing expertise to draw financial capital. The course of production may mean the outputs resulting from the assets put into the partnership process.

Webster (1977) connects to Bohm & Bawerk (1959) above with the accumulated goods that are devoted to the production of other goods. Similarly, the accumulated goods refer to knowledge, skills, finance, and school infrastructure whilst the production of other goods may mean the stable teaching and learning environment that lead to the success of all learners. In this study, the assets were explored to understand how they strengthened the Health Promoting School partnership for a healthy setting to create living, learning and working (Health Basic Education, 2012). As alluded to the subheading 3.2 above, whilst Halpern (2005), contends that Capital theory has three dimensions: social capital, financial capital and physical capital, Putnam (2000) focuses solely on social capital. Further, Caldwell & Spinks (2008) top up with intellectual and spiritual capital. The two forms of capital trace and reflect how the accumulated goods in the HPS played a primary role of providing a healthy environment, learning and working conditions to the rural schools selected.

Social capital seems to be a major part of the Capital theory. Adler & Kwon (2002) assert that it concerns what is commonly referred to as the external and internal ties among the people in partnership, relationships among the social actors, the resources they bring into partnership and their ability to secure benefits. Whereas the external relations foregrounds what is called bridging ways, internal relations deals with bonding ways of social capital. Although they differ slightly in terms of context, both are concerned with resources they share as a result of working together.

In respect of the bridging views, the slight nuance is that they relate to external relations. The primary focus is on social capital as a resource that inheres in the social network tying a focal actor to the other actors. A focal actor in this sense is the one with a dream to cascade to the others so that they can both weave together a common cause of success in an organisation or partnership as the case may be. This stresses the point that, with regard to the bridging views, the actions of individuals can largely be propelled by their direct focus in social networks. In relation to the HPS project among the four rural primary schools studied, the bridging views of social capital relate to the actions of managers from various external sites they render to the consumers of such views or dreams at school level. So, this kind of social capital was appropriate to this study to examine how the partners with a dream to make things happen, sent a message of working together with others in the existing partnership.

As pointed out above, Adler & Kwon (2002) spell out that despite that the bridging and bonding views are somehow similar, they possess a slight distinction in that the bonding views of social capital are largely underpinned by the collective actors with internal ties while the bridging views are characterised by connections between two or more actors. Granovetter (1973) prefers to call bonding social capital as 'strong ties' while bridging social capital are weak ties in the name of homophilous interactions. Granovetter (1973) views homophilous interactions as relationships occurring between two or more actors or individuals having similar resources. For example, individuals having access to different information and link substantially with different groups are

representing potential resources gained from homophilous relationships. In the context of this study, external partners accessing schools and courting the insiders to associate with them represented homophilous ties. Whereas bonding views and bridging social capital have different voices, combining them may help to have a better spread of information flow. For example, in this study, the school stretching to outside social actors represented the access and use of resources or skills gained from social relationships rather than individuals. The social gain is information and knowledge that is shared among the partners. Clearly, social capital in this study was part of capital theory.

Further, Kilpatrick, Johns, Mulford, Falk and Prescott (2002) claim that identity resources are another form of social capital. These authors are saying that social capital includes visions, self-confidence and values that are solely shared between those involved to the partnership interaction. The distinction between identity resources and knowledge resources is that the former resources focus on individual intrinsic commitment whereas the latter ones refer to the general assets people bring to the interaction. Clearly, there are norms, values and visions that the school-community partnership (HPS) stakeholders needed to share among themselves to sustain their connections. In my understanding identity resources represent social capital while knowledge resources are basically equivalent to intellectual capital. Such bonding relations require investigation in order to draw a conclusion how general assets are shared in the partnership. Thus, this kind of social capital which is encapsulated in the Capital Theory was the investigation drive to discover reality

regarding sharing identity resources so that the existing HPS partnership ensured sustainability.

Regarding social capital as a form of relationships among the social actors, several scholars like Coleman (1988); Warren (2005); Baker (1990); Bourdieu & Wacquant (1992); Knoke (1999); Brehm and Rahm (1997); Putnam (1995); Loury (1992; Macbeath, Gray, Cullen, Frost, Steward, and Swaffield (2005) conceptualise it (social capital) as relationships-driven or connections-focused. In this regard, Coleman (1988) is strongly convinced that social capital inheres in the structure of relationships that enhances the relationships among people to support the learners' development. However, in the case of HPS partnership, enhanced relationships among the social partners were likely to promote their ability to work together for the common purpose of achieving sustainability. Thus, social capital can be clearly understood as the culmination of relationships among members of a group in general and among the stakeholders involved in the HPS partnership in particular.

In the same vein, Warren (2005) defines social capital as being relationships-focused. However, the distinction is the several ways in which it exists within the school-community partnership. These ways include relationships among partners themselves, skilled and lowly educated partners, the school inside and outside people and between the schools themselves. This shows that social capital is the product of the existing bond among the partners in the HPS partnership and basically such relationships may best help to achieve collective ends. Generally, social capital in the form of social

assets is utilised to explore the solid relationships that should be central to the sustainable school-community partnership. Hence, in this study, I used social capital to examine the partnership relationships between each of the selected schools and the external forces. Coleman (1988) suggests that social capital is inherent in the structure of relationships while to the view of Warren (2005), the focus is on a myriad ways in which relationships exist within the school-community partnership.

To the view of Bourdieu and Wacquant (1992), social capital refers to the relationships with mutual acquaintance and recognition among people in a group. Knoke (1999) focuses on the way in which the social actors establish and mobilise their relationships. Bourdieu & Wacquant (1992) refer to social capital as the sum of potential resources and actual or virtual resources that accrue to an individual or group of people who possess a durable network of more or less relationships of mutual acquaintance and recognition. For example, the external agencies in the Health promoting School partnership were likely to have a potential to pursue the relationships of mutual benefit between themselves and their colleagues in partnership. Drawing from Knoke (1999), the social partners are likely to mobilise their connections within themselves. This suggests that social capital has the muscle to build relationships among partners themselves. Thus, the issue of pursuing relationships among partners makes social capital a broad form of capital theory which in this study was a barometer used to gauge how the partnership proponents mobilised relationships.

Theorists like Brehm and Rahm (1997) and Putnam (1995) view social capital as relationships-driven encompassing a series of co-operative relationships among social actors. Baker (1990) critiques changes in the relationship among social members of a group. This author asserts that such changes among the actors make social capital a resource that is derived from specific structures. The specific structures in this partnership could be potential donors as well as other government departments eliciting resources. The primary task was to pursue the interests of the very same social members of a group. These interests of partners in the Health Promoting School partnership are likely to be all individuals wanting to see developed schools in terms of social stability, health skills and learning standards. That is why there should be sound relationships among the HPS partnership implementers.

Although social capital is about interactions or connections among the social actors, the resources shared among partners and their potential to secure benefits in general, some theorists have emphasised the spread of social capital among the disadvantaged individuals in particular (Macbeath, Gray, Cullen, Frost, Steward and Swaffield, 2005). So, this flags the marginalised social partners who should share resources. Thus, the description of social capital as described above fitted with the study that is in the setting of the disadvantaged people whose schools required invaluable resources. The crux of the matter was how the partners in the context of the four selected rural primary schools assist in sharing the social, financial and educational skills that could make Health Promoting School partnership alive.

Drawing from the above, discussing social capital suggested a web of co-operative relationships among the partners (Brehm and Rahm, 1997). Thus, in this study, I investigated the extent which such co-operative relationships showed the sustainability of Health Promoting partnership.

To expand, it therefore illustrated that relationships and co-operation for mutual benefits were the brain-children of social capital. Thus, social capital in the HPS project was a necessary form of capital theory to apply in investigating and explaining the features of the existing school-community partnership. In this way, social capital is resource-based, relationship-based or connections-focused and promotes or assists with the acquisition of skills (Loury, 1992).

Whereas Caldwell & Spinks (2008) maintain that intellectual capital is about the level of knowledge and skills of the people working in or for a school, Hargreaves (2001) defines it as organised knowledge that can be utilised to produce wealth. To illuminate, the wealth within the partnership that I investigated in the schools studied was basically their achievement. However, with regard to the school-community partnership, it is an organised knowledge of partners they could create, share and transfer among themselves to achieve anticipated long-lasting partnership. Further, Kretzmann & MacKnight (1993) illustrate that individuals, organisations and institutions have skills and knowledge (intellectual capital) that need to be identified and begin to map for supporting teaching and strengthening the environment for learning. Identifying and equipping the organisations and individuals with the necessary knowledge and skills helps to

strengthen school-community partnership (Hands, 2010). This suggests that the knowledge and skills are crucial for the people involved in partnership to sustain their relationship. In this study, the level of knowledge as well as skills of key partners was a requirement for keeping HPS partnership moving up continuously. Thus, to sustain continuity of this partnership, the study investigated the available knowledge and skills, gaps, possibilities that partners utilised to gain competitive goals.

In respect of financial capital, Caldwell & Spinks (2008) refer to it as the monetary resources available to play a significant role in improving organisations or institutions. On the other hand, Hargreaves (2001) conceptualises financial capital as encapsulating a business perspective. According to this author, it is about the value of a firm's property or money at the bank. However, in this study, financial capital is about sourcing money and capacity to donate to some schools that are in more wanting situations. To illustrate, the schools in the wanting conditions were in the context of this study the disadvantaged ones. In this regard, financial capital is concerned with deploying money through the skill of partners to be utilised among themselves in realising capacity to achieve their goals within school-community partnership. Drawing on this argument is the premise that financial capital in some rural schools is in short supply, therefore, it was worthy investigating the extent that school-community partnership mobilised the financial resources to the four rural schools in order to achieve educational goals.

Spiritual capital refers to the degree of moral purpose and

coherence among values, beliefs and attitudes of the people about life and learning (Zohar & Marshall, 2004). This suggests that for individuals to work together to achieve their goals, all of them should be in the driver's seat of values, beliefs and attitudes. In supporting the above, Hefrer & Berger (2004) contend that in regard to spiritual capital, beliefs, practices, networks impact on what individuals, communities and societies are doing and make them seek better ways of doing things. The authors claim that this kind spiritual asset in human beings refers to intangible objects in the form of rules for interacting with people. To expand, such rules according to Lillard & Ogaki (2005) govern and direct behaviour between individuals and natural worlds. In the school-community partnership I studied, a set of rules directs how partners should start their interactions and brings clarity to the style they adopted. Further, the spiritual asset from certain key partners may be a creation of prayer opportunities in the targeted schools to strengthen good behaviour. In this way, spiritual capital refers to practicing influences, skills, knowledge and dispositions the school co-ordinators, leaders and community stakeholders might have created which is in line with their spiritual belief. In this study, spiritual capital was used to investigate its effects on the partners' philosophy of doing things to strengthen their connectedness.

Drawing upon the above discussion is the idea that the Capital theory encompasses more than one form of capital. However, its other forms are its sub-species in the sense that the successful social groups might use material resources, skills, trusting ties and spiritual power to maintain successes

and human interactions. Thus, the Capital theory was necessary to investigate what school-community partnership entailed and what assets were required in the process of building, developing and maintaining its long term relationship.

3.4 The Servant Leadership Theory

In addition to the Capital theory, Servant Leadership theory was another mechanism that I sought to use as a lens to look through what makes school-community partnership work and sustainable. In this sense, some scholars like Greenleaf (1970); Stearns (2012) and Heskett (2013) have a perception that the Servant Leadership theory is about leaders who share power, have the interest to serve others first and help people develop to perform as highly as possible. Thus, in addressing the overarching question: What is Servant leadership? Greenleaf (1970) contends that this is nothing else but a philosophy and a set of practices that ascertains whether the servant-leader is the one who wants to serve. This is the kind of leader who is the servant first than the leader first. Heskett (2013) approaches servant leadership from the angle of the chief role played by a servant leader. To this author, servant leadership is a concept that is used to indicate that the primary role is to serve others. According to Stearns (2012), servant leadership however, is a concept that focuses on the development and on serving all stakeholders in the organisation.

When all the stakeholders are well served, they are likely to be influenced in a positive way and develop an excellent organisational culture. Good (2011) adds that the servant

leader fosters an atmosphere of teamwork, adds value to the members of a particular team, fosters the atmosphere of trust and increases other people's potential for success. However, to do this, all key figures in the organisation require a leader who is passionate about them. For instance, in the HPS partnership, the pioneers (sub-committee leaders) should have interests of others in their hearts.

Regarding serving others in teamwork, Good (2011) claims that the servant leader often uses words like 'us' and 'we'. This illuminates that the servant leader in a team is part of the process like everyone who feels embedded in the process and not just a faceless cog in the machinery. With regard to school-community partnership that is alive and sustainable, the servant leader should be like everyone who feels part of the partnership to promote the atmosphere of oneness. It is incumbent upon the servant leader to serve others well in a partnership in order to sow encouragement in those under his or her leadership. In this regard, the end-result is sustainable teamwork or school-community partnership that works well and is sustainable.

Good (2011) asserts that when people feel valued they are likely to see value in what they do. The significance of the Servant Leadership in this manner lies in giving people in partnership a sense of value and see them going the extra-mile to keep it alive. For example, among the people involved in the Health Promoting School as a form of school-community partnership there was a mixture of professionals and lowly educated people. Thus, the lowly educated people (rural parent component members) were seen being

encouraged by the professionals (the principal, teachers and managers from the various other government constituencies) to achieve more for the school-community partnership to attain its sustainability. To do this, the key leaders have to incorporate Good's (2011) words of inclusivity, for example, 'We must meet as early as 13h00 tomorrow to draw up a Gardening Policy'. In this instance, the use of 'we' points to a sense that leaders are working with others in partnership. Good (2011) further argues that a servant leader is the one who fosters an atmosphere of trust among others. This illustrates that a servant's attitude is the first priority in building trust among people working together. In this sense, the element of trust is fostered well only if people acknowledge that there is someone who cares about them and has their best interests at heart. The Servant Leadership theory in the study is used to examine in-depth this kind of leadership as the enabling factor to build trust in others for Health Promoting School partnership to sustain itself.

In respect of increasing other people's potential for success, Good (2011) contends that a great leader is a servant leader if he or she surrounds himself or herself with the talent he or she can find. The premise here is that for partnership initiators to trigger their collaboration, they have to scout for people with the relevant talents. The author argues that this is one way to maximise the potential of the team. This puts the highest priority of a servant leader at the apex of supporting and enabling others to unleash their full potential and abilities. This illustrates that nothing can be achieved by a leader alone without tapping the potential of other partners. In this study, I explored a kind of servant leader with the

expertise of sharpening the talents of others.

Further, several scholars like Barbuto & Wheel (2007); Stearns (2012); Spears (1995) and Greenleaf, (1977) best describe a servant leader in terms of the individual demonstrating behaviours and qualities toward others. It sounds as if leaders who role model good partnership behaviours to others are capable of earning the same for successful partnership. Such servant leadership behaviours and qualities include *listening, calling, empathy, healing, awareness, persuasion, foresight, stewardship, conceptualisation and growth*.

Listening is crucial for any organisation to remain sustainable (Spears (1995). According to Barbuto (2007) & Wheeler (2007), servant leaders are excellent listeners if they are receptive, genuine in the views and input of others in order to support them in decision identification. In this regard, other people must believe that a servant leader wants to hear their ideas and value them. So, in school-community partnership, people need to understand that the pioneers of partnership as servant leaders want them to offer, share ideas and such ideas are valued. However, listening and sharing ideas should be role modelled to the second partner.

To Barbuto (2007) & Wheeler (2007), a *calling* is a characteristic that servant leaders require for people to believe that they are willing to sacrifice self-interests. In this regard, servant leaders may sacrifice with their time and money for catering at meetings for the sake of others to participate in the process. For a successful school-community partnership, people placed at its helm must possess a natural calling as a characteristic to serve other partners. Therefore, I

sought to utilise the servant leadership theory to understand how servant leaders use a natural calling for effective school-community partnership. In short, to cement the current school-community relationship, willing partners are its best drivers.

Stearns (2012) describes *empathy* as a quality of servant leaders to take a point that customers and colleagues have good intentions. In this manner, such customers and colleagues need to be respected and appreciated for their ideas they put on the table. Barbuto (2007) & Wheeler (2007) claim that empathetic leaders normally earn confidence from others by understanding whatever situation is being faced. Thus, I used the servant leadership theory as a lens through which to demonstrate the extent how empathetic leaders in this study worked with others trampled to earn their confidence. In this manner, empathetic leaders may be one of the factors that can keep school-community partnership lasting longer.

Regarding *healing*, Barbuto (2007) & Wheeler (2007) argue that healing is the process whereby people come to the leader when feeling down or having problems in their lives. In this sense, such leaders have to develop a critical appreciation for emotional feeling of others. To illustrate, such servant leaders are open and approachable for others to express easily their problems. For the purpose of this study, if knowledgeable leaders have an open door policy, then other people in the partnership can disclose their failures. This may lead to the formation school-community partnership in which the partnership environment is dynamic and free of fear of

failures. My belief is that where people have their problems solved, it is likely to see that partnership pollinating widely the world.

Awareness is a mechanism that other people believe their leaders have a strong sight for what is going on in a group (Stearns, 2012). In this regard, servant leaders have a keen sense of what is happening around them in general and in HPS partnership in particular. More importantly, Barbuto & Wheeler (2007) assert that self-awareness supersedes general awareness to look for cues from the environment to inform decisions and opinions. This implies that to make school-community partnership more meaningful, servant leaders with high sense of self-awareness are crucial to understand what is going on in such partnership. In practice, the servant leadership theory is to be used to investigate how awareness as the primary factor for servant leaders is crucial in sustaining school-community partnership. Briefly, partners with the eagle eyes or sharp eyes within the partnership are likely to see it flourishing day-by-day. Having discussed awareness, its definition points to partners with a strong lift to the sustainability of partnership.

Persuasion is the characteristic of a servant leader who seeks to convince others to do things (Barbuto & Wheeler, 2007 and Stearns, 2012). According to Stearns (2012), persuasion is a characteristic that is suggested through consensus building than forcing others to do things. This suggests that servant leaders with frank features of persuasion are not coercive in nature. For example, in this school-community partnership study, forced participants are likely to feel as a burden to

attend meetings regularly and consequently, they might perform poorly within the partnership. Further, initiating partnership in schools for the first time may require persuading and courting co-partners. Consequently, I utilised servant leadership theory to understand how persuasion as an essential skill to the success and development of sustainable school-community partnership. Thus, it may be fitting to understand how partners who are not fully participating are encouraged to turnaround their mind-set. Stearns (2012) contends that a servant leader is the one in whom others develop confidence to anticipate the future and its consequences. To the author, this is called *foresight*. In this regard, servant leaders use foresight to anticipate uncannily the future events and anticipate the consequences of decisions. To Stearns (2012), the past and present events form the baseline for the project success going forward. This suggests that a servant leader with foresight is the one who looks beyond the past and present events and cogitates on the effects of the events. In this study in particular, this kind of servant leader in the partnership process would anticipate the outcomes of school-community partnership. Further, such well-thought partnership consequences might be making school-community partnership alive and sustainable. In this way, other stakeholders involved in school-community partnership study would be motivated in working towards a particular direction.

Regarding *stewardship*, Barbuto and Wheeler (2007) indicate that the focus is on the servant leader. In this regard, the courageous leader is preparing the organisation to make a difference in the world. In this manner, the authors describe

the stewardship process relating it to the person in the organisation who is responsible for sharpening the skills and development of others. In respect of the servant leader preparing the organisation to make a difference in the world, in this study it implies that in the Health Promoting School partnership servant leaders with *stewardship* skill were required for the successful school-community partnership. *Stewardship* in this study as a characteristic of servant leadership was utilised to see how the servant leaders (HPS front men) developed their colleagues in the partnership. Whether or not such developing leaders were there in the Health Promoting School partnership, it had to be explored in-depth.

In respect of *conceptualisation*, Barbuto & Wheeler (2007) state that servant leaders think beyond day-to-day realities. In this context, the servant leaders encourage others to dream great dreams in order to avoid getting bogged down by day-to-day practices and operations. Barbuto & Wheeler (2007) prefer to label this action as the way in which servant leaders nurture the ability to conceptualise the world, events and possibilities. In this way, the authors argue that servant leaders have the ability to see beyond the boundaries of the operating partnership and focus on long term operating goals. This suggests that to focus on long term school-community partnership that is enduring requires the servant leaders to see beyond the limits of such partnership. This is one way in which the servant leader fosters the environment and conceptualisation that encourage thinking big and beyond the real practices. In this regard, the servant leadership theory encompassing conceptualisation was used

to examine how the initiators of Health Promoting School partnership encouraged other partners to think beyond the boundaries of ordinary school-community partnership.

For the servant leaders to promote the *growth* of people, they need to believe that all people possess something to contribute in the organisation (Barbuto & Wheeler, 2007). In this way, people tend to believe that servant leaders are enthused to helping them develop and grow. The authors claim that servant leaders, in whom people believe are committed to nurture them, are helping others to grow holistically. In so doing, in the kind of school-community partnership that I studied, it is proper to explore what leaders do to help all partners to contribute the little they own for the survival of the partnership.

Having discussed the servant leadership behaviours and qualities, it is clear that a servant leader is born with a number of traits that influence others. In this study, I investigated whether the partners at the forefront had these behaviours. The rationale for utilising the two theories was basically the nature of the HPS partnership. For example, the key partners would be seen serving the interests of the schools that were in short supply of capital. In so doing, only a servant leadership with appropriate characteristics that encourages the mobilisation of resources and competencies required for the sustainable Health Promoting School partnership.

The kind of partnership I studied is fulfilling the servant leadership characteristics. The emerging partnership formula

could be the committed partners in satisfying the needs of others first, together with the utilisation of assets are both equal to the sustainability of such partnership. This allowed me to utilise the two theories for three reasons. First, to use the set of theories as a lens to explore the activities of the HPS partnership that could be a vehicle to its sustainability. Second, to track and understand how the key partners played the role of being servant leaders and also served as enablers to the phenomenon studied. Third, to investigate the sustainability of the Health Promoting School. Thus, I utilised the two theories to study the human interactions, the processes followed when crafting this partnership and the factors suggesting its sustainability.

3.5 Some limitations of the servant leadership theory

While the idea of servant leadership may enrich the lives of individuals in an organisation in general and in partnership in particular, there are some limitations that are worth highlighting. In this regard, the first major limitation concerns the conceptualisations that are used to bring home the concept that a servant leader has a burning desire to serve others and help them to develop holistically (Greenleaf, 2008). To this end, some people working with a servant leader may get used to being spoon-fed. This militates against independent thinking of other people.

Second, the concept 'servant leadership', according to Barbuto and Wheeler (2007), seems to retard progress at times. Retarding progress in the sense that it may take a number of days for other people to assimilate the idea of partnership as the velocity of thinking is not the same with all

partners. Further, instilling foresight and persuading a person are not once-off events. It is unlikely that a person persuaded in a particular meeting may be converted at the same pace as others.

Third, conceptualisations of a servant leader regarding the characteristics are used interchangeably to define the primary role of a servant leader resulting in both conceptual confusion and overlap. For example, Stearns (2012) highlights the characteristics of a servant leader (awareness and foresight) as being similar to each other. So, one may fall into a trap of conceptualising each characteristic at the expense of the other. For example, *awareness* and *foresight* as characteristics of servant leadership look identical and might be applied in the same way whereas they mean different things.

With the limitations in mind, it is worth noting that such shortcomings do not largely overshadow its potential to focus on long term school-community partnership that is enduring. This illustrates that despite the challenges the servant leadership theory possesses, the servant leaders in school-community partnership must have the potential to see beyond the limits that the theory pollinates.

3.6 Conclusion

In conclusion, this chapter provided critical discussions on CT and SLT theories. Thus, drawing from the chapter, both Capital and Servant leadership theories were regarded as powerful strengths used as lenses or frameworks through which I sought to understand the kind of school-community partnership that is healthy and long-lasting.

Capital Theory was utilised as a frame of understanding the fundamental serious challenges that the social actors or human capital faced in their endeavours to interact in the Health Promoting School partnership. On the other hand, Servant Leadership Theory was not used as an alternative but it complimented CT. To expand, SLT was used to understand the kind of leaders who engage in the partnership so that all others gain self-confidence and feel ignited to share their social capital and intellectual capital. The premise of sharing social capital and intellectual capital is drawn from Hargreaves (2001) who asserted that effective leadership (servant leadership) has power to mobilise its intellectual capital (its potential to create and transfer knowledge) and share its social resources.

Remarkably, servant leadership theory in this study interplayed with capital theory in the sense that principals and Life Skills co-ordinators were in-school servant leaders who simultaneously played a role of being professional capital as well as human capital. So, I utilised the two frames of theories as two identical lenses relating to HPS partnership study to understand how the key partners (professional capital as well as human capital) shared knowledge (intellectual capital) and social capital (resources).

To understand the interrelatedness and application of the two frameworks, the next chapter focuses on their empirical testing through the aid of research design and methodology that best drive the inquiry into the reality (Harber, 2008 & Lichtman, 2006).

CHAPTER FOUR

Methodological toolkit

4.1 Introduction

In this chapter I describe and explain the research design and methodology of the study. To make sense of how sustainable the current partnership is, first, I locate the study within the broad framework or worldview of the interpretive paradigm. Secondly, I move on to describe the research methodology that provides insight into the qualitative inquiry of the study and further foreground various research aspects including the case study strategy, the selection of participants, data generation instruments and data analysis procedures. Thirdly, I describe the trustworthiness issues that are analogous to quality in research. Lastly, I report on ethical research considerations.

4.2 Research paradigm

A research paradigm refers to a worldview, a total framework of beliefs, values and methods within which a study occurs (Muhammad, *et al*, 2011). To Thomas (2010), such worldview or paradigm involves the nature of knowledge pursued and various means by which the same knowledge is constructed and assessed. This illustrates that a paradigm is about a whole framework of beliefs or assumptions on the picture of the setting where people live in. For this study, to provide a total worldview of the whole goings on of the Health Promoting School partnership, a particular research paradigm was adopted.

Though research paradigms or worldviews are categorised into three groups in general (positivist, interpretive and critical paradigms), however, this study was located within the interpretive paradigm in particular (Gephart, 1999 and Henning, *et al.*, 2004). In this regard, the interpretive paradigm was considered ideal for this study because of its significant advantages it offers such as which I described hereunder.

It is noteworthy that such advantages include the following: First, the paradigm allows researchers to interpret the phenomena focusing on making sense of meanings people bring to them (Denzin & Lincoln, 1994). This emphasis that the interpretive paradigm can be phenomenological in nature as its essence is rooted in in-depth examination of the phenomenon under study. Second, studying in-depth, things or groups of people in their natural settings or seeking to capture the lives of participants in order to interpret and understand the meaning is made possible (Henning, Van Rensberg & Smit, 2004). For example, this study focused on generating substantial data on what sustainable school-community partnership entails in a rural school context. Third, the interpretative paradigm explains and describes any event or phenomenon in terms of multiple interacting factors (Garrick, 1999). The multiple factors in this study were those that I reviewed in the literature studied in chapter two as well as in data that I generated from my participants and presented in the next chapter. Fourth, the interpretive paradigm is useful in interpreting data generated through either in-depth interviewing, observation or document analysis to make sense by drawing inferences (Aikenhead, 1997). Regarding the current study, through in-

depth interviews, I actively engaged with the participants to draw inferences from all the documents I reviewed in order to make sense of participants' responses. Lastly, the interpretative paradigm allows for the immersed participation of researchers in the study with the participants (Deetz, 1996). This illuminates that the researcher does not stand aloof but instead he or she is a participant who engages in the study in order to interpret human actions. In this study, probing during the interviews was one of the strategies that acknowledged my in-depth participation with all the participants.

The interpretive paradigm advantaged this study for its ability not to portray individuals as inactive vehicles in the research processes (Mbingo, 2006) but as the interactive role players taking the research forward. Further, as the knowledge of what makes school-community partnership sustainable was constructed through in-depth interviewing the participants, interpreting their actions and making sense of them, so the interpretive paradigm befitted the purpose of describing and interpreting data I generated. Thus, the interpretive framework gave the full picture of the partners' interactions around the kind of partnership I investigated.

4.3 The research design

A research design refers to a plan and structure of an investigation used to obtain evidence to answer research questions (McMillan & Schumacher, 1997). According to Thomas (2010), a research design is a master plan of a study that has a potential to indicate how a particular study is to be carried out. In this way, it has a tendency to incorporate what

group(s) or samples to be researched, research instruments for data collection and data analysis procedures. As Henning, *et al.*, (2004) contend, a research design includes the methodological issues mentioned above, so such issues are discussed at length in section 4.4 that deals with 'Research methodology' hereunder.

Yin (2003) has the same understanding with McMillan & Schumacher (1997) as well as Thomas (2010) that a research design is a programme of action to move from here to there where 'here' is an initial art of answering research questions and 'there' is a bridge to reach the research conclusions. With this in mind, this study used a qualitative research approach as a vehicle of moving away from the world of assumptions (world of looking at the HPS partnership at a distance) to the world of thick research detailed findings (at a data analysis stage from the research field). Drawing from the above definitions, a research design can be defined as a broader action plan that serves several research purposes like crafting a platform to answer research questions; indicating processes and procedures underlying the choice and use of particular methods (Wiersma, 1991) and a research genre for drawing study conclusions.

Having outlined some definitions of a research design above, I then move on and briefly discuss the actual design of the study.

4.3.1 Case study design

4.3.1.1 Defining a qualitative case study design

Different authors agree that a case study is an approach to

qualitative research that involves studying a particular situation or case selected to gain an in-depth understanding of such situation and meanings for those involved in the events and processes (Lichtman, 2006; McMillan & Schumacher, 1997; Henning, Van Rensburg & Smit, 2004 and Maree & van der Westhuizen). In studying a particular situation, Simons (2009) maintains that a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in real life context. To illuminate, the current case study explored the uniqueness of a sustainable school-community partnership. It was a unique case study in the sense that it was a collective initiative that involved convergence of various government departments. This partnership was unusual. Hence, it was worthy to be investigated.

Lichtman (2006) and Merriam (1998) argue that a case study is a single unit around which there are limits such as characteristic or particularistic, descriptive, heuristic, trait and behaviour. In this regard, a case study is characteristic or particularistic if it is designed to study a particular type of programme, situation or some social phenomena (Lichtman, 2006 and Babbie, 2007). For the current study, a particular type of partnership programme was Health Promoting School project and a particular situation was the group of participating people with vast partnership experience, leadership skills and having their constituencies in the rural contexts as I briefly pointed out in the section about *purposive sampling*.

According to Merriam (1998), Jupp (2006) and Stake (2005), a case study is an intensive description of a single unit involving an individual person, programme, event, community, group, social activity, organisation or institution. In this regard, Stake (2005) equates intensive description of a case study to an in depth engagement with the activities and operations of the case that is studied. In other words, a case study provides an opportunity that reflects and revises descriptions of a particular event. The end product is a thick description of a case which in this study was the HPS partnership. For example, to obtain a thick description of what sustainable HPS partnership entailed, I spent extended time on each site interviewing sixteen participants, observing some particular events, analysing some documentations and data which I present in chapter five.

For a case to be heuristic in the process, it should bring meaning and clarity to the person trying to make sense of the phenomenon studied (Merriam, 1998). To Flyvbjerg (2005), if a case study brings meaning of the social phenomenon, then it has a potential to yield a context-dependent knowledge that is examined. A context-dependent knowledge according to Patton (2002) is gathering in-depth (comprehensive) information (knowledge) about the case studied. For instance, in this study, gathering rich information about the case was context-dependent knowledge in the sense that knowledge gained was collected from the rural context where the interaction between prospective participants and the HPS project existed.

Drawing from the above definitions, a case study design

is characterised by a focus on a phenomenon or phenomena depending on the description of identifiable purposes. Thus, it emerged that a case study may refer to the characteristics of a phenomenon, limits and the real life world in which it takes place. That is why Yin (2009) contends that in describing intensively a particular situation within its real life context is tantamount to a case study. In this study, I chose a case study design for several reasons that include its flexibility to gain an in-depth understanding of HPS partnership and the description of methodology illustrating how, where, when, why and from whom the evidence was sourced (Yin, 2009 and Henning, *et al.*, 2004). In addition to the above, defining a case study portrayed an understanding that it may be an event (HPS partnership) or a process of studying it from its triggering stage up to its sustainability. So, the rationale for choosing and employing a case study design is characterised by these definitions as well as its advantages as discussed below.

4.3.1.2 Advantages of qualitative case study design

Simons (2009) claims that case studies have an advantage of seeking to include a wide range of different perspectives or stakeholders. However, it depends entirely on the researcher on what perspective best suits the investigated phenomenon. What Simons (2009) asserts, relates to this study in the sense that I collected rich data from a range of different partners as I pointed out above and will provide details in the section that deals with the selection of participants.

According to Baynham (2006), a case study has the potential to offer substantial flexibility in respect of what and how data

are generated. For instance, in this inquiry, there was a flexibility of using triangulation of data generation methods such as conducting interviews, audio-recording the voices of the interviewees, jotting down notes as a way of backing up audio-recorder, observing evidence-rich events and reviewing documents. Thus, a case study is flexible if it has a chain of multiple sources of evidence with data central to triangulating within the process (Yin, 2009). The idea behind such flexibility revolves around a backing up process within the multi-data sources. Data generated in this way sound more accurate. To Stake (1995), if data are generated through employing multi-sources, then it qualifies to be a collective single case study. In this study, I identified and used a case study design because of its potential to allow the use of a variety ways of knowing the truth about what actually sustainable HPS partnership entailed.

Further, appointments with participants are flexible as well. Such flexibility depends on the identifiable boundaries of the phenomenon including geographical, timing, deployments, weather inclemency, attrition and role or function parameters to mention just a few (Henning, *et al.*, 2004; McDonough & McDonough, 1997). For example, securing appointment with Ndwedwe Environmental Health fieldworker took two weeks because of a remote geographical location. The participant was visited for several times. With regards to timing, the data gathering took place during ANA preparations and writing which posed rescheduling Interviewing dates with the school and the participants. In the process, some earmarked participants were redeployed to other districts when others suddenly took leave. At times, the

targeted participants could not be found on the agreed dates because of clashes with their daily roles. All these factors allude to the flexibility of a case study.

Yin (2009) and Henning, *et al.*, (2004) argue that another advantage of a case study is its muscle to point out how and why the research questions justify intensive descriptions and analyses of the phenomenon. With this argument in mind, my first research question focused on how the existing school-community partnership could be explained whereas the third research question focused on describing intensively why the sampled participants engaged in partnership among themselves and the selected schools. This was actually important for investigating sustainable school-community partnership. Thus, in this study, a case study design means the relationships among the proponents of the school-community partnership I studied, the phenomenon and the site where the entire process takes place (Gary, 2004).

In the view of Simons (2009), the advantage of a case study approach is that it provides feedback to the researched in order to give a vivid sense of what and where they can improve a particular project or event. In the same vein, Stufflebeam, Madaus & Kellaghan (2000) state that the significance of a case study lies beyond proving the truth to advance the fundamental knowledge. Indeed, in using this case study, while courting my participants in seeking their permission, I promised them feedback after completion.

4.3.1.3 Limitations of qualitative case study design

Whereas the case study design is best used for its

characteristics as I alluded to above, conversely, it has some limitations. These criticisms include shortcomings on generalisability, period of data collection, validity and reliability issues. Regarding generalisability, Hodkinson & Hodkinson (2001) assert that such research factor is not always possible in some case studies for various reasons. The above authors further argue that if the case study sample is small and predominantly non-numerical, it might be impossible to establish that data is representative of some larger population. In this regard, it may be impossible to justify theory drawn from a small group of participants. For instance, with regard to this study, the sample was small as four schools out of twenty three rural primary schools. Thus, it could not be accurate enough to generalise that results were representative of what obtained at all the other rural primary schools.

Conversely, according to Silverman (1993) and Lazaraton (1995), the number of participants does not always determine generalisations in a qualitative case study. According to Firestone (1993), analysing the demographics of participants is more appropriate to useful generalisations than considering the sample size. For instance, generating results from the sixteen participants in the four rural schools had the significant value of a wide range of generalisation because such participants were chosen in consideration of their roles they play in their workstations and wide range of experiences as well. Moreover, during the existing HPS partnership assessment meetings, it seemed there was more than the sampled size involved including partners of different races. Therefore, given the two contrasting case study limitations, I

argue that increasing the sample size does not always guarantee generalisations but what matters is the in-depth analysis.

According to Bassey (1999), to justify reliability and validity of data findings of case studies, the researcher has to execute more time in different research sites to understand the research atmosphere, to observe the goings on and do member-checking in order to consolidate evidence. So, this exercise requires exorbitant time as some research sites may require appointment re-schedules due to sudden contextual circumstances. Ideally, more time was required for a multi-site case study like mine where data involved revisiting some participants at some schools because of some external forces in their offices as I pointed out earlier. Thus, in this case study, data generation in some instances was time-consuming yet short-cuts were not the best choices because of their potential to weaken the credibility of research findings.

Other sorts of case study design can make it easily dismissible by those who dislike what researchers present (Thomas, 2010). To illuminate, a case study rejection might involve having a small sample and others might contend that data produced lacks representativity of the large samples as discussed in Hodkinson & Hodkinsons' (2001) assertion above. Though, I have alluded to the case study rejection based on resrepresentativity, a rejection in this case study was from one gatekeeper who felt uncomfortable on disclosing the HPS status. Thus, this suggests that dismissibility is analogous to negativity that involves more than just rejecting what other methodologists present.

4.4 Research methodology

According to Rajasekar, *et al.*, (2013), research methodology is a systematic way to solve a problem that is underlined by the procedures when going about describing, explaining and predicting phenomena. In attempting to solve a qualitative research problem and acquiring new knowledge, Babbie, Mouton (2001) and van Wyk (2006) contend that a research methodology is necessary to focus on the research process and type of tools and procedures. According to Gray & Malins (1993), research methodology is a system of methods and principles carried out in a particular discipline for acquiring new knowledge. Henning, *et al.*, (2004) view research methodology as a coherent group of methods that complement one another to elicit data findings.

Myers (2009) claims that research methodology is a study of methods in the name of quantitative and qualitative methods. However, this study was located in qualitative inquiry. In this regard, according to Henning, van Rensberg and Smit (2004), qualitative inquiry refers to the qualities or the characteristics of the human phenomenon. With regard to the human phenomenon, Lichtman (2006) asserts that in qualitative inquiry, it is the way of understanding the lived experiences of human interactions when communicating with each other or communicating ideas. Further, Domegan & Fleming (2007) claim that qualitative research aims to explore issues about the problem at hand because very little is known regarding it. This suggests that qualitative research has the potential to discover the peripheral uncertainty about the problem as well. For example, I had known very little information on

sustainability in the HPS partnership which partly explains why I took this qualitative inquiry journey. In the existing study, qualitative inquiry focused on how partners reflected their interactions or ideas for keeping school-community partnership long lasting. In this case, the qualities of the phenomenon were examined for better understanding, describing and explaining human interactions in each of the four selected schools.

Based on the research methodology definitions I have discussed above, it is evident that it is a practice of coming to know the reality by applying various methods which most qualitative researchers refer to as multiple methods or triangulation ways. In this study, research methodology referred to the use of qualitative research inquiry and along its journey to reach the research end-product, it iteratively applied various research tools and procedures to acquire knowledge on sustainable HPS partnership. Therefore, it provided insight on the use of its components such as purposive sampling, interviews, observation, documents and analysis thereof to acquire new knowledge on what HPS partnership entailed. Thus, in the following, I discuss the usefulness of each component throughout the entire research process.

4.4.1 Research sites

Selecting cases is as good as sampling the right cases for a qualitative study that will best meet the research questions and objectives (Naidoo, 2012). Thus, the selection of cases in this study involved sampling schools and participants. Firstly, the study took place in four rural primary schools

where the participants with other partners deliberately not interviewed established HPS project and this qualified it to be a multi-site case study. Such multi-sites are located in Ndwedwe Circuit Management Centre in the education circuit of Insuze. My decision to select such multi-sites in the Circuit Management Centre was that as I have taught more than thirty three years at Ndwedwe. So, I have a strong belief that all schools in the area require sustainable school-community partnerships to succeed. It is wholly populated with rurality status. Further, in the area, there had never been any Health Promoting School-community partnership. Because of poverty in the area, learners' families seem to be unable to provide all basic education, social and health needs of their children.

Of the thirty two schools in the circuit, twenty eight were deliberately omitted from the sampling frame as they could not fulfil the research purpose. To expand, while the thirteen schools were secondary schools not included in the HPS project, the other thirteen schools also were rural primary schools but not included in the same partnership project. It is noteworthy that the remaining two were part of the project but the gatekeepers refused access raising that HPS project was demanding. Clearly, the four rural primary schools were chosen out of thirty two schools in a systematic way which is one of the characteristics of qualitative research that allowed me to identify the features of a case prior to entering the research field visit (Hammersly & Atkinson, 1995).

The rationale for selecting such four schools revolved around

the purposive criteria such as geographical school location (rurality context within the circuit which was easily accessible to me), HPS accreditation status (out of several documents observed were the certificates as evidence of the HPS functionality in each selected school), invitational factor source (detectable features of the HPS project at a glance) and all the selected schools were primary schools with gatekeepers who seemed to have interest in the current partnership.

4.4.2 Purposive sampling

Before discussing the sampling process of the participants involved in the study, it is fitting to unpack the rationale behind calling them as participants. Different authors prefer referring to sampled population either as participants, respondents, researched, informants, interviewees or conversational partners (Rubin & Rubin, (1995). These authors argue that each description is a direct result of a task performed by the selected persons. For example, the participants participate in the study, the respondents respond to the question in the questionnaire in particular, the researched are the ones who are researched and the informants are people with the information required in the study, interviewees are those being interviewed and conversational partners refer to those involved in the conversation sharing information. Selecting these people is informed by characteristics such as knowledgeability, rich information and experience in the research field (Patton, 1990). However, all such different terms refer to the research participating groups. Throughout my study, I used the word 'participants' because the participants, through their direct

involvement in the research information sharing process, interplayed the participative roles of the sampled subjects as I cited in Rubin & Rubin, (1995) above. So, I am of the opinion that all other research terms used for sampled individuals which describe face-to-face interviews in a qualitative research, are the branches for the term 'participants'.

With regard to purposive sampling, it is a kind of sampling that allows selecting participants on the basis of the researcher's knowledge of the population (Babbie & Mouton, 2012). Schutt (2006) claims that purposive sampling embraces selecting participants for specific purposes including being in a unique position in the population they represent, meeting the requirements of the research questions and willing to give evidence on the topic investigated. In addition, purposive sampling is about selecting a manageable number of participants to increase the utility of the information obtained (McMillan & Schumacher, 1997). Further, the two authors contend that purposive sampling would require samples chosen to be knowledgeable and informative about the phenomenon the researcher is exploring. Whereas Maree (2007) claims that purposive sampling warrants the researcher to select the participants for a specific purpose, Conco (2005) asserts that it is about the researcher making specific selections about the group of people to feature in the sample. Therefore, central to purposive sampling are participants selected for various specific reasons that include knowledgeability about the phenomenon, manageability based on specific number of participants, willingness to participate, role function in the population and relevance

towards research questions.

To expand, the manageable and sizeable information-rich chosen samples for this study were representatives of various constituencies who were at the helm of the Health Promoting School partnership. For instance, principals and each educator in the four selected schools were chosen because they were at the centre where the current partnership was implemented. The principals, in this regard, were major gatekeepers, resourceful persons in terms of documentation required as part of data analysis.

In support of the above rationale for choosing the principals, Kirschenbaum, (1999) asserts that principals are the best assets in the school to maintain a permeable boundary and play a central role to attract the community to offer the required resources to the school. The educators were chosen for their role of teaching Life Skills among other teaching subjects. Thus, in the current partnership, they were thought to possess vast Life Skills knowledge. Hence, one other aspect of the HPS partnership was to promote life skills to all stakeholders in general and to learners in particular. At the helm of school governance, there is a School Governing Body chairperson. The School Governing Body chairpersons of the four chosen schools were selected because they play the leading role and sat on behalf of other SGB members in the HPS partnership when health policies were formed. In this regard, nothing in the school including the partnership exists without the knowledge of the SGBs as they provide support to the school management teams in performing their professional duties (SASA,

1996). Thus, each SGB chairperson was assumed to have rich information on the issues of partnership. Involving all the SGB members would not provide the sizeable samples required for the study.

Further, my purposive sampling involved the selection of four managers in each of the four constituencies (the Department of Health, Department of Social Development, Department of Environmental Health and South African Police Services) in order to provide a thick description of the HPS in which they were part and parcel. So, all in all the selection of participant groupings was underpinned by participants operating directly with others in the schools as well as those working in departments other than education department. This gave a total of 16 participants.

In discussing the purposive sampling, I followed five main guidelines for constituting purposive sampling (Saunders, *et al.*, 2003; Bertram, (2003); Rubin & Rubin (1995). These include using personal judgement to select research samples, selecting participants who are knowledgeable about investigative events, willing to talk about issues that are researched, representative of the range of viewpoints and samples that are easy to reach. Therefore, in selecting the sixteen participants, I used a strategy of selecting those who were relevant to my research questions as they participated in the current partnership. Being participants in the existing HPS partnership they were well positioned as sources of rich information about the study topic. Subsequently, they were willing to participate in the study and provided a range of views when interviewed. In addition, the school-based

participants were in the neighbouring schools that were also closely located which assisted me not to travel long distances for reaching the research site visits (Bertram, 2003).

4.4.3 Data generation methods

Data generation methods are imperative for rich information, for getting an in-depth description and understanding of human phenomena, human interaction or human discourse (Lichtman, 2006). This author argues that the term human phenomenon deals with the lived experiences of the people involved in the research field like the school partners in the study.

Further, the term human interaction refers to how the people interact with each other in terms of their behaviour and purpose whilst human discourse focuses on people communicating with each other or communicating ideas. According to Henning, Van Rensberg & Smit, (2004), data generation methods are ways of gathering, looking at the data and thinking about the meaning of data findings. In relation to this study, to look at data and to provide deep interactions of the people involved in school-community partnership processes as a social activity (Bryan & Henry, 2008), I utilised both interactive and non-interactive data generation methods namely interviews, observations and document analysis.

4.4.3.1 Interviews

4.4.3.1.1 Defining interviews

Qualitative inquiry has a tendency of reaching the parts that the other (quantitative) research methods cannot reach

(Green & Thorogood, 2004). For example, while in quantitative research, the researched are reached through questionnaires, in qualitative inquiry investigating a problem takes place through the interviewer-interviewee interactive processes.

Authors approach the concept of interviews in varied ways; however, the focus is on a two way conversation between the interviewer and the interviewee (Maree, 2007; Ingleby & Oliver; 2008; McMillan & Schumacher, 1997). McMillan & Schumacher (1997) argue that the interviews are vocal questionnaires and are direct verbal interactions between the interviewer and the participant. Maree (2007) asserts that the rationale for conducting interviews is to collect data and to learn about the ideas, beliefs, views, opinions and the behaviours of the participant. In the light of the above, interviews were opted for this study in order to understand partners' ideas on their engagement in the school-community partnership (Seidman, 2006).

Drawing from the above literature about interviews, I argue that interviews are one of the qualitative research data generation techniques that involve a direct two-way communication between the researcher and manageable sampled participants. To Carolyn & Palena (2006), such qualitative research strategies are used for a particular idea, programme or situation. For example, in this study, face-to-face conversation was adopted to explore the sixteen participants' views on what sustainable HPS partnership entails.

4.4.3.1.2 Type of interviews

Patton (2002) outlines the three types of interviews that include unstructured interviews, semi-structured interviews and structured interviews. Where the participant does most of the talking, the interview is likely to be unstructured or semi-structured (Babbie, 2007). According to McMillan & Schumacher (1997), structured interviews refer to data collection instruments where the participants are asked the same questions in the same order to obtain data meanings. This suggests that all questions are put in the same order to each interviewee and are usually short, clearly worded and closed (Cohen, 2006; Thomas, 2010). This study used semi-structured interviews in order to allow flexibility, re-ordering, expansion, probing further including the following features of interview schedule (Cohen & Manion, 2000).

4.4.3.1.3 Advantages of interviews

According to Lichtman (2006), interviews enable the researcher to hear the participant responding in her own words, voice and language. To illustrate, having used interview questions in this study, participants freely produced bulky and rich information about happenings in the HPS partnership in their own words. Marshall and Rossman (1999) assert that interviews assist in maintaining control when the participants are going off-track, not understanding questions or having knowledge and experiences but experiencing difficulty in giving their opinion. To expand, by decreasing the act of having the interviewees experiencing difficulty in giving their opinion, Mackenzie (2007) suggests that building strong relationships between the interviewer and the interviewee is of paramount

importance.

Similarly, King (2004) contends that the advantage of conducting interviews is to focus on the research topic from the viewpoint of the participants and to understand how they interact. Patton (2002) believes that the objective of interviews is to focus on understanding the real life experiences, ideas of others and the meaning they make of such experience as I explained in the sections of the interpretive paradigm and qualitative inquiry. This author argues that interviewing people in this way helps in getting important information from them about those things we cannot directly observe by ourselves. As such, Cohen, Manion & Morrison (2007) maintain that semi-structured interviews in particular are characterised by a planned set of questions that are asked in a sequential order throughout the research process and such a plan is called an interview schedule. To illustrate, the set of questions in my interview schedule was designed according to the level of education for each participant and the role function that is played by each participant in his or her constituency. For example, the interview schedule for SGB chairpersons was in IsiZulu language which best suited them while the principals as well as the educators had their own set of questions that differed from other four representatives of member groups of the HPS partnership.

The discussion on advantages of interviews showed that the semi-structured interview method was important in my study for various reasons. Such reasons included knowing directly the participants in order to build rapport through interactive process. Second, it helped in the understanding

of the actual context in which the study topic exists. Third, the participants offered their own views and beliefs in the partnership's practices on a more relaxed atmosphere. Fourth, in using the semi-structured interview method, I generated in-depth data from the participants' own words and there is control on some impertinent issues. Lastly, probing and providing clarifications where necessary were done. This clarifies the point that my participants were able to seek clarity during the interview stages.

4.4.3.1.4 Limitations of Interviews

According to Cohen, *et al.*, (2001), one of the chief criticisms of interviews could be that they may have a tendency of revolving around subjectivity and biasness towards dealing with participants' responses. To illustrate, the researcher's questioning approach, gestures and clarifications may be suggestive of how the participants should respond. In doing away with this, I tried not to lead the participants through giving clues but rather probed them to clear out any ambiguities. Further, I was mindful of not cutting off the participants while they were still responding.

Opdenakker (2006) provides the interview challenge of being time consuming and costly. For example, interviewing a participant a long distance away can take a lot of time, effort and costs, let alone, if the participant is ill and could not be reached in time to cancel the interview. In this study, I incurred high travelling costs to reach a participant whose area of work was some kilometres further away from where I work. This was time intensive and risky because he could at times be visited only after working hours in his residential

area.

Though a tape recording interview makes the interview report more accurate, it can also hamper the process if tape recorder suddenly malfunctions or the researcher forgets to push the record button on (Opdenakker, 2006). During the interview process in this study, I had the experience of an educator who suddenly opened the door in the interview room. Thus, I tried to push a stop button instead of a pause button. When resuming the interview, I forgot to switch on the record button. The other part of the interview was not recorded. I was helped by the notes I took during the process. Wengraf (2001) asserts that interviews can also cause double attention. This suggests that the researcher does both listening to the participant's responses while ensuring that all the questions are answered within a fixed time. The possible danger is the misinterpretation of information. With this in mind, I supplemented the participants' responses by tape recording their voices.

4.4.3.2 Observation in qualitative research

4.4.3.2.1 Defining qualitative research observation

According to Dale (2004); Maree (2007), observation is an essential data gathering technique as it is used as a means of seeing or listening to something or somebody and beginning to experience reality for sound assessment. To Taylor-Powell & Steele (1996), observation is analogous to documenting activities, behaviours and physical aspects without having to depend upon peoples' willingness and ability to respond to questions. To McMillan & Schumacher (2006), this is a non-interactive observation data generation research strategy

where the researcher does not interact deeply and directly with the participants. For this study, observations were chosen to supplement face-to-face conversations which were interactive tools of data generation.

Further, Mckerman (1996) points out that observation is similar to naturalistic inquiry and much of non-verbal behaviour. Marshall (2006) refers to observation as a secondary qualitative data collection method that has a potential to glean in-depth information and analyse concrete descriptions of what has been noted and recorded. For example, in supplementing interviews, observing activities of the current HPS study took place in the natural setting where participants assumed their daily duties. In the case of non-verbal behaviour, I recorded and made notes of what I saw regarding the established HPS partnership in such schools without interviewing and probing participants. Thus, observation was understood in this study as a data generation instrument that was utilised to generate detailed and non-judgmental evidence of events without dealing directly with anyone in the natural environment.

4.4.3.2.2 The observation process

Moyles (2007) claims that non-participant observers usually enter the gate of the research natural field with pre-conceived knowledge of what actually they want to make notes of and the rationale for the observation. Quite frankly, I sought to make notes of the entire goings of the four HPS partnership schools regarding the activities or events listed in the observation schedule (Appendix F). To illustrate, I sought permission from the principal of each HPS participating

school to review documents and certain activities of the HPS project. According to Creswell (2007), the descriptive notes are done for enabling the observer to make notes of observable activities while the reflective records assist the observer to reflect and draw conclusions about activities observed. In complying with the above, I sought permission to take photographs of activities I observed. Some of the photographs I attached in appendix G. Further, I paid special heed to minutes of meetings held during HPS interactions, activities as established by various HPS sub-committees, observable achievements of the HPS existence, learner performance or results analysis since HPS inception, participation in the HPS project by each member and any other clues of HPS sustainability.

4.4.3.3 Document Analysis

4.4.3.3.1 Defining document analysis

Document analysis refers to secondary data review complimenting other data analysis methods that focuses on all types of written communications that may shed light on the phenomenon of study (Maree, 2007). This suggests that it is another secondary data chain of evidence for reviewing written materials. To Naidoo (2012), document reviews are about revisiting written recordings of events. In the same vein, Letts, Wilkins, Law, Stewart, Bosch and Westmorland (2007) contend that document data review refers to the study and analysis of data about past events. Hancock, Ockleford and Winridge (2009) follow a similar route and maintain that it is about reviewing a myriad of written materials that produce qualitative information. For this study, such written

materials included results analysis, charts, reports, notices, minutes, diaries, policy documents, codes of conduct, health promotion materials, photographs, donation letters and log books.

4.4.3.3.2 Document analysis process

Data based on written communications suggest that data have already been collected and processed by one person for a particular purpose and re-analysed, often for a different purpose by another (Babbie, 2007). In the case of the Health Promoting School partnership, the secretaries for various partnership committees had written notices and recorded minutes of meetings held. In this study, documents as noted above in subsection 4.6.3.1 were re-analysed and reviewed. This was done for specific purposes. For example, logbooks and minute books I reviewed, contained important data on HPS partnership studied, kindly see Appendices H and I. Official correspondence was also subject to review because it might serve as evidence on how written communications or invitations were conducted. Policy documents were also analysed because it was assumed that they indicated the active partners' interactions. In the same vein, photographs for gatherings held and projects or activities conducted were scrutinised as barometers to gauge the sustainability of HPS partnership. Lastly, health promotion materials or charts were reviewed to gather data that was necessary to explain the activities of HPS partnership.

4.4.3.3.3 Advantages of document analysis.

Naidoo (2012) asserts that document analysis is best used to complement, corroborate the interviews and observations,

thus improving the trustworthiness of research findings. This suggests that documents I reviewed had the potential to extend and augment evidence from the other two data sources. In this way, reviewing documents has an added advantage of linking data collected during interviews and observations to what is documented. So, among the three data generation instruments, data linkage or a chain of data evidence was noted.

According to Robson (2002), one thing good about documents is that they give information about the researched phenomenon. To expand, in this study, they were used unobtrusively without imposing on participants. This illustrates that documents were used independently of my active interactions. Corbetta (2003) refers to this document strategy as a non-reactive technique where data appearing in the document is not a direct outcome of interactions between the researcher and the researched.

4.4.3.3.4 Limitations of document analysis.

Witkin and Altschuld (1995) caution that obtaining and analysing necessary documents can be a time consuming process. With regard to control over the quality of data being re-analysed from documents, Witkin & Altschuld (1995) maintain that the researcher is unable to form opinions and is obliged to rely on the data provided in the document(s) to assess quality and usability of sources. Yin (2009) stresses that document analysis is a time consuming process in the sense that if the data results out of documents are contradictory, the researcher would pursue the problem by inquiring further. In concurring with the above, it was difficult to probe and

engage deeply with certain data in the documents reviewed.

Further, reviewing documents may compromise the issues of anonymity and confidentiality (Fitzgerald, 2007). This author contends that a contradictory factor arises if at the time of photocopying, the names of peoples and institutions appear in some documents. Indeed, during the document review process, I discovered that some meeting notices contained stamped school names. Further, the issues of sensitivity to document data publicity may be a barrier to accessibility of documents (Fitzgerald, 2007). In this regard, the gatekeeper in Phuzimfundo primary school indicated that the copyright of some documents is reserved. Thus, He was unwilling to expose their documents to me despite pre-exposed issues of anonymity and confidentiality.

4.5 Data analysis

4.5.1 Defining data analysis

Qualitative data analysis implies that the researcher tries to make sense of data, interpret and discover patterns among such data generated during the generation stages (Babbie, 2007). To Hitchcock & Hughes (1993), data analysis can be defined as a strategy to organise, account for and provide explanations of data collected so that meaning can be made of them. In the same vein, Bogdan & Biklen (2003) define data analysis as working with the data, organising them, breaking them into manageable units, coding them, synthesising them, and searching for patterns. Drawn from the above, defining data analysis has a bearing of interacting variedly with data generated.

4.5.2 Data analysis processes

According to Punch (2005), the process of data analysis in qualitative research depends on three main categories namely data reduction, data display, drawing and verifying conclusions. However, Onwuegbuzie & Teddlie (2003) expand beyond the three main categories to seven stages namely data reduction, data display, data transformation, data correlation, data consolidation, data comparison and data integration. For the purposes of data analysis in this study, I sought to adopt what Babbie (2008) calls coding-classifying and categorising individual pieces of data. Thus, data generated from the research field were analysed following the similar process. This implies that I displayed data generated through searching for patterns, categorising in the light of the research questions and made sense of them regarding the phenomenon studied.

4.5.2.1 Coding and analysing of qualitative data

According Punch (2005), putting tags, names, or labels against pieces of data is regarded as coding. The significance of coding qualitative material hinges on data reduction, organisation and establishing meaning of data findings (Hays, 2005). To illuminate, I started by coding all participants using numbers instead of real names. However, numbering codes were prefixed with the first letter of each participant group. For instance, principals were labelled as **P₁**, **P₂**, **P₃** and **P₄** where **P** denotes principal. Teachers as participants were coded as **T₁**, **T₂**, **T₃** and **T₄**. My codes for SGB chairpersons were **S₁**, **S₂**, **S₃**, and **S₄**. Participating representatives of other departments were coded as **M₁**, **M₂**, **M₃** and **M₄** where **M** represents manager. Such coding reduces data by putting

them into small packages with relevant letters. Further, the participants' schools were identified in pseudonyms as Bambisanani Primary School, Ngenani Primary School, Khayalemfundo Primary School and Phuzimfundo Primary School.

Additional to the above coding format that was specifically based on participants *per se*, Schutt (2006) defines coding as marking the segments of data with symbols, descriptive words or category names. This illustrates a strategy of assigning a code or category name that signifies a particular segment of text. In doing so, the researcher lands to the world of the two coding components namely data reduction and categorisation of participants' responses. For example, with regard to this qualitative research data analysis, I initially kept an unordered master list of participants' responses emanating from interview questions, documentation and observation of events. Out of this list Braun & Clarke (2006) see the opportunity to fit in categorisation and classification of data results according to similarities and differences. Ibrahim (2012) contends that such activity is tantamount to paring down of participants statements into their core meaning. According to Hancock, Windridge & Ockleford (2007), such data categorisation and summarisation may be in two ways that include tabulating and describing the messy and voluminous data.

The process of data tabulation is the basic level of analysis which encompasses putting in the form of a table what was actually said, documented and observed without any assumptions (Hancock, Windridge & Ockleford, 2007). In this

instance, two forms of tables were used in analysing data I collected from the research field. Subsequently, the first table was Table 4.1 with the unordered master list of participants' responses which is provided in Appendix N on page 268. Further, the inductive coding of my participants' voices were organised according to Braun & Clarke's (2006) categorisation and classification of data results and provided in Appendix O in the form of Table 4.2 on page 269. In this regard, the participants' responses were the direct discussions and interpretation of data presented in chapter five. My argument is that the unordered list of participants' responses precedes a classified list according to inductive categories. This enables the reader to trace and understand what has been voiced and in which world of the participants. In this study, the world of the participants was encapsulated in the four thematic categories against which the list of interview questions was based.

The second level of data analysis deals succinctly with a descriptive account of what was meant or implied by the response. This is another way of data analysis which Spencer, Ritchie & O'Connor (2003) refer as data display stage. Miles & Huberman (1994) describe data display stage as the one that focuses on condensing and presenting research findings into few words or sentences that help researchers to distill what they have captured from the data.

To sum up the aforementioned coding and qualitative data analysis discussions, data presentation in Chapter five of this report incorporates the Miles and Huberman (1994) and Punch (2005) model of data analysis, that is, data reduction,

data display and conclusion-drawing or verifying of data as illustrated by the figure that follows:

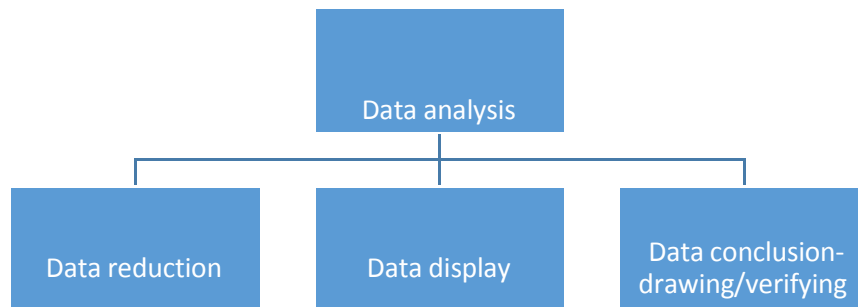


Figure 4.3: Data analysis model adapted from Miles and Huberman (1994) and Punch (2005)

4.5.2.2 Advantages of qualitative data analysis

One advantage of data analysis is that it has a tendency to summarise the voluminous mass of data collected and presents the findings in way that communicates only the most imperative meaning (Hancock, Windridge & Ockleford, 2007). In summarising the bulky data collected from the HPS partners, it is worth noting that such messy data findings were broken down employing the three stages of Miles and Huberman (1994) and Punch (2005) as alluded to above.

Gibbs (2002) also believes that the advantage of data analysis is that the process makes the description of the comparison and similarities clearer through using tabulation. However, in this case study data analysis, both results tabulation and description in detail were used to get the bigger picture of the goings on in the partnership. The essence of the whole process revolved around searching meaning through interpreting what I gleaned from the research field. Thomas (2010) cautions that data interpretation has to be a direct result of what was experienced and reported by the

participants rather than being influenced by the researcher's experiences. In this regard, data I present in the next chapter were only the participants' direct voices or responses.

4.5.2.3 Limitations of qualitative data analysis

Reading and re-reading when transcribing qualitative data may be a time consuming process. Hancock, Windridge & Ockleford (2007) raises concern that it may take almost six hours to transcribe one hour interview. This limitation is also raised by Beck (2003) through maintaining that looking for differences and similarities to develop categories requires a lot of time. Of the time I spent in transcribing data in this study, I utilised much time endeavoring to make sense of participants' verbatim responses. Another concern that can weaken data findings is that the results can be slanted or skewed if the words or responses are misinterpreted (Thomas, 2010).

However, pertaining to this study, during dissecting and categorising data into codes, participants' similar responses could be repeated. Sifting and sorting them took a tremendous amount of time. Further, conducting preliminary data analysis at the time of confirming findings with participants was a time constraint.

4.6 Trustworthiness

According to Thomas (2010), trustworthiness in qualitative research has to do with a measure of the quality of research. Trustworthiness is the ability of the study to show that the findings are the direct results of validity and reliability (Maree, 2007; Jupp, 2006). In the case of validity, Jupp (2006),

refers to it as a design or strategy of a research that provides findings or results that are credible whether the conclusions and the research corroborates interpretation and explanation of the phenomena.

In the view of Guba & Lincoln (1981), Krefting (1991) and Cresswell (1998), trustworthiness has the potential to be established using four strategies such as credibility, dependability, transferability and confirmability. According to Thomas (2010) as well as McMillan & Schumacher (2006), such strategies are equivalent to qualitative research criteria of internal validity and external validity as well as reliability. While internal validity focuses on how far the research results represent the phenomenon that is currently studied, external validity refers to the level which the results may be generalised to the broader population (McMillan & Schumacher, 2006). In the same vein, Bogdan & Biklein (1992) purport that trustworthiness encompasses fitting what researchers record as data and what actually occurs in the natural setting that is researched. The above authors claim that the more reliable the method of data generation is, the more likely to give similar results if repeated. Thus, in the subsequent subsections, each qualitative research strategy or technique is discussed.

4.6.1 Credibility

According to Thomas (2010), credibility in qualitative research refers to the extent which data and data analysis are believable and trustworthy. The author further asserts that in a qualitative research, the researchers construct meaning and if the findings match what is constructed as a reality then

such data results are likely to be credible.

Though Smith & Raga (2005) advance trustworthiness and credibility in social contexts as underpinned by the possibilities of multiple realities, Thomas (2010) suggests that it depends on each individual that constructs personal reality. This suggests that qualitative research findings are valid and credible to the researcher as an individual but not necessarily to others because of the probabilities of multiple realities. For this study, as an individual researcher, I sought to examine the extent of credible research results based on understanding the interviewees' responses and interpretation of activities of the HPS partnership. To achieve the preceding statement, I opted to use what McMillan & Schumacher (2006) term as a combination of data generation and analysis strategies. Such data generation and analysis techniques, among others, include multi-method data generation and analysis techniques which in my study were interviews, observations and document analysis. Interview schedules were framed in the language that best suited my participants, which was IsiZulu for SGB chairpersons and English for other participants; mechanically recorded data wherein this study, permission was sought to use audio-recorder during the interviews to ensure accuracy of data generated; data paraphrasing which in this study I restated participants' responses in the other form. I performed such task in order to ascertain that what had been said was correctly captured. In addition, member-checking was another data analysis strategy I adopted. Rager (2005), Harper and Cole (2012) refer to member-checking as participant verification that is used to improve the accuracy and

credibility of what has been recorded during a research interview. In this study, shortly after the interview, I summarised the information and asked the participants to establish whether their voices were accurately captured.

4.6.2 Transferability

Mertens (2005) contends that transferability is analogous to the suitability of the findings to be transferred or generalised to other contexts. With regard to transferability and generalisability of data results, Crawford, Leybourne & Arnott (2000) claim that it depends on the level to which salient conditions overlap or match, but if the cases studied are small, such findings may not be a generalised representation of a wider population. Indeed, for the current study, a sample of four schools cannot be generalised representation of all rural schools in South Africa but certain aspects of research results may be appropriate and can be transferable to similar settings that portray similar features. In my qualitative inquiry, the findings or results were not suited to be transferred to the wider contexts other than similar rurality. However, phenomenally, they proved that the HPS partnership could probably be extended to other rural primary and secondary schools.

4.6.3 Dependability

Ghauri (2004) asserts that dependability is tantamount to ensuring stability of results over time. Similarly with Merriam (1998), dependability is parallel to repeatability over time where it is the consistency of observing the same results under similar instances. Similarly, Sinkovics, Penz & Ghauri (2008) argue that dependability is synonymous to a criterion

that is similar to reliability and similarly focuses on the stability of outcomes over time.

To enhance dependability and consistency of the same results in my study, I reviewed documents with the same information I acquired during interviews. The documentary findings showed consistency with interviews though there had been frequent changing of the HPS partners. This illustrates that the problem is not with changing now and then of partners in their constituency positions but it lies with what data findings depict over time. Thomas (2010) sums up the human behaviour change in positions as a non-human static factor that is highly contextual and influential factors at times. However, transfers of some partners which occurred from DoH and DSD officials did not weaken consistency of my data results. In addition, in establishing dependability or repeatability, data in this study were audio-recorded as I pointed out in section 4.4.3.1.4.

4.6.4 Confirmability

According to Sinkovics, Penz and Ghauri (2008), confirmability is the degree to which the research outcomes can be confirmed or corroborated by others to ensure objectivity. To establish corroboration of data results in this study, the participants were afforded an opportunity to review preliminary data analysis. This aimed to increase adoptability and confirmability of research results by participants. Thomas (2010) however asserts that regarding confirmability, researchers need to demonstrate that their data and interpretations drawn therefrom are purely rooted in conditions arising from outside the researchers' own

imagination. This again increases confirmation of findings and guarantees the researcher's objectivity. For example, in this study, my pre-conception of what Health Promoting School partnership entailed, had no influence on data results drawn from the sixteen participants.

4.7 Ethical considerations

4.7.1 Defining ethical issues in qualitative study

Ethical considerations are said to be strategies adopted by the researchers to protect the participants' rights, values and avoid any unnecessary information exposure that can defame the character of the others (Cohen, Manion & Morrison (2007). In protecting the rights, needs, desires and values of the participants, the researchers are cautioned that while they are immersed with their research, they are entering the private spaces of their participants (Silverman, 2000). In this regard, I took care of my sixteen participants' ethical strategies prior, during and after the research I had engaged in. Thomas (2010), Maree & Van der Westhuizen (2009), Kvale & Brinkmann (2009), Creswell (2003) and Miles & Huberman (1994) contend that such ethical strategies focus on gaining entry, informed consent, confidentiality, privacy or anonymity, voluntary participation and benefits to the participants. Thus, the following section describes how ethical issues in the conduct of this research were addressed.

4.7.2 Gaining entry

Gaining access into the research field occurs through a number of stages (Okumus, 2006; Laurila, 1997; Bassey, 1999 & Gummesson, 2000). According to Laurila (1997), it entails formal access that includes what, when and how the

researcher collects data from the research field and in return discloses what has to be provided. Another type of access is personal access as a process of knowing participants. Building individual rapport is the third type of access which to Laurila (1997) is referred to as a strategy of developing a sound understanding between the researcher and gatekeepers. It is this stage that Bogdan & Biklein (1992) refer to as courting of the potential participants.

Similarly, Gummesson (2000) contends that one type of gaining access may be physical one when the researcher gets closer to the participants. In the light of physical access, its advancement takes place when the researcher maintains an ongoing physical access to the research setting. Further, a mental access exists when the researcher is able to understand the goings on in the researched settings.

Marrying the aforesaid types of access in the investigated field, Bassey (1999) brings forth two types of access. In the view of this author, negotiating entry with education officials (school-external authorities and principals) is an official procedure. Parallel to official procedure is social access that means participants grant the researcher the permission to collect data from them.

In summing the above types, Buchanan, Boddy & McCalman (1988) develop a four-stage access approach: *getting in*, *getting on*, *getting out* and *getting back*. As I discussed in formal access above, for the getting in stage, the researchers clarify the issues of purpose, the amount of time and resources to be used. Thus, the issues of *getting in*, *getting on*, *getting out* and

getting back during my data generation involved seeking permission from the Department of Education, doing pre-field visits to court gatekeepers and foster good rapport, simplify the contents of informed consent through physical access and get them to sign the declaration statement. The getting out and getting back process entailed agreeing with my prospective participants on specific interview dates and times. To expand, getting back also revolved around doing member-checking and allowing participants to relook data that I had analysed.

4.7.2.1 Advantages of gaining entry.

According to Okumus (2006), physical access to research site provides researchers with a real picture of the investigated setting's quirkiness and messiness. Thus, physical access to the four schools enabled me to gain evidence about what and how the schools actually do things that might encourage sustainability of Health Promoting School partnership. In getting this evidence, I had to rely on observation periods, reviewing documents and interviews with all the partners from both inside and outside the schools.

4.7.2.2 Limitations of site visits

As the schools are managed by different, unique principals, therefore researchers as outsiders may not always be welcomed. The thinking is sometimes that one is coming to interfere with the schools' affairs. Lichtman (2006) posits that many schools are reluctant to let outsiders enter the school. Hence, at Bambisanani School, it was initially difficult for DoH officials to introduce the idea of the HPS partnership. Laurila (1997) affirms that researchers may be debarred access

if they are perceived as asking insensitive questions about the leadership actions. Further, school leadership may be skeptical about the role of researchers. Though the issues of confidentiality have been explained in detail, it might not be easy to believe its full extent (Colman, 1996).

4.7.3 Informed consent

Informed consent is about equipping the participants with full knowledge of what is involved in the research (Thomas, 2010). For this study, the purpose, nature, data generation methods and the intention to use the audio recorder were explained to the participants who were pro HPS partnership namely Life Skills teacher co-ordinators, SGB chairpersons, principals of the four rural schools and representatives of each member group.

Further, Kvale & Brinkmann (2009) assert that informed consent is necessary for a myriad of reasons. For example, the participants were informed about the purpose and the essence of their participation shortly before undertaking the research journey with the researcher; the procedures and the use of mechanically devices are negotiated in time; explaining procedures allows the participants to decide whether agree or negate participation. Further, informed consent alleviates fear of participation and thematises complete disclosure of the rationale of the research project beforehand (Kvale & Brinkmann, 2009). Thus, I used Appendices K, L and M on pages 265, 266 and 267 prior to research commencement and in establishing an informed consent. The ethical issues were explained in each one of the three appendices outlined above.

Whilst noting the beauty of informed consent, the following are some of the challenges I faced during negotiating access. These include undue refusals to participate, fear of sensitive information disclosure if the issues of confidentiality are not fully addressed. For example, undue refusal was noted in one school participating in HPS participation. The principal of such school indicated that they were still unclear about HPS partnership activities. In the same vein, Kvale & Brinkmann, (2009) claim that handling informed consent may be perilous if novice researchers themselves have little knowledge of how interviews and observations are to proceed.

4.7.3.1 Confidentiality, privacy or anonymity

Thomson, Bzdel, Golden-Biddle, Reay & Estabrooks (2005) define confidentiality, privacy or anonymity as strategies to protect the privacy of research participants while information collected is made accessible to others. Similarly, Kvale & Brinkmann (2009,) refer to confidentiality, privacy or anonymity as the way that private data identifying the participants are not disclosed. As this study sometimes included photographs of observed events or partners as evidence of the HPS engagement in activities, holistic anonymity was not achieved. However, I endeavoured to remove any identifying information from documents with available school and participants' identities. One way to execute this, Richards & Schwartz (2001) recommend the use of pseudonyms or initials in transcripts. Thus, alphabetical codes were used as I pointed out in section of the 'coding and analysing of qualitative data'. Further, I provided assurance that the participants' names would not be used for any other purposes, nor information would be shared that revealed

their identity in any way.

4.7.3.2 Voluntary participation

To Orb, Eisenhauer & Wynader (2000), voluntary participation means that participants are not coerced to participate in the research study. Instead, they are allowed to exercise their rights to accept or refuse to participate without penalty. With regard to this study, in enhancing voluntary participation, I made it clear to the participants that they have a right to participate or recuse themselves.

4.7.3.3 Benefits to the participants in a qualitative inquiry.

The benefits of participating in a research study are informed by what Edwards (2012) and Thomas (2010) refer as individualistic and institution-focused in nature. To clarify, the individualistic benefits are those that are direct to the participants. For example, my participants developed knowledge of the research title after participation, felt enthused to learn more about the study and wished to be researchers one day. Subsequently, some confessed that they had research phobia prior to engagement. However, after participation they felt absorbed into the research process.

On the other hand, to allay undue fear, participants were assured that after the completion of the study, I would share with them the HPS experiences I generated from the interviews. This would contribute to seeing the HPS partnership with a new perspective and see it working for them well in their schools. With regard to institution-focused benefits, Edwards (2012) claims that institutions or organisations receive resources to improve the programme as

a result of their engagement with the study. For instance, one participant in Bambisanani School had a concern about community involvement. It was offered that simple school-community open days might be created and be used as bait to the school-community non-attendees. Further, one more benefit could be the possibility to advance it to other schools that are not currently involved.

Thus, in this study, feedback as a form to benefit participants was planned to appear in two stages. For example, after completing the entire interviews and data analysis, the participants were allowed to review preliminary data results as I explained earlier on. Second, after the research approval by University, research copies might be obtainable from three different sources: from myself, my supervisor and university library. So, this kind of feedback was thought to arouse interest in enrolling in the field of research. Furthermore, I explained that the likelihood was there to liaise with resource persons on behalf of the schools to cover resource gaps, if any, observed during data generation.

4.8 Conclusion

This chapter has outlined the research paradigm, research methodologies, strategies and design used in the study, including procedures, participants, data collection tools, data collection and analysis methods, data validity, reliability and ethical issues. The research design for this study took the route of interpretive case study being analysed largely through qualitative methods. The next chapter provides the application of research methodologies, strategies and design in the form of data presentation and analysis.

CHAPTER FIVE

Presenting and discussing data

5.1 Introduction

In this chapter I present and discuss data. The data are about what sustainable school-community partnership entails in Ndwedwe four rural primary schools. The chapter opens with tabling the biographical profiles of the participants. From there, I move on to discuss how HPS partnership was established. This is followed by bringing forth data on factors sustaining HPS partnership as well as those inhibiting ones. The chapter concludes with some lessons out of data presentation and discussion.

The discussion of data is informed by two theories that made up the theoretical framework namely: the Capital theory that is underpinned by of human, social, intellectual, financial, physical as well as spiritual capital, and Servant Leadership theory. In presenting and discussing data, I was guided by the three key research questions as I presented in section 1.4 of chapter one namely:

1. How can the existing school-community partnership in each of the four selected schools be described and explained?
2. What do stakeholders view as factors enabling and or inhibiting sustainable school-community partnership?
3. What does sustainable school-community partnership entail?

In addressing the first critical question, I frequently analysed the participants' responses from the subheading namely: the establishment of the Health Promoting School partnership.

Further, during the presentation and discussion on the perspectives of the participants regarding how sustainable HPS partnership was, the last three key questions were addressed. Thus, the entire chapter reflects data that is a direct result of the manner in which the three critical research questions were addressed.

To strengthen data presentation and discussion throughout the chapter, I, in many cases, cite the actual verbatim responses of the participants with the intention of providing the real picture of the sustainable Health Promoting School partnership. In so doing, I frequently refer to the real data generated from the interviews and at times being supplemented by observations as well as document analyses.

5.2 Biographical profiles of the participants

Participants comprised of four principals, four co-ordinators from different government departments, four teachers and four School Governing Body chairpersons as I indicated in chapter four. The rationale behind this sub-heading was about illuminating diversity among the participants and how such diversity was found as contributing to the sustainability of the Health Promoting School partnership. Table 5.1 shows the actual profiles of the participants.

Table 5.1 Biographical profiles of participants.

Participant	Rank	Department/ Sector	Age group	Gender	Education Level	Residence
M1	School nurse	Health	40 and above	F	Grade 12 with professional Qualifications	Rural
M2	Environmental Health Practitioner	Environmental Health	Between 30 and 40	M	Grade 12 with professional Qualifications	Rural
M3	Social worker	Social Development	40 and above	M	Grade 12 with professional Qualifications	Rural
M4	Chairperson	Circuit Community Policing Forum	40 and above	F	Grade 12 with professional Qualifications	Rural
P1	Principal Bambisanani Primary school	Education	40 and above	M	Grade 12 with professional Qualifications	Rural
P2	Principal Ngenani Primary school	Education	40 and above	F	Grade 12 with professional Qualifications	Rural
P3	Principal Khayalemfundo Primary school	Education	40 and above	M	Grade 12 with professional Qualifications	Rural
P4	Principal Phuzimfundo Primary school	Education	40 and above	M	Grade 12 with professional Qualifications	Urban
T1	Teacher Bambisanani Primary school	Education	40 and above	F	Grade 12 with professional Qualifications	Rural
T2	Teacher Ngenani Primary school	Education	40 and above	F	Grade 12 with professional Qualifications	Rural
T3	Teacher Khayalemfundo Primary school	Education	40 and above	F	Grade 12 with professional Qualifications	Urban
T4	Teacher Phuzimfundo Primary school	Education	40 and above	F	Grade 12 with professional Qualifications	Urban
S1	SGB Chairperson Bambisanani Primary school	Education	40 and above	M	Below grade 12	Rural
S2	SGB Chairperson Ngenani Primary school	Education	40 and above	M	Below grade 12	Rural
S3	SGB Chairperson Khayalemfundo Primary school	Education	40 and above	M	Below grade 12	Rural
S4	SGB Chairperson Phuzimfundo Primary school	Education	40 and above	M	Below grade 12	Rural

Table 5.1 shows that the sixteen participants in this study had various biographical profiles. In this regard, the first column illustrates the code for each participant. The second column in the table indicates the rank for each participant. Notably, the SGB chairpersons were as in the education sector because they provide school governance responsibilities in schools. The schools' names are fictitious. Further, the third column shows various government departments such as Health, Social Development, Environmental Health, South African

Police Services and Education. This suggests that the participants in this study were likely to bring different experiences according to the department which they served.

In terms of age, Table 5.1 indicates that the majority of the participants was 40 years and above while only one was between 30 and 40. This illuminates that HPS partnership was run by quite a number of mature people. Such element of age was useful for school-community partnership given that mature people have the potential of collaboration which is the foundation of partnership (Apple & Beane, 2007). With regard to gender, there were nine males and seven female participants. This was also useful information because the nature of partnership in the schools selected had different activities that required the potential of both sexes.

Regarding the level of education, the same Table 5.1 indicates that out of sixteen the participants, the first twelve had Grade 12 qualifications with professional certificates. It appears in the HPS partnership, the majority of participants were better qualified than the other few. This was likely to ensure the smooth operations within the HPS partnership. Thus, participant S₃ felt that mixing with other highly qualified colleagues brought no harm to them as members of SGB and in this way, he reported:

In this partnership, there is a fair spirit of working together, we are one and everyone's ideas are welcome.

The response suggests that in the Health Promoting School partnership, the participants' ideas were treated as equal though they had different qualifications. This is a sharp

contrast to Lefrancois & Ethier (2010) who claim that co-operation among certain individuals can be difficult as they may be incapable of participating due to lack of education and others may exclude themselves voluntarily due to lack of interest or time. In the partnership I studied, the working together of the participants irrespective of their level of education was worthy to be explored.

In terms of the context in which the sixteen participants resided, three of them resided in urban areas. Thus, the majority of the participants resided in rural contexts. This kind of participants' profile was also crucial given that the schools for which the partnership was formed were all in the rural contexts.

Table 5.1 paints a picture of diversity among the participants. Such diversity was expected to have a positive impact on the partnership given that the partners would bring on board varied perspectives.

5.3 The establishment of the Health Promoting School partnership

The major question I asked in this regard revolved around whose vision it was for the Health Promoting School partnership to be established in the four rural primary schools namely: Bambisanani, Ngenani, Khayalemfundo and Phuzimfundo. Basically, regarding how the HPS partnership was formed, responses from all the schools showed that this was the brain child of school nurses. In this regard, participant S₁ had the following to say:

Having kept our school clean, ultimately the school nurses as DoH officials were attracted into its beauty and neatness to initiate HPS.

Similarly, participant **S3** added:

The school nurses from the Department of Health (DoH) initiated HPS in our school.

On probing further why the school nurses took the initiative of forming the HPS partnership, participant **M4** from the South African Police Services (SAPS) and responsible for Community Policing Forum (CPF) sector responded:

HPS partnership has to be established in the four schools because, in order for learners to realise their full potential, they have to be healthy, attentive and emotionally secured.

This response suggests that the HPS partnership was ideal for the learners' best interests which meant for healthy and stable learning environment. Indeed, the four participating schools proved to be centres for providing health, care and support teaching and learning. This was evident from the health resources that were reported to have been there as a result HPS partnership existence.

On seeking further clarity on why out of all names that could be used for calling the initiative as 'HPS' but this one became a popular one, participant **S4**, clarified:

It was so because health-related issues were at the centre of this partnership. Everything that was done revolved around ensuring health activities.

In emphasising what participant **S4** said, the School

Governing Body chairperson (S₁) said:

It was befitting to name the partnership as 'HPS' because our school was spick and span. It being in this condition embraces the symbol of health.

According to participant (S₁) response, health was the base unit of HPS partnership.

As it was unclear how health was related to the school-community partnership of Health Promoting School, I sought clarity on what exactly about health it was that it could have potential of bringing stakeholders from various government departments working together in the four rural schools.

Participant M₁ (DoH) stated:

Both Department of Health and Department Basic Education jointly agreed on sourcing the ways of improving health of learners in rural schools in particular. So, Department of Health foresaw the need of partnering with other government departments as all of them have the potential to promote health in schools in different ways.

According to the above response, the Department of Health was skilful in identifying other stakeholders in other government departments for ensuring that HPS goals reach all learners in the four rural schools in varied ways at the time of this study.

The data I generated from the Department of Environmental Affairs revealed different ways in which the various government departments promoted health in schools through the provision of their unique services. In this regard,

participant **M4** said:

It is necessary to have the intervention of the Department of Health in the HPS partnership in order to provide learners with inoculation that prevents communicable diseases and strengthen health skills including personal hygiene, health instructional environment and good eating habits. Though SAPS assists in the safety needs for learners at schools, it promotes health as well in schools when it makes awareness on drugs and substance abuse. Further, Department of Social Development has come into this partnership for the social well-being of learners that assist them to live healthier lives. Lastly, The Departments of Environmental Affairs and Agriculture through this partnership provide schools with fruit trees, shade trees and garden seeds that ultimately promote health to learners.

Though participant **M4**'s response was similar to what other participants expressed regarding the manner in which other government departments' officials interacted with the four rural schools I, however, observed that the resources for washing hands differed from school to school. In this regard, when I asked participant **M1** from Department of Health why at Ngenani Primary School they provided different types of hand cleaning containers, she commented:

We source such hand cleaning containers from different Non-Governmental Organisations.

This suggests that the type and availability of resources to make HPS partnership sustainable depended to the particular government department which took the leading part to bring them to school.

Further, with regard to the bait used to initiate HPS partnership, participant **M₁** indicated:

To form partnership with schools, we, as DoH officials firstly did the needs analysis of each targeted school.

Seeing that this participant **M₁** response touched on analysing the school needs but not yet clearly unpacked, I then sought further clarity. Thus, the same participant reported that the needs that DoH officials identified were divided into two groups namely those that were easily seen (face value needs) and those in black and white (documented needs). In this regard, participant **M₁** put forth the face value needs which included but not limited to the following:

An overwhelming number of learners were walking to the school barefeet, with torn uniform dresses and some wearing different colours; some schools with large enrolment but with inadequate ablution block and no infant rest rooms; three selected schools without staff cottages while the fourth one had an insufficient number; schools with weak fencing; no signs of gardens; shade trees or fruit trees and tatty gravel roads to schools.

In addition to the face value needs as outlined above, the principal of Phuzimfundo Primary School drew my attention to the documented needs that the HPS partnership initiators identified. In this regard, participant **P₄** indicated:

When the school nurses requested the Handwashing, First Aid Kit, Vendors and Gardening policies, they could not find them. Yes, other policies were there but not reviewed.

Having interviewed all the inside-in participants (school-based participants), I found that what participant P₄ indicated above, was the state of affairs that faced the four selected schools.

On probing the action taken by the school nurses, participant P₄ replied:

The school nurses in our school made a further appointment for developing us on how the missing policies should be crafted and advised us on reviewing policies annually.

With regard to why the Health Promoting School partnership was established at such rural schools, participant M₁ (DoH) provided me with the HPS document known as Integrated School Health Policy (2012). It was written jointly by the DoH and DoBE (2012). In essence, on reading it, I deduced that it contained a myriad of HPS partnership strategic goals namely: developing health school policies that aim to assist the school community in fairly and consistently addressing its health needs; improving access to and providing appropriate services; developing personal skills of the learners and community members; developing healthy attitudes and practices; providing community action that encourages the school and broader community in taking ownership; managing any equipment that is provided to the school as part of HPS partnership and building partnerships with external providers beyond the local community structures to include NGO's and business sector. This had implications that the HPS partnership in the four rural schools in particular was a joint venture between DoBE and

other government departments. It also suggested that HPS partnership exists for particular reasons and it was a platform for addressing day-to-day health hazards that can constitute teaching and learning barriers.

Regarding developing health and Safety school policies, during my visits to the four schools, I observed that there were School Safety and Security notices indicating the prohibition of carrying dangerous weapons, substance abuse and cigarette smoking. Second, Handwashing, HIV/AIDS, First Aid Kit and Vendors Policies were hung in the administration block. Participant P₁ indicated that such policies were in learners' classrooms. Other policies were in principle in the HPS policy file. Though this was not about the establishment of the HPS partnership, however, health and Safety school policies were there to show that sustainable HPS partnership was not complete without them.

For improving access and providing appropriate services, I read notices regarding healthy learner assessment and screening pinned onto the schools' notice boards. To illustrate, participant M₄ reported that assessments during the early phases of learning focused primarily on identifying health barriers to learning. The idea of conducting assessments seeking to combat long term illness that may jeopardise life learning was echoed by the principal of Khayalemfundo Primary School who explained:

Assessments I have noticed at this school include checking vision, oral health screening, cervical cancer screening among the Grade four girls and screening for chronic illness that include communicable diseases such as TB and the like as well

as non-communicable diseases such as poliomyelitis.

In expressing a similar view, participant **M₃** reported:

It's good attempt that the meetings for HPS took place in schools. It would be practically impossible for us as DoEH officials to move from door to door providing education awareness regarding preventing communicable diseases.

This response had an implication that communicable diseases could be one of the teaching and learning barriers. That was why HPS partnership was established in each centre of care (schools) where all stakeholders converge to achieve health promoting goals.

Responses from all the participants showed that providing health skills to each and every learner in schools was equated to have reached and taught more than a handful of community members at once. In this regard, participant **M₃** reported in a motto form:

'Teach one learner healthy skills, teach many, to reach many'

This suggests that schools that are in partnership with HPS are the meeting points where a multitude of community members benefit through their children.

Findings also revealed that at Bambisanani Primary school, welcoming HPS partnership was not smooth sailing. I found that the principal of the school had a negative attitude in providing access. For example, participant **M₁** had this to say:

It was very difficult to change the negative attitude of Bambisanani Primary school principal. He gave us a cold

shoulder through uttering: "You school nurses, you are selfish, you want us to do your work and leave ours! Here at school, we have too much teaching work, don't come and add more, your health initiative belongs to you".

Such attitude did not put off school nurses. Then, she further expanded:

In an attempt to change the principal's attitude, we had to persuade him, went down on our toes showing charts of successful HPS schools and indicated that once HPS idea has been adopted in the school, the school would move upwardly in terms of health, learning and community change culture. In doing all these, we had to stop during the process while he showed his attitude and changed our strategies.

Though, the data above indicate the kind of attitude that the principal had, however, he commended the power of conviction the DoH officials applied to win him. Thus, he said:

I must say, during the first visit, it was not easy for the DoH officials to convince me about HPS partnership. However, after frequent visits, they decided to unpack HPS value in favour to the teaching and learning and showed a chart with HPS school. This was their bait that made me ultimately yield to the partnership idea and I am extremely happy that through this HPS partnership, this school has moved up to the centre of excellence.

So, out of the above responses, it is evident that DoH officials used various courting strategies as part of persuasive and resilient leadership skills for influencing the principal's

thinking to see things in a new way. In chapter three, section 3.4, paragraph 13, I discussed persuasion as one form of Servant Leadership Theory. So, now, it comes in to illuminate its application in reality.

Parallel to the question regarding why the HPS partnership was established in the four schools, I used learner results to further establish what was happening in such schools and understand the impact of partnership to teaching and learning. In this regard, the principals of the four schools furnished me with the results analysis documents for Languages, Mathematics and Life Skills/Life Orientation subjects. Thus, Table 5.2 shows learner achievement I deduced in the Languages, Mathematics and Life Skills/Life Orientation from 2010 to 2014. The rationale behind focusing on the three subjects was that Life Skills/Life Orientation seemed to be the major focal areas of the school-community partnership (HPS partnership). To expand, in the South African schools in terms of Annual National Assessment (ANA), Languages and Mathematics are central to measuring the extent of reading, writing and counting accurately.

Table 5.2 Learner achievement on Languages, Mathematics and Life Skills/Life Orientation

Bambisanani Primary School	Year	Languages	Mathematics	Life skills/ Life Orientation
	2010	34	35	50
	2011	43	47	72
	2012	45	36	70
	2013	59	67	73
	2014	56	66	80
Ngenani Primary School	Year	Languages	Mathematics	Life skills/ Life Orientation
	2010	66	63	68
	2011	70	60	70
	2012	68	61	75
	2013	69	60	78
	2014	70	65	80
Khayalemfundo Primary School	Year	Languages	Mathematics	Life skills/ Life Orientation
	2010	36	25	91
	2011	43	38	97
	2012	37	44	98
	2013	60	68	96
	2014	36	46	95
Phuzimfundo Primary School	Year	Languages	Mathematics	Life skills/ Life Orientation
	2010	51	50	70
	2011	58	60	60
	2012	63	65	65
	2013	64	67	67
	2014	62	62	62

The figures in Table 5.2 indicate the overall learner performance per subject in each selected school expressed in average percentage form. To illustrate, learners at both Bambisanani Primary School and Khayalemfundo Primary School achieved lower than 50% in Languages and Mathematics from 2010 to 2012. In 2014, the Languages and Mathematics results plummeted drastically to 38% at Khayalemfundo Primary School. At Ngenani Primary School, all the three subjects were well achieved from 2010 to 2014.

Thus, from data in the Table 5.2, it is noteworthy that learner performance in both Languages and Mathematics was fluctuating in the schools studied. This confirms ANA report I

made in chapter one in the 'Background of the study' section. The learner performance in the four schools seemed to be dwindling. In this regard, participant T3 reported:

We implement the turnaround strategies for improving ANA but there is little improvement year after year.

I probed on turnaround strategies that in the school of participant T3 were established and effected. She clarified as follows:

We begin our ANA classes as early as 07h30 from Monday to Thursday. We use previous ANA test papers and source parent participation to support learners in doing homework but ANA results carry on fluctuating.

Participant T1 expressed a similar view:

In this school, we work as a team of Mathematics and Language educators but the majority of learners in Grade 6 are not coping well.

The above claims suggest that more intervention in the form of a strong and sustainable partnership is required. It is noteworthy that the fluctuating factor for such subjects took place even in the HPS partnership schools. This was one of the challenges facing partners that was explored.

Further, Life Skills/Life Orientation appeared to be the excelling subject across all the four schools since 2010. This buttresses what I reviewed from the parents' minute book where the DoH official exposed the major objective of HPS partnership as that of promoting health life skills. This

suggests that the other subjects deserved more attention in order to match the standard of Life Skills/Life Orientation.

Data presented and discussed in this section illustrate the manner in which HPS partnership was established and the rationale behind its establishment. It is therefore evident that the common denominator in the minds of all the participants was the understanding that the initiators of HPS partnership were school nurses. It is apparent that the cleanliness, beauty of the schools, assessment and evaluation of both face value and documented needs were major forces that pulled the eyes of the school nurses to initiate HPS partnership. Subsequently, learner academic achievement reported in Table 5.2 could be one of the factors that motivated the establishment of HPS partnership.

Pertaining to the rationale on forming HPS partnership, I found that HPS partnership was a vehicle for addressing the communicable and non-communicable health diseases. This entailed that HPS partnership was established for promoting the primary health, care and curbing learning social ills. This is in line with Collins (2012) who asserts that every purpose is about understanding the reason why something is done or existing. The way HPS partnership was established, demonstrated that the four schools benefited in terms of improving learning conditions, health services and safety needs. So, the discussions alluded to the extent to which the participants viewed as the need for forging partnership with schools selected.

5.4 Factors sustaining the Health Promoting School partnership

In this section I present and discuss the views of the participants regarding factors enabling HPS partnership. Such factors include support services from outside partners; community participation; continuous awareness campaigns; mutual benefits; monitoring and evaluation; going the extra mile, positive attitude; decentralised and servant leadership. In this way, contributions in the form of skills, infrastructure, resources and care support services were in two ways namely outside-in and mutual interest contributions.

5.4.1 Contributions sustaining Health Promoting School partnership

With regard to what the outside stakeholders brought into the partnership (outside-in contributions), at Bambisanani Primary School, I observed that the school had two collect-can drums, refuse drums, computer laboratory, mobile science laboratory, bore-hole water and plenty of shade trees. Participant T₁ when interviewed on the source of such resources, had the following to say:

Both collect-can and refuse drums were provided by our partners in the name of Ndwedwe local municipal office. It was Department of Environmental Affairs which provided us with shade trees.

In the same vein, I saw the recycling drums and garbage drums in the other three researched schools labelled Ndwedwe Municipality. I attached evidence of a garbage drum as an appendix G on page 257 showing a learner using

this resource. Seeing that still at Bambisanani Primary School, there were other special resources, I probed further the SGB chairperson (**S1**) in the same school and he replied as follows:

We used the School Development Plan skill that we learnt from the HPS meetings in ensuring how to source donations regarding computer laboratory, mobile science laboratory and bore-hole water.

Similarly, participant **M3** had this to say:

When I visit the Health Promoting Schools, I could see learners during breaks enjoying the shade under the tress. I could not see any papers in the premises of all the schools.

The preceding participant's responses indicate that the shade trees as resources provided to all the four Health Promoting Schools were benefiting the learners.

Similarly at Khayalemfundo Primary School, the availability of resources propelled me to inquire more about their origins. In this regard, a teacher at the school (**T3**) was asked on how the school had made it possible to have newly built toilets, green vegetable gardens and well paved school premises. She had the following to say:

No, the toilets are not new at all; they had been renovated by the Department of Works. With regard to the green vegetables that you see, Department of Agriculture provided us with the seed vegetables and CWP, the initiative from Municipality Local Governance employed community members to assist the school. For paving the school, I am not certain.

Out of these responses, I learnt that participant T₃ had knowledge and the understanding of CWP. I then sought clarification from him regarding CWP and the response was:

CWP stands for Community Work Programme that uses community participation by local men and women in this area. Its work stretches from community zones to this school.

The response further reminded me what Phillip (2013) refers as the usefulness of CWP that it seeks to deliver more jobs and useful work to the local indigent communities.

On probing further on what ways the CWP through community members assisted the school, the same participant T₃ clarified:

CWP people are community members who clean school pavements, road to schools school yards, work in school gardens and clean all institutions around the schools in general.

Evident to what participant T₃ said regarding community participation through CWP was an attachment in Appendix G. Of significance is the culmination from the above response was that community members were also the human resources involved in HPS partnership. Concomitantly with the view of community participation, I noticed in all the four schools that there were local community members cleaning the school premises and working in the school gardens. In this way, participant M₄ (SAPS) through its wing known as Community Policing Forum (CPF) reported:

Our task team for drafting School Safety Policy at Bambisanani Primary and Khayalemfundo Primary Schools included me as the chairperson of South African Police Services (SAPS) working jointly with (CPF), two local church members, local Municipal councilor, local Inkosi's councilor, deputy Induna, two local care-givers, three local businessmen sitting with SMT and SGB team.

At Ngenani Primary School, participant **P₂** said:

Community members assisted in planting school trees, working with the school building contractors, doing school renovations focusing on paintwork.

At Khayalemfundo Primary School, a teacher (**T₃**) expanded into the classroom the idea of community participation and indicated:

At this school, one parent provides Grade 7 learners with the sowing and beading skills. In doing so, such parent works together with me after teaching contact time. The learners' marks out of such activities form part of Life Orientation subject.

Notably, the bringing in of community members into HPS partnership had different benefits. Thus, participant **M₃** had the following to say:

Community involvement had assisted schools by combating vandalism in the sense that to them anyone entering the school during weekends or holidays is coming to steal what had been sown in the garden. Involving community also helped school leadership, teacher and learners not to interrupt normal

teaching and learning on the grounds that they should attend school yard cleaning and maintaining school gardens.

Regarding the involvement of the community, the principal of Bambisanani Primary School (P₁) replied:

My predecessor displayed a chart in his office with the wording: The school without community involvement is like a bucket of water with a hole at its bottom.

Participant P₁ further explained:

My predecessor was saying that nothing is achieved without involving the community in school affairs pertaining the education of their children in this school. Metaphorically, it means that the school working without community assistance, resembles a leaking bucket

Drawing from this response, the staff and SGB members of Bambisanani Primary School had a belief that there was nothing for HPS partnership without co-operating with the community members.

In emphasising that the active involvement of the community was at the apex of partnership, a social worker (M₂) explained:

Some schools I had visited are the centres of excellence wherein quality teaching and learning is always the order of the day. The parental involvement at Bambisanani Primary school made me to enroll my children in 2013 though I am 30 km away from this school. Mind you, I am not a local community member!

Parental involvement was emphasised by the SGB chairperson (S₁) during the HPS partnership launch who said:

Our school excels because it allows the participation of community members in different forms. Besides active classroom teaching and learning, it excels in cultural activities particularly Amahubo and Ingoma dances because community skilled leaders train boys and girls after school and during weekends in the school premises.

This shows the picture of a school that through its excellent standards has the muscle to attract parents from spheres far away from its locality.

Regarding the availability of infrastructural facilities in all the schools studied, I noticed basic resources of commonality namely borehole water, electricity, fully fenced, paved school premises and with learner enrolment over five hundred learners. When seeking clarity in this regard, the principal of Bambisanani Primary School (P₁) clarified:

For what we have in this school, credit goes to HPS partnership in the sense that we were empowered to identify the strengths, weaknesses, opportunities and threats of the school. Therefore, what you see were the weaknesses identified and addressed. As a result, we sourced the assistance of the National Water Drilling Company (NWDC) from Pietermaritzburg that drilled underground water that is available in this school.

Regarding the common paved school premises in the four schools studied, I noticed that such schools were beautiful with adequate facilities in a rural setting. In this regard, I turned to the principal of Khayalemfundo Primary School (P₃) and he replied as follows:

What you see are the direct results of the skills provided by various NGOs in the names of National Business Initiatives (NBI) in 1996, Natal Schools Projects, Learn Fund, Rotary Club, Devine Life Society as well as working together with all government departments through HPS partnership.

Proudly, the school principal further said:

Such NGOs and government departments came as visitors to this school and left it as friends based on our manner of approach and professionalism we displayed. In this way, it was easy to be provided with the skills and resources that changed things here.

In the same school, I saw a wall photograph showing the school principal and the director of Gem Schoolwear uniform company shaking hands in front of the classroom with a wording plaque: This classroom was donated by Gem Uniform Schoolwear in 2012 and officially opened by Mr Pandor. In the interest thereof, I interviewed the SGB chairperson (S₃) who clarified as follows:

Having engaged with professionally skilled people in the HPS partnership while we were doing the School Development Plan (SDP), we identified that some classes were overcrowded. We then approached Gem Schoolwear uniform company which donated with R75 000 for buying building material.

Further, with regard to the teaching resources brought by HPS partnership, teachers at Khayalemfundo Primary School seemed to be extremely happy. In this manner, a teacher (T3) in the school reported:

It is with joy that a Chinese NGO, because of the existence of HPS partnership donated the Library container. Such Library container sharpens our teaching saws. The primary school learners, the neighbouring secondary school learners and community members utilise it when punching up their reading and research projects.

From the above responses in particular, it is apparent that being involved in HPS partnership, the participants' positive attitude towards skills development worked well for Khayalemfundo Primary School and its local communities.

In emphasising the idea that the current partnership offered continuous support services to schools studied, participant T2 at Ngenani Primary School clarified:

HPS partnership provided various support services to our school that include washing hands containers, First Aid kits equal to the number of classrooms, routinely screening for preventing cervical cancer to Grade four girls from the DoH school nurses, sports equipment from the Department of Sports and Recreation (DoSR), continuous drugs and substance abuse awareness by the local Community Policing Forum (CPF) and Love Life by NGO.

Out of the preceding responses, I found that there were elements of continuous support services provided to the schools studied. To illustrate, such support services included

screening for preventing cervical cancer to Grade four girls, drugs and substance abuse awareness. Another care support service I found, focused on supplementing National School Nutrition Feeding Scheme. In this regard, participant S₄ at Phuzimfundo Primary School during the interview process revealed that working with NGOs helped their school. Thus, he had to say:

In supplementing the school nutrition programme at our school, an NGO in the name of Sithandukwenza Feeding Club through the assistance of our local church came in to feed our learners.

In addition, the available documentation I studied in the four rural primary schools included the school log book, OVC minute book, HPS minute book, HPS file, Quality Learning and Teaching Campaign (QLTC) minute book, School Development Plan (SDP) and HPS wall charts, revealed that there was abundance of skills, resources and support services brought in by government departments as well as varied NGOs. Notably, the Department of Basic Education (DoBE), ILembe District, HIV/AIDS and Life Skills sub-directorate through the project called Orphanage and Vulnerable Children (OVC) contributed the sum of R12 000 which was used for buying school uniform. Consequently, I observed during QLTC visits and research field visits that in the four schools, the majority of learners were in full uniform. In this regard, a school principal (P₁) reported:

Were it not for ILembe District OVC support services, we would be having many learners coming to school not in full uniform.

In the same vein, SGB chairperson (S₄) said:

In one of our HPS partnership meeting, we were informed that Ilembe District HIV/AIDS and Life Skills sub-directorate paid R12 000 to Gem Schoolwear for buying school uniform.

This suggests that Department of Education also worked hand in glove with others to make ends meet in fighting against social ills, which is focusing on the destitute in this case.

Further, in reviewing the School Log Book documents in the four schools, I discovered that there were learners' Tom shoes provided by Sesego Cares NGO. Consequently, none of the learners were observed walking bare-foot. The schools minutes proved that the schools had other similarities. Such documents showed that the schools were developed during the HPS partnership processes in drafting and finalisation of various policies as I pointed out in the section of establishing the HPS partnership and there were other deliberations noted including the HPS partnership assessment meetings and the distribution of toothbrushes to Grades one and two learners. This points to the sustainability of the HPS partnership.

5.4.2 Symbiotic relationship sustaining HPS partnership

Some responses regarding the current partnership showed that it benefited not only the schools but the community and other stakeholders as well. For example, participant M₄ responded as follows:

Community sends their children to schools. Again such

community members through Community Work Programme (CWP) participate to school activities, such community members acquire skills they apply in their own home gardens, also HPS enhances Life Skills to learners through hand washing policy, brushing teeth and keeping the environment clean.

The responses above showed how different HPS partners mutually benefited. For example, the benefit moved from community members to the four schools studied and back to the community members again.

In the same sense, SGB chairperson (S₄) indicated:

Since our children are taught Life Skills namely washing hands after every toilet visit and before taking meals; brushing teeth after every meal and keeping their surrounding clean. That has brought change at our homes brought back by our school-going children.

At the HPS partnership launch at Khayalemfundo Primary School, one parent representative emphasised that the HPS activities taking place in the school filtered back home through their children. Thus, participant P₃ explained:

At my home, my little boys and girls requested toothbrushes. They are now responsible for cleaning the home yard.

Out of the above response, Life Skills pollinated through learners back to their home.

In emphasising that HPS partnership brought change to many homes, participant P₂ reported as follows:

One HPS project: many homes clean.

This suggests that each home with a learner in a school that promoted health life skills benefited from the existence of HPS partnership.

In addition, it happened that I had once met the health officials at the time of establishing HPS partnership. However, during my interviews I noticed that one school nurse was no more there. Instead a new face had joined the crew of school nurses. I, therefore, asked of her whereabouts and participant M₁ (DoH) replied:

Sister Mthuthuki was promoted to the higher position as the District Head.

She proudly further elaborated:

Were it not for our deepest involvement in HPS partnership as school nurses in these rural schools, my colleague would not be in this current position.

Mthuthuki mentioned in the above response was the fictitious surname used for the sister promoted. It sounded like, Sister Mthuthuki was promoted as a result of her commitment regarding HPS partnership. This indicates some of the benefits of engaging into HPS partnership. Such incident propelled me to inquire on how the new incumbent felt for being in the HPS partnership. The same participant M₁ responded:

My colleague is involved in all respects namely assessing

progress of HPS partnership, periodically screening and administering preventive measures to learners against communicable and non-communicable diseases, doing and assisting in all other HPS activities.

The above responses affirm the mutual benefit that Ribbens (2011) refers to as the mutual interaction between both species sustaining benefit from the association (HPS partnership). Further, Narcissi (2011) prefers to call such mutual interaction as symbiotic relationship in which the two or more species benefit as I reported in Chapter two, section 2.2.3.

5.4.3 Continuous awareness on social ills

With regard to continuous awareness of social ills that can hamper health and learning, the writings in the school Log Books, HPS minute books and registers that I studied in the four schools revealed that there were continuous talks about HPS at school assembly, staff meetings and parents school social gatherings. For example at Bambisanani Primary School, on 02 November 2012, officials from the DoH rendered some moral lessons on healthy eating habits and awarded certificates of participation to learners who achieved highly in an art competition for Nutrition Awareness. At Ngenani Primary School, on 11 October 2013, DoH visited the school for awareness of HPS file outlook. At Khayalemfundo Primary School, awareness on substance abuse, value of punctuality, non-absenteeism and other life skills related issues like boys' circumcision were repeatedly conducted by SAPS with CPF and DoH officials.

Further, the responses from one question in the interview

schedule that asked the participants what they saw as making HPS partnership to be what it was, supported the document writings as I discussed in the paragraph above. In this regard, participant **M4**, the chairperson of CPF indicated:

Constant awareness (Imvuselelo) is necessary for continuous orientation purposes because some new comers may arrive mid-year and every New Year.

It was noted that such participant **M4** chose to call continuous awareness as Imvuselelo meaning that for HPS partnership to be well known and well-practiced, periodical awareness had to be a norm in the four schools.

Similarly, participant **S1** of Bambisanani Primary School explained the significance of HPS partnership in terms of behaviour change. To illuminate, he said:

Here, at Bambisanani Primary School, HPS partnership has provided access to various people to do awareness to parents and learners about social ills that can impede learning of our children such as school violence, crime around the schools that can negatively impact the learner attainment, love affairs, sexual harassment, learner absenteeism and late-coming.

I further probed participant **S1** to clarify how school violence, crime around the schools learner attainment, love affairs, sexual harassment could be regarded as factors which led to underperforming learners. In responding, the participant said:

Well, generally, whatever violence and crime related issues in the schools kills the learning concentration in learners. For example, vandalism in the area affects learning in the sense

that if it happens on school property, learner cannot learn well.

In addition, out of the responses I found that continuous talks through HPS partnership played a pivotal role to learners' behaviours, and participant T2 reported:

Previously, before the establishment of HPS partnership here at Ngenani Primary School, learners were followed by teachers to enforce discipline, now through continuous talks in the classrooms and assembly, they do things voluntarily such that they are now urinating accordingly, are no more bullying, run to the classrooms after breaks, arrive at school on time and behaviour has changed.

Participant T4, at Phuzimfundo Primary School emphasised what HPS partnership in the form of continuous talks had done. Briefly, this teacher-participant said:

Learners unlike before are now in the classrooms and learning. Surely, they are disciplined.

Having presented the participants' views on HPS partnership, I found that continuous awareness of social ills that could debar learner progress is imperative. Further, continuous awareness seemed to be one factor of informing and educating people about a topic or issue with the purpose of influencing their attitudes, behaviours and beliefs towards achieving a definite purpose (Sayers, 2006). As I discussed in chapter three, section 3.4 paragraph 12, awareness focused on leaders serving others continuously. In this study, continuous awareness was one of the enabling factors that contributed immensely to the sustainability of the partnership I studied.

5.4.4 Follow up visits sustaining HPS partnership

Regarding follow up visits on HPS partnership, one question in the interview schedule was framed to inquire how progress was checked. In doing so, a teacher (T3) at Khayalemfundo Primary School reported:

In 2012, officials from the Department of Environmental Affairs initially just came checking the cleanliness of the kitchen, functionality of toilets, availability of health school gardens and cleanliness in the classrooms. After that, they issued a report on the findings to be addressed by all partners.

Flowing from the response above were highlights that there were findings based on follow up visits by the participant T3. I then inquired from participant T3 to say more about such findings. Thus, she replied:

Department of Environmental Affairs officials found out that here at Khayalemfundo Primary School though HPS partnership activities were spinning well, however, not all recycling refuse drums were emptied on time, fire extinguishing bottles were there but not fully serviced, dettol water containers for washing hands were there but not tallying with the number of learners and some were leaking. In the school garden, there was no variety of vegetables and toilets were there, however the infants had no toilets at all that accommodated their age.

Concurring with the utterances on follow up visits in all the HPS schools, participant M1 (DoH) indicated:

My colleagues from other departments make follow up school visits on specific tasks depending on the initiative of their departments. For example, DoSD makes special visits on identifying learners who need social grants to make sure that no learners sleep without food, department of Home Affairs visits school regularly to identify learners without birth certificates, SAPS visits schools randomly for monitoring school safety and areas that require law enforcements.

In the same vein, participant **M₃** added:

In the schools that I visit, my job includes networking with school principals in identifying youth headed families and other critical social issues. I pay visits quarterly because learners' social needs change now and then.

Regarding the frequency of HPS partnership follow up visits, the chairperson of Community Policing Forum (**M₃**) responded:

Progress in this HPS partnership was checked through regular inspections, monthly meetings, unannounced visits during the day and reviewing the programme of action designed for partnership purposes.

Further, on probing why regular or frequency meetings were conducted. In this regard, the participant **P₃** reported:

In my experience in this HPS partnership, the functionality of HPS partnership was checked regularly to boost partners' morale, realign changes or identify and close gaps that might occurred during the process.

In stressing that there were HPS meetings conducted, participant P4 had the following to say:

The officials from other government departments presented monthly progress reports relating to the needs that were adequately met and those services that were not yet meeting the standards set.

The attendance registers I reviewed in the four schools illustrated that some officials visited the schools for follow up visits. In this regard, the minutes and attendance register signed on 13 August 2012 at Bambisanani Primary school were evident that follow up visits were done. I provided appendices H and I in this regard. Subsequently, I also found that all school plans were annually reviewed.

5.4.5 Commitment of HPS partners

Regarding commitment of stakeholders in the partnership, participant T1 indicated:

As I reside at the Valley of Bambisanani Primary School, I had to go the extra-mile working in the school gardens after hours and during holidays.

She expanded further:

As a community representative and the team leader in HPS in this school, I am losing nothing about working beyond the determined hours and HPS has taught me that leaders lead by example.

This alludes to the act of sacrificing time on the HPS activities that are in the heart of participant T1. Clearly, residing close

to the school encouraged her to work beyond the normal working hours.

Generally, interviews with the three principal revealed that the commitment of school nurses could not go unnoticed on the occasions of preparing to receive the HPS partnership certificate. One principal of Phuzimfundo Primary school had this to utter:

School nurses would be seen actively involved in cleaning activities and wearing cleaning aprons and overalls. It looked as if the school was theirs. It was nice to work with people of their nature.

At Bambisanani Primary school, participant P₁ emphasised that he noticed a deep passion for the HPS partnership by the school nurses. He reported in this manner:

On the eve of HPS partnership certificate handover, the school nurses as well as their administration colleagues wearing their pinafores worked in the school until dark.

At Khayalemfundo Primary School, SGB chairperson (S₃) had similar view on working longer hours and indicated:

We saw our principal wearing his blue overall working with the CPW members in the garden. Late in the afternoon before 30.05.2013 which was the day of our HPS certificate handover, care-givers, health department staff and local Municipality staff made an impressive stage décor.

Having discussed the different ways how and when the majority of the HPS partners sacrificed their time, I deduced that at times other government departments were left out in

compromise of Health Promoting School partnership meetings. This pointed to commitment as enthusiasm for shouldering responsibilities even during one's personal time without expecting personal gains. As I reviewed literature on commitment in Crosswell and Elliott (2001) in chapter 2.6, paragraph 13, commitment in this study suggested that nothing about sustainability would take place without one sacrificing the available time. In this regard, I found commitment being one necessary factor for sustainable partnership that was worthy to be explored.

5.4.6 Some leadership styles sustaining HPS partnership

Regarding the role leadership played to make HPS partnership sustainable, data showed various leadership styles. For example, DoH official (M₁) reported:

School principals played a crucial role in acting as bridges between us from outside the school and the people whom we needed in the school. In order to successfully sell the idea of the HPS partnership to the premises of each of the four schools, the principal opened the school office and we discussed our mission.

Participant T₁ raised a similar idea:

HPS partnership in our school opened the doors for leaders with different skills to lead us in auditing the available teaching and learning resources as well as using swot analysis in identifying the scarce ones. After having obtained resources, resource leaders in the HPS partnership manage and maintain the utilisation of resources.

Participant T₂ also expanded further:

The HPS partnership was underpinned by creating a resource team to manage and control resources brought to school by the external HPS partners.

The SGB chairperson (S₃) had this to say:

What makes the HPS partnership to be at this high level is the fact that those who are central leaders in it trained us on how to actively participate when doing the HPS duties.

In the same vein, the idea that training new partners was the mother of successful HPS partnership was echoed by participant M₄ who stated:

The HPS veterans provided regular training to the people across the partnership in the four schools since they might have felt neglected due to the dearth of knowledge, skills for participation and taking decisions.

In support of deepened training leadership role in the HPS partnership, participant M₂ had the following to say:

Since the idea of the HPS partnership infiltrated the four schools, staff personnel, SGB members and learners were oriented and mentored on the understanding of this kind of partnership.

All the participants from other government departments viewed the kind of leadership that cared for others and acknowledged the excellent work done by others. To them, the incentives they received in each school raised a feeling of warm welcome. This was typically clear in the response from participant M₃ who said:

Principals were seen maintaining cordial relationships among us as individuals by acknowledging our contributions. For example in all schools, we were all awarded with the certificates of excellence in the HPS partnership participation.

The preceding response illustrated cordial relationships among the HPS partners that existed in the four schools as a direct result of servant leadership as I discussed in Chapter three. This was leadership that Rost (1993) refers as 'leadership as a relationship'. In this study, I viewed it as a kind of leadership that was useful for both internal and external partners to bring and share their resources to the relationship they initiated.

In line with the participant **M3**, a teacher (**T3**) had a similar feeling and explained:

Here at our school, the SGB under the sterling leadership of our principal made HPS nametags with the school logo in its centre and worded around it: I AM HPS PARTNER FOR UPWARD SPIRAL FOR REAL CHANGE.

This response seemed to entail creativity which stemmed from the inspirational leadership seeking to boost the morale of the HPS partners.

Participant **M4** emphasised that in all the schools, he had seen the kind of inside-in leadership playing a communicative role that successfully made HPS partnership work. In this regard, the same participant **M4** explained:

I have seen inside school leadership communicating when

necessary with potential partners regarding further appointments on HPS meetings, scarce infrastructure, referrals, learners without birth certificates, without uniform and with symptoms of abuse.

Drawing from the above response, it looked like the school leaders in the selected schools communicated for different reasons with the outside HPS partners. Regarding the understanding of inside school leadership mentioned in the response discussed, I sought clarification and the same participant **M4** responded:

In each school, the principal was an obvious leader and HPS driver for facilitating communication. Additional to the principal, we established HPS committees led by chairpersons to fast-track communication in this kind of partnership.

Emphasising the above response, I reviewed HPS files and minute books from all the selected schools. I discovered that HPS partnership committee secretaries wrote letters and kept accurate records based on communication with the potential HPS stakeholders.

According to participant **M1**, decentralising leadership powers among HPS partners was seen pushing forward the current partnership. This was raised in the following response from such participant **M1** who explained:

It was always easy to work with HPS partners even if the principal was away. We would know with whom to work if our focus was on the administrative duties, kitchen, garden, classrooms and school yard cleaning.

In the same vein, to blend the decentralised leadership powers with the Health Promoting School partnership, Environmental Health practitioner (M₂) had to say:

When we visited our partnership schools, we knew with whom to talk, be it the School Development Plan Committee (SDPC), the Discipline Security and Safety Committee (DSSC), the Health and Advisory Committee (HAC), the Gardening Committee (GC) or the General Assistant (GA) who is the cleaner at the school.

This suggests that the schools worked well with internal school structures and the HPS duties were delegated to the relevant individuals. This leadership strategy seemed to increase the sense of self dependency among HPS leaders rather than on the principals' hands all the times.

To further illustrate that leadership was driven across the HPS partners, during the interview process participant T₃ said:

As teaching was disturbed during the HPS committee and assessment meetings when some teachers had to attend, relief teachers were unhappy. Our principal showed a supportive spirit that sought their active teaching participation.

Gleaning from this response I got a sense that the principal was supportive to the relief teachers to think anew. In this regard, I probed how supportive spirit was shown. Consequently, participant T₃ replied:

Besides talking with them alone, our principal in staff

meetings used to allow HPS feedback sessions and focused on the HPS benefits to teachers.

In a way, at this school, it was apparent that centrally to effective partnership was a creative, mediating and initiative leadership that allowed for active participation of those involved.

Having realised that in this kind of partnership, there were regular meetings involving people from various walks of life with different levels of education, I asked the participants to clarify their takings in the meetings that made them feel glued to the existing partnership. Thus, the SGB chairperson (S₂) replied:

Whenever we were in the HPS partnership committee meetings as well as in our assessment meetings, our views were listened, respected and valued.

In line with the above response, participant S₄ added:

In some instances, among us as the school HPS coordinators, we were made to present to the assessment meetings our ideas we contributed at HPS committee meetings.

From the preceding response, it can be inferred that the HPS partners were allowed to air their opinions and have them well taken into cognisance. As I discussed in Chapter three, according to Barbuto and Wheeler (2007), such interactions among the partners point towards listening, caring and foresight as the aspects of servant leadership.

Out of the data emerging from the sub-question why the HPS partnership was still alive even after the schools had long

received certificates, the common responses from other government departments' participants indicated that the HPS partnership required unity or co-operation within the school setting. In this instance, participant **M4** from CPF explained:

If the school management team is united with all the school structures, it in turn would strengthen HPS partnership even after its certification in each school.

Having presented and discussed the participants' responses regarding other alternatives and the kind of leadership they had seen making HPS partnership work, there was a series of other leadership factors going across both distributed and servant leaderships that set HPS partnership continuously in motion.

5.5 Some factors inhibiting HPS partnership

One key research question asked what stakeholders viewed as factors inhibiting sustainable HPS partnership. In this regard, the data I generated revealed that though there was a myriad of enabling factors, there were also some barriers to the HPS partnership. Drawing from various responses, clearly there were instances of non-participation of some partners to the HPS partnership. For example, the school principal (**P3**) reported as follows:

When the school requested support in the form of marquee provision during Quality Learning and Teaching Campaign (QLTC) launch, the municipal councillor remarked that education department must source its needs from its physical planning section.

Concomitantly with the aforementioned response, participant S₃ in the same school had the following to say:

Our local Municipal councillor was one hundred percent selfish. Instead of supporting the school with water at the times of its shortage, he would say that the school must buy water from the municipality office. However, a surprise was that when he needed to hold community meetings, he would require utilising the resources of the same school.

At Ngenani Primary School, the issue of poor attendance by some HPS partners was a bone of contention. In this regard, participant T₂ reported:

In our HPS meetings, there were stakeholders whose faces always looked new because they were present in one meeting and absent in the other one.

I sought to know more about the progress contribution made in dribs and drabs by partners. To illustrate, participant T₂ further elaborated:

When these partners happened to be present, they would ask things that were discussed in their absentia.

Having discussed the above responses, there was myriad of lessons learnt *videlicet* non-participation of HPS partners, lack of support, deliberate selfishness and poor attendance that resulted in slow HPS progress and deliberations.

The data also revealed another inhibiting factor, namely some resources were not well cared for, maintained and stored. In this way, participant M₄ reported:

In the three sites, vegetable gardens were there but sometimes full of weeds and withering heavily.

Participant M₄ cautioned that though the schools were resource-enabled, they still lacked considerable care and maintenance of some resources including vegetable gardens. Further, in emphasizing poor resource maintenance, participant S₃ at Khayalemfundo Primary school had to complain:

Though our school had received HPS certificate, the toilets still smell and learners write denigrating slogans on the walls.

Expanding on the above response further, the SGB chairperson, participant S₃ in the same school had a concern about cleanliness. In this regard, he said:

Though our school is HPS accredited but our cleaners still need closer supervision when it comes to toilet cleaning. Boys' toilet urinals in particular are filled with chips packets consequently they are sometimes not usable.

This painted a picture that a kind of routine supervision was a necessary factor to keep school infrastructure up to the health standards required at Khayalemfundo Primary school in particular. Thus, this illustrates that though some schools were involved in HPS partnership, however, handling and keeping healthier some services and resources still required more attention in order to make the HPS partnership talks well.

Further, data showed some elements of dishonesty with

certain HPS participating structures. To illuminate, negative inferences were made about CWP members. Thus, the principal of Phuzimfundo Primary School (P₄) stated:

Some CWP members were seen walking away with vegetable seedlings and some garden implements after use.

I probed further in order to understand how the school was convinced that CWP members stole HPS resources. In response, participant P₄ clarified:

At times they work even after hours and on holidays. I was surprised when I browsed through the school camera and detected some CWP members moving away with some vegetables garden seedlings and some hoes.

The principal of Khayalemfundo Primary School (P₃) had a similar idea and explained:

We had brick pavers as well as steel scaffolding packed in the school yard. Our cameras showed the groundsman throwing them over the school fence during community meeting.

With regard to the missing of the HPS resources in the four schools, there were cases reported to the chairperson of CPF. Some of these were theft of handwashing containers, mobile dust bins, vegetable garden seedlings and brick pavers. Participant M₄ added:

At Ngenani Primary School, some handwashing containers were reported missing. A similar scenario of some municipality mobile dust bins missing at Bambisanani Primary School was reported. The same applied at other two

HPS schools where garden seedlings, brick pavers were reported missing.

It was evident that some partners still perceived accessing partnership as a personal boon. Further, it showed that owning partnership resources was still not yet in the nerves of other partners at some schools. It boiled down to the fact that some partners were not taking this partnership seriously. This gesture wiped off slightly the beauty of supporting the neediest schools with physical assets. In this regard, it besmirches sustainable school-community partnership versus its good intentions.

The responses also indicated that holding HPS meetings during teaching and learning contact time was another constraining factor to sustainable HPS partnership. The teacher (T₄) at Phuzimfundo Primary School had this to say:

HPS meetings coerced us to abandon learners in order to attend such meetings during contact time.

As a point of clarification, I inquired about what happened to learners when teachers deployed to the HPS meetings during teaching time. The same participant T₄ further added:

The school policy stipulates that a relief teacher covers the teaching and learning gap, however, this adds a burden to that teacher's workload because he or she has his or her own learners to teach. When coming back from the HPS meeting we had to continue from where we stopped.

In respect of the above, it is apparent that HPS meetings conducted during teaching and learning hours disturbed

normal teaching at Phuzimfundo Primary School. When I interviewed participants from outside the schools on the similar question, participant **M2** responded:

Seeing that all our school partners particularly teachers do not stay around their sites of teaching and it is not easy to find them on weekends, then we had no choice but to hold HPS meetings during the formal school day.

I further asked to air his view on the attendance of teacher representatives and he expressed:

Teacher attendance was good enough.

Taking the issue of attendance further, participant **T3** said:

Attending the HPS meetings during the teaching contact time seemed to be contrary to the State President's pronouncement on teaching and learning non-negotiables: "Teachers should be in school, in class, on time, teaching with no neglect of duty and no abuse of pupils" (Zuma, 2009).

Participant **T2** had a similar view and had to say:

We have a partnership burnout now. How could we be in the class and teaching, yet, required at the same time to be in the HPS meeting? Moreover, with a small teacher school like this one, it is very difficult because even relief teaching is impossible.

The implication is that it was worse with a small teacher school like Ngenani Primary school where participant **T2** works. Regarding the alternatives to holding HPS meetings during teaching time, participant **T2** clarified:

To us, it could be better after school because the majority of us are staying around the school but weekends cannot work well because at times domestic and societal chores are there.

It is clear that doing school work or attending meetings in rural schools differ according to school contexts. So, this illustrates a critical gap between HPS partnership and teaching and learning contact policy. It also shows that even the South African school timetable is still not flexible enough to accommodate the unexpected co-curricular practices within the seven hours of teaching in favour of different school contexts.

Having discussed the perspectives of the participants on HPS teachers attending meetings during teaching hours, I inferred that teacher-participants felt threatened, sliced of and cruised behind with their normal teaching. Thus, they suffered the HPS partnership burnout.

Another constraining factor against sustainable HPS partnership was the fear of exposure by other school leaders. I found at the time of sampling schools that some principals were afraid to participate in school-community partnership. For example, initially I planned to conduct my study in five schools. I ended up with only four rural schools because the principal of the fifth school prevented me access to her school. Although the school was involved in the current partnership, she said:

We cannot be one of your participants because the HPS partnership has a number of demands. Really, we are not

ready.

She kept on saying this in spite of being informed that the information out of the interviews would not be disclosed to anyone.

About fear to participate, participant **M4** held a similar view and expatiated:

Besides your four HPS partnership schools, there are other five schools in the process but it will take time to receive HPS status because working with them is not an easy task. You may visit them but you won't find much.

I, then deliberately visited such schools and I found that not all of them were happy about discussing HPS activities. Fear to disclose the HPS partnership activities was also raised by the principal (**P2**) of Ngenani Primary School. When I requested to review the HPS documents, she beat about the bush. She seemed to be busy as a bee several times when I approached her.

So, fearing exposure of the HPS partnership activities can block the success of HPS partnership.

The inordinate amount of chilly weather seemed to be another impeding factor. Participant **M3** reported:

During the heavy rains, we could not reach the HPS schools as they all located along muddy roads.

What transpired here is that road access to rural schools at the time of my research study was still an unfavourable contextual factor to teaching and learning in general and to

the HPS partnership in particular.

5.6 The lessons out of participants' responses

An analysis of the data yielded from the stakeholders (my participants) in the HPS partnership revealed a lot regarding the study's key research questions. It emerged that advocating the HPS partnership right from the onset embraced a high spirit of working together namely co-operation. This was achieved through discussing a number of issues that surrounded HPS partnership and presenting what the stakeholders viewed as factors enabling or inhibiting the partnership.

Data revealed that factors embracing co-operation among the HPS partners included doing needs assessment; co-ordinating resources and services together; volunteerism of stakeholders; local community participation; principals' willingness to open the school gate in support of the school activities triggered by external agencies; strengthening the relationships between the four schools and other stakeholders through involvement and regular school visits to check progress. Accordingly, factors affirming and also inhibiting HPS partnership were discussed hereunder.

First, responses showed that the resources, skills and care support services were provided to schools through government departments joining hands in making Health Promoting School partnership work. This suggested that schools could not operate by themselves, they needed to work hand into glove with other forces.

Second, though this study was about the collaboration of

schools with government departments in particular, however, I found that there were other non-profit making organisations (NGOS) in such collaboration. Such NGOs included National Building Initiative (NBI), Seshego Cares, Gem Schoolwear Uniform, Devine Life Society, Learn Fund, Rotary Club and Natal School Projects, National Water Drilling Company. Results showed that such outside school agencies added value by bringing care, support and services into the four HPS rural schools. Thus, for schools to improve, they had to foster links with the wider community as well.

Third, many responses indicated that the HPS partnership mutually benefited all the HPS partners in a circular form. To illustrate, the schools bought school uniform from Gem Uniform Schoolwear Company and the same company ploughed back through donations, community members sharpened their life skills by working in school gardens and applied such skills at their social institutions (homes) and other HPS stakeholders got promoted as a result of being involved in the HPS partnership activities. This made HPS partnership a social mutual phenomenon.

Fourth, it is luminous that awareness of social ills was a process than being once-off event in the four schools. That is compatible with awareness I discussed in chapter three, that it (awareness) is analogous to believing that leaders who pioneer a particular group interact continuously in order to understand what is going on in a group (Stearns, 2012). In the case of the HPS partnership, it showed that its sustainability did not depend only on awareness but on day-to-day continuity. Thus, the significance of continuous awareness

was around the social issues that behaviour of learners in the schools studied. Critically important, it (continuous awareness) kept schools embedded in the school- community partnership in general and the HPS partnership in particular.

Fifth, it also emerged that regular monitoring, review and evaluation of the HPS projects were the tools for covering the gaps, maintaining progress, nurturing and strengthening the project. Thus, it is clear that follow up visits, regularly reviewing, checking and presenting reports periodically on the project developments at hand were some pointers of the successful partnership like the current one in particular.

Sixth, though in chapter two, commitment was associated with enthusiasm for achieving set goals and going the extra-mile in lobbying every stakeholder with common goal, participants' responses in this study revealed that commitment has always been more than this. Thus, the participants' responses illustrated that commitment is one element of school-community partnership that glues partners together to the areas where their immediate services are required irrespective of their fixed working stations. In this regard, commitment goes with passion for working with others at any time, sacrificing time and showing flexibility. It suggested that the strong HPS partnership is also rooted in the commitment of its partners even beyond the limits of their work sites.

Seventh, it is noteworthy that I went to the research field with only Servant Leadership in mind. However, the responses from my participants showed that the HPS partnership in the

four schools survived through various types of leadership factors such as effective resource teams, supportive spirit that sought active participation of others (servant leadership), relationship building leadership, inspirational leadership as well as regular communicative leadership. It was also noted that to keep the HPS partnership alive, leadership in the four schools had to sustain an evolving process like the one that became more dispersed, diffused and distributed as opposed to the centralised and rotating only on the axis of the principals. Further, co-operative SMT was one kind of inside-in leadership factor that incubated the winning and working HPS partnership in the four selected schools.

In summing up, the factors that emerged from the research fieldwork pointed to the sustainability of HPS partnership. These factors provided answers to what sustainable School-Community Partnership entailed. Such factors included among others purposive partnership advocacy right from the onset; high spirit of willingness to co-operate with others; provision of social capital to partnership in the form of appropriate resources, skills, care and support; day-to-day activity-based awareness; continuous partnership progress monitoring, audit and evaluation; sacrificing with personal time expecting no gains which is an epitome of commitment and several types of partnership leadership styles namely Servant Leadership, co-operative SMT; Distributed or Dispersed or Diffused Leadership (DDDL).

Further, whereas the findings were filled with numerous factors illustrating how the HPS partnership was sustainable, parallel to that, there were some barriers to sustainable HPS

partnership. In a nutshell, such barriers suggested that forming, developing and maintaining partnership could have linear and one-sided participation which indicates the point of selfishness and non-smooth sailing of interactions. For example, the way the local municipality councillor participated in the HPS partnership suggested a parasitic relationship rather than symbiotic one (Narcissi, 2011). Room (1999) equates it with social detachment as opposed to social participation where social detachment has implications that one party or partner stays aloof of a group or association or relationship which in this regard was the HPS partnership. Thus, it portrayed discontinuity in relationships than continuity with the rest of the other partners. Other constraints against HPS sustainability included the likes of non-regular attendance to meetings, dearth of resources, proper care, maintenance and storage, dishonesty prevalence and policy contradiction between partnership processes and time on task expectations.

5.7 Conclusion

I had known very little before embarking on this study, however, during data generation stage, I found that initiating partnership is not always a smooth sailing process. It requires fully matured and passionate initiators with a high sense of collective impact, persuasive and resilient skills. This chapter shed light that no school-community partnership could be achieved without the inside-in forces (school-based leaders) working in one partnership basket with the outside-in ones (wider school-community partners from the outside world).

From results, it further emerged that the number of issues the

stakeholders view as enabling factors exceeded the constraining ones. This suggests that the sustainability of the HPS partnership stretches beyond the parameters of the literature I reviewed in Chapter Two. In this regard, sustainable school-community partnership (SCP) like the one I studied in particular entails the combination of collective and concerted enabling factors as emerged from data findings. Thus, the rural schools *per se*, require more than just a mere school-community partnership in order to collectively push up quality learner performance. So, the link or crossable bridge to such mainland emerged as the partnership sustainability.

Having dwelt on this chapter and exiting from it, I will now further my thesis journey to the final chapter which provides summary of the major findings, outline recommendations, highlight issues for further research and finally concludes the entire study.

CHAPTER SIX

Learning from the journey

6.1 Introduction

In this chapter, the key issue is about sharing knowledge about what I learnt regarding how sustainable the HPS partnership was. To provide understanding on this key issue, I, first, describe how I travelled the journey. Second, I move on to explain the key findings of the study. Third, I dwell on presenting the thesis of my journey that responds to both the second and third questions. Next, I explain some pitfalls that I faced on the way. Finally, I suggest some thoughts for further research.

6.2 The journey I travelled

In this section, I focus on explaining how the journey started and moved on throughout all the chapters. This implies that the road to this end is made up of five platforms that are segmented in chapters. In each platform, I explained the issues that may have made the HPS partnership sustainable. To set the wheels in motion, in Chapter One, I signposted the journey lying ahead. It was at this stage where I argued that the circumstances in rural schools in particular needed partnership but there seemed to be a lack of knowledge regarding how such partnership could be made sustainable. Notably, the existing partnership (HPS) had a combination of internal and external key partners. So, I used such convergence of key stakeholders as an attractive force to examine what they could see as enablers to sustainable HPS partnership. Further, I explained that generally, school-community partnerships are informed by policy frameworks

in this case South African Constitution (Act 108 of 1996) and the South African Schools Act (SASA) 84 of 1996. In this regard, I argued that the significance of SASA 84 of 1996 to the HPS partnership revolved around the emergence of SGB structures which is a starting point of partnerships between schools and communities. Though several scholars like Brown and Swanson (2005) are of the opinion that schools that do not employ a 'go it alone approach' succeed, reports still showed a decline in ANA performances in the schools studied. In this instance, I emphasised that rural schools really needed intervention. I explained that although this was the case in the HPS partnership, sustainability therein had not been researched. I ended Chapter One by indicating that the road to understanding sustainable HPS partnership is informed by different chapters.

In Chapter Two, I examined the available literature regarding school-community partnerships. In this chapter, I argued that while HPS partnership was there in the four selected schools, it seemed to be ending plainly at the maintenance than at the sustenance stage. I learnt that though researchers had done work on partnerships in rural schools, there was not much literature regarding sustainable partnerships in the rural contexts, let alone in the Ndwedwe rural setting. I commenced by dissecting sustainable school-community partnership into its various related concepts namely sustainability, community and partnership. Due to the nature of the order of how such concepts are mapped in the mother concept: sustainable school-community partnership, I started with conceptualising sustainability meaning that once partnership has been formed, there must be ways to keep it

alive. In this study, sustainability meant that the current partnership was incomplete without the ways of keeping it active day-by-day. With regard to community, to different authors it refers to a group of people living in a particular territory possessing resources to share among themselves. However, I made a point that the common binding factor was that community include different people with various talents in the areas around the school. In HPS partnership, community referred to the association or intervention of internal as well as external representatives of other stakeholder groups sharing social, intellectual and other forms of capital. Drawn from different authors, partnership refers to the spirit of working together to promote a symbiotic relationship. In the case of the four schools I studied, partnership was a collective process in which the rural schools in particular were moved from isolation (working alone) to real connectedness (working together). To expand, partnership between schools and communities meant forming links with others so that each partner gained from the relationship of working together.

In Chapter Three I examined Capital and Servant Leadership theories as the theoretical frames of the study. I chose Capital theory because of its forms that link it to the study through marshalling social resources, skills and knowledge from potential donors and other government departments. These forms of Capital theory included social, human, financial, physical resources, skills and knowledge. Well captured among all the forms of this theory is the way each one links to the other one. For example, the human capital or social actors (key partners) in this partnership drew on social

resources, skills and knowledge (social capital and intellectual capital) as well as financial resources (financial capital) to uphold physical resources (physical capital). The feasibility of the forms of Capital theory was covered in section 6.4 in which I described what I learnt from the study as part of knowledge contribution. I further discussed the Servant Leadership theory by Greenleaf (1970), Stearns (2012) and Heskett (2013). Utilising this theory provided a lens to understanding the extent which the multi-stakeholders in the HPS partnership shared power and played the chief role of serving the interests of others first before theirs. So, combining the two theories pointed to the key partners playing the two partnership roles namely utilisation of capital and serving. In essence, it was one way of tracking and understanding the exact forms of social and intellectual capital the partners were drawing from the HPS partnership.

I titled Chapter Four the methodological toolkit. It was so because of its nature to present a variety of tools and procedures applied when exploring new knowledge (van Wyk, 2006). In this regard, I discussed the research design and methodology and I reported that the study was located within the interpretive paradigm. To generate data, I utilised multi-source instruments such as semi-structured interviews, observations and document analysis. I also reported that the study was qualitative, seeking to explain, understand and capture the lived experiences of all the stakeholders in their mainland (HPS partnership project) investigated

Subsequently, I studied from literature that qualitative case study involves a number of steps. For instance, qualitative

researchers emphasise that the starting point is negotiating entry to the world of participants which to me is an input stage, application of data generation instruments that I regard as the process stage, analysing data that I equate to output and data trustworthiness stage that I perceive as data connection stage. Shown in Figure 6.1, are the data generation stages I followed as adapted from McCalman's (1988) model.

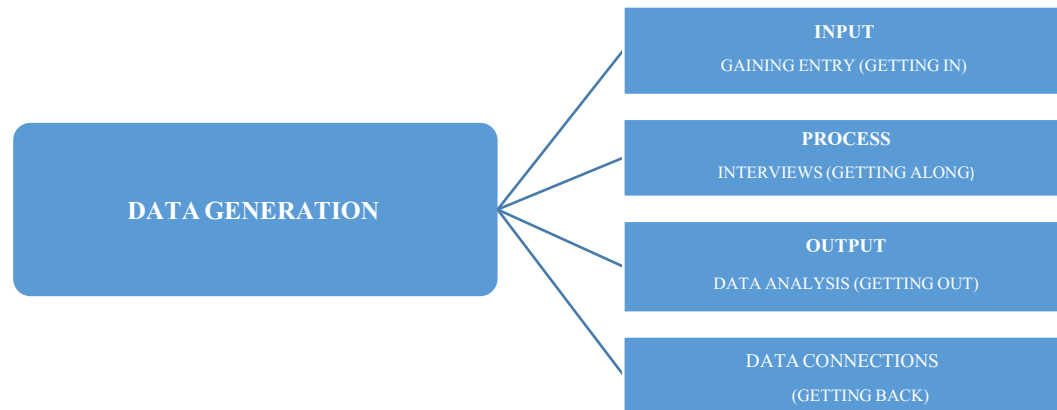


Figure 6.1 Data generation model adapted from McCalman's (1988)

I must emphasise that McCalman's (1988) model focuses largely on naming stages as getting in, getting along and getting out. For the purpose of better data generation I added *input* for gaining entry, *process* for conducting interviews, *output* for analysing data and last stage (data connections – *getting back*) is purely my addition. This emphasises the flexibility of my qualitative data were generation and analysis. Reaching my research habitat was more an interactive research process than just a single linear process. At times, I had to get in there and get out with generated data after which there was a need to get back for validity purposes. The data connections stage is crucial to allow the participants in adopting the data generated. In this way, I allowed them the opportunity to validate their verbatim

responses. Thus, Chapter Four gave access to Chapter Five to present and discuss the findings.

In Chapter Five, I presented and discussed the research findings. The chapter provided the whole picture of HPS partnership activities namely how it was initiated, maintained and what led to its sustainability. Face-to-face conversations and relevant document analysis reflected that the current partnership sought to address numerous goals. The goals included allowing communities to comprehend the problems surrounding the rural schools where they sent their children; identifying the best suitable form of capital as well as potential actors to address such educational constraints and better track enabling factors to sustainable HPS partnership. I reflected that all the partners across the four schools were not passive wheels in the HPS partnership. This suggests that there was a high degree of commitment and zeal to co-operate in the existing partnership. Thus, participants' experiences suggested that no successful HPS partnership could emerge without the interactive processes among key partners from the word go.

6.3 The key landmarks

In this section, I argued that the journey is informed by the need to address the following key research questions as I described them in Chapter One, section 1.4. They were:

- 6.3.1 How can the existing school-community partnership in each of the four selected schools be described and explained?
- 6.3.2 What do stakeholders in the HPS see as factors enabling and/or inhibiting sustainable school-

community partnership?

6.3.3 What does sustainable school-community partnership entail?

With regard to the first critical question, I explained that the existing partnership (HPS) activities were two-folded namely its formation and multi-stakeholders' participation. I made sense that forming the HPS partnership required an enthused leadership like that of DoH officials that included partnership focus and understanding that schools differed according to gate opening for projects. For example how HPS partnership was initially welcomed at Bambisanani Primary school suggested that to initiate partnership depended on the leadership attitude of the school.

Key partners' participation had also two common denominators namely sharing social and intellectual capital as well as interrelated relationships. In one school, I had a conversation with CWP workers regarding their working in the school garden. They revealed that their participation equipped them with gardening skills which they adopted into their home gardens. So, this was an example of a symbiotic relationship that existed in the HPS partnership pointing to a collective initiative of complimentary services. Further, the HPS partnership interconnected various resources to enhance the provision of appropriate services. This distinguished key partners from any other stakeholders while possessing social and educational resource to exchange within the current partnership. Since the second and third research questions directly speak to the thesis of this study, they are discussed in the next section on what I learnt from

the journey.

6.4 Learning: What does sustainable school-community partnership entail?

At this point I present what I have learnt out of the journey I travelled. In doing so, I first dwell on discussing the factors constituting sustainable Health Promoting school partnership in view of addressing the research question: What do stakeholders view as enabling and or inhibiting to HPS partnership? This is followed by a discussion on the study thesis by giving responses to the third research question: What does sustainable school-community partnership entail?

At this point, I reflected that the survival of this partnership revolved around firstly identifying the exact support required by the schools studied. I referred this action as the needs analysis and assessment stage. In this regard, DoH school nurses did needs analysis that characterised the unique characteristics of each school. This means that initiating partnership depends on the context of each school. For example, at Bambisanani Primary school, the principal was at first unwilling to welcome HPS partnership. This partnership embraced provision and sharing of assets as well as making regular checks on the utilisation of such resources. In this instance, providing and exchanging assets is typical of what the Capital theory is all about. According to Rost (1991), bringing resources to relationships is tantamount to accomplishing change. Such capital in the schools studied distinguished them from those who were not in the partnership. In this regard, sharing assets was a direct result of a networked and sustainable partnership. Partners'

willingness to participate on a voluntary basis was another enabling factor that came out as a direct result of social collective impact. The issue of volunteerism suggested that the sustainability of HPS partnership was beyond receiving stipends or financial personal gains.

Across the four schools, leadership was another evolving process that seemed to make HPS partnership sustainable. Of particular relevance and as I discussed in Chapter Three, section 3.3.2, I utilised the Servant Leadership theory by Greenleaf (1970), Stearns (2012) and Heskett (2013) to position trends of leadership roles in the HPS partnership. The following leadership roles suggested that sustainable HPS partnership required a special leadership. These were distributed, dispersed and diffused leadership strategies that showed decentralisation of partnership power. I drew on the participants' experiences that DoH partners had to pause and re-focus on the strategies to keep partnership wheels turning. Consequently, HPS partnership committees were formed in each school to co-ordinate activities in the absence of outside partners. Also in HPS partnership, it was possible for followers to function as leaders. For example, in all the schools, partners from other government departments worked well with Health Promoting School co-ordinators even in the principals' absence. Further, human interactions across the four sites suggested that empowering others and delegating duties worked evenly for this partnership. In this regard, HPS partners sacrificed their personal time beyond the call of duty. Therefore, servant partners encouraged other partners to enact the HPS partnership and emerged from followership to leadership. While there were enabling factors

as well as the inhibiting factors. However, enabling factors outweighed inhibitors factors. Some few inhibiting factors are discussed in the section dealing with some pitfalls in the journey.

With regard to what sustainable HPS partnership actually entailed, the experiences of participants showed factors embracing a continuous intergovernmental related collective impact. This suggests that HPS partnership sustainability revolved around the ongoing processes of how government departments' representatives interacted among themselves. This is an emphasis that sustainable HPS partnership entails continuous linkage rather than being an island of single entities or individuals. This means that organisations that include schools and communities require a wide range of continuous human togetherness to succeed. In this study, it was the same continuous esprit de corps (stakeholders' togetherness spirit) that made the HPS partnership succeed. In fact, what happened in the HPS partnership showed that a net of stakeholders in the school and office bearers from different outside social campuses was a needed factor. The continued voluntary actions after having received incentives among internal and outside key partners were also factors towards sustaining the HPS partnership. Thus, sustainable HPS partnership was an on-going process rather than being a once-off social phenomenon.

Flowing from the above was that a form of sustainable school-community partnership like the HPS partnership did not emerge by chance. It was a phenomenon that involved a carefully planned partnership process of immersed human

interaction of passionate and committed multi-stakeholders. In the partnership, they functioned as persons mobilising and continuously sharing resources, knowledge and skills. In this regard, continuous garnering of resources and utilising them effectively entail sustainable school-community partnership.

In addition, initiating HPS partnership indicated that its development followed a cyclical process. Emerging from HPS partnership development was a four-stage process namely initiation, nurture, maintenance and sustainability. Though the HPS partnership initiation process was the same across the three schools namely Ngenani, Phuzimfundo and Khayalemfundo primary schools, it was a different case with the fourth school due to the attitude of the gatekeeper (school principal). However, the ingenuity of the initiators made it possible for the process to reach its last stage: sustainability. To show that implementing school-community partnerships adopts partnership development stages, Kilpatrick & Johns (2001) introduced a model involving triggering, initiation, development, maintenance as well as sustainability stages. Therefore, the quadrant model that I introduced rested on the Kilpatrick and John's (2001) leadership process stages. I designed it to show how schools, communities and other partnership parties can go about developing and sustaining successful partnerships. It appears in Figure 6.2 on the next page.

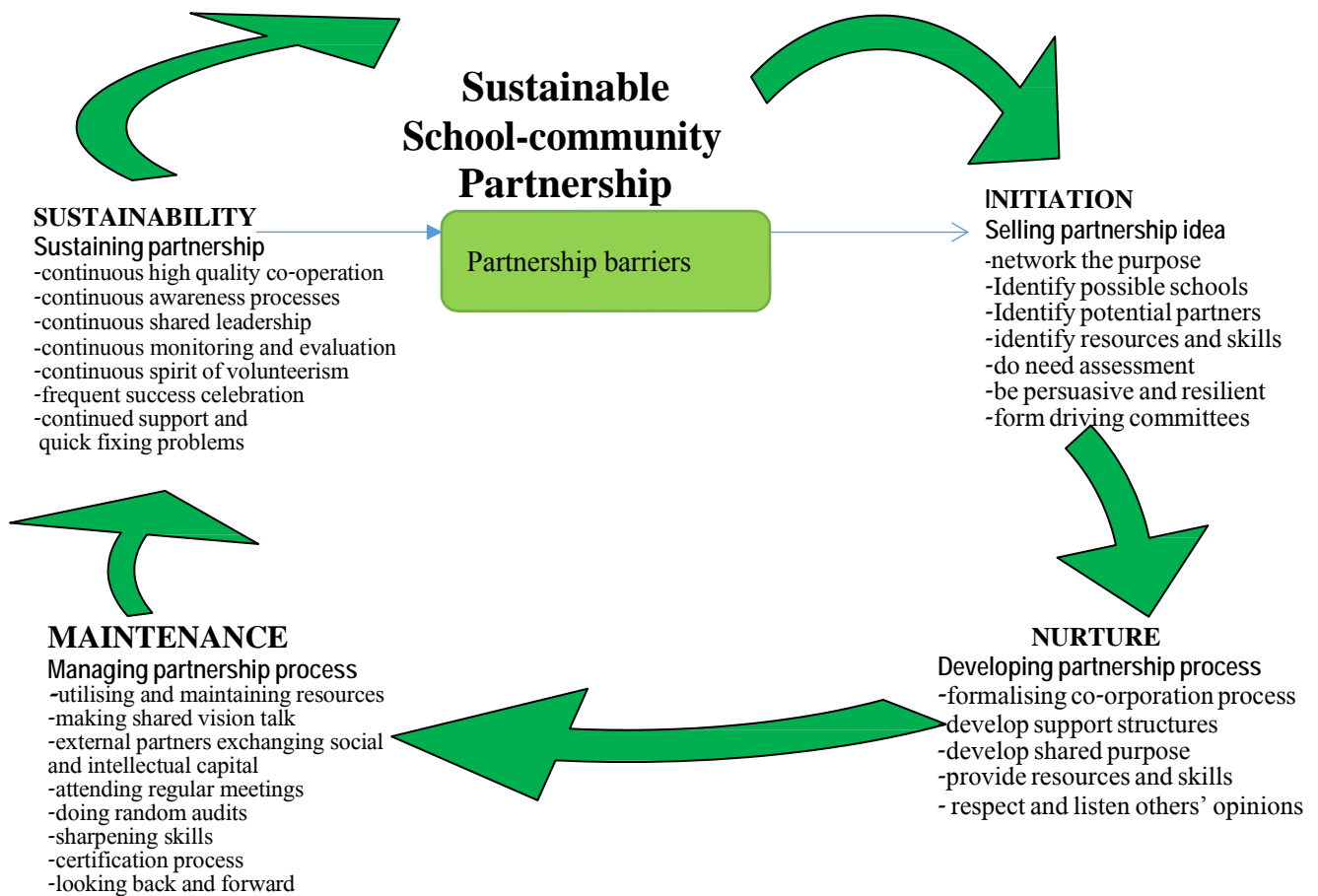


Figure 6.2 Quadrant model for implementing sustainable school-community partnerships.

I called this model, a quadrant in the sense that it illustrates four lanes of sustainable school-community partnerships. It shows that the starting point is the initiation stage which focuses on bringing forth the idea of forming partnership. It presents the toolbox with the kit to unlock the gates to sustainable school-community partnership. The next stage puts systems in place and establishes operational structures to drive the process forward. In the third stage, the key role players facilitate the process through keeping in order everything secured in stage two. The last stage is the partnership evidence dictating that there are factors the stakeholders may view as sustaining school-community

partnership. It is the maturity stage of school-community partnership. At this stage, this quadrant partnership model indicates that at the helm of sustainable school-community partnership there are its enabling factors. Such factors include a high degree of co-operation; continuous awareness; dispersed leadership; checking progress now and then; inward volunteerism; success celebration; drawing more support and fixing partnership problems on time. The thin arrows from sustainability paint a picture that if there are some partnership constraints, there may be a need to re-initiate or re-align the process.

Further, the quadrant model incorporates and interrelates with Sampson's (2010) four **Ps** of establishing school-community partnerships. As I discussed in Chapter Two, such four **Ps** are **p**urpose (inputs as bridges to reach partnership sustainability); **p**rocess (nurturing or developing stage); **p**eople (initiators and the significant others) and **p**lace (the context which is Ndwedwe rural setting in this study).

Therefore, the journey to find out what sustainable HPS partnership entailed was informed by a myriad of what multi-stakeholders viewed as enablers. Engaging with the available body of literature and interviewing the key partners assisted me to examine and understand the social phenomenon at hand.

6.5 Some shortfalls in the journey

Though the research journey in the four selected schools was successful, there were ups and downs along the way. Drawing on Anderson (2010), being with the participants in

their natural setting may affect the way data is generated. In this study, since my sampled participants were aware that I was a principal in the area, my presence affected those who were SGB chairpersons and L1 educators in particular. It took them time to grant me permission to conduct the study. Further, during data generation, first time opening up was not smooth sailing. This cost me time during which I had to play courting tricks to build their confidence. Thus, the time I spent with individual participants and their responses was compromised.

Since this journey involved studying a case of one social phenomenon in the name of HPS partnership, I am uncertain that findings pointing to its sustenance can be generalisable elsewhere (Marilyn, Simon & Goes, 2013). All I know is that I was able to interview the sample size of sixteen participants to understand the nature of the sustainable HPS partnership. Whether the results from this study can be used in more than four schools selected in the similar setting, is subject to more research to be conducted.

Reaching some participants in their sites consumed time and retarded study progress. This related to the location of some governmental departments or institutions that were remotely located. For example, Department of Environmental Health was thirty kilometers away from the schools I studied, let alone the bad road in between. More so, I went there more than five times courting M₃ participant.

This study is funneled from international setting down to South Africa in particular and further down into KwaZulu-

Natal province. This is so because I needed to be specific on problematising school-community partnership in the context where my participants were. As the African continent literature was not forthcoming, then this is open for further empirical research.

The transfer of one HPS initiator from the DoH decreased the study's velocity. This delayed getting the rich information to the study on time. Further, it resulted in the extension of time for collecting data because adjustment was necessary to develop a positive style of working with her successor. Besides such transfer, some partners just pulled out during the process of developing HPS, yet they would have added value to the data study.

Another weakness emanated from inordinate amounts of vile weather. All the researched primary schools are in deep rural areas. The research journey was during the summer season with heavy rains at times. On rainy days, roads were slippery and I had to re-schedule some interview appointments. Consequently, the whole interview programme was crippled and required re-alignment. A possible way to rectify this research limitation is accordingly addressed in the recommendation section.

Another research constraint was the sudden modification of interview schedule design due to the nature of participants. I discovered during the initial implementation of semi-structured interviews that a single interview schedule was failing to fit all the participants representing different institutions. This resulted in different interview schedules,

one for school-based participants and one for external officials. This was specific to the questions like these:

6.5.1 What do you see as successes of this partnership in your school?

6.5.2 What do you see as successes of this partnership in **W** school, **X** school; **Y** school; **Z** school?

Clearly, the first question was relevant to the school partners whereas the second one belonged to the stakeholders outside the school.

6.6 Some thoughts for further research

In this section I provide discussion regarding some recommendations for further research.

The entire study including findings presented a myriad of research gaps revolving around the nature of sustainable school-community partnerships specifically in rural schools. I found that the HPS partnership existed only in few rural primary schools around Ndwedwe area. There is a greater need for stretching this partnership to all rural primary schools as well as all rural secondary schools. To cover this gap, circuit managers can link continuous school-community partnership with the general management support that they do. Further, school leaders as the major professionals with capital namely leadership skills and competencies ought to stand up and recruit school partners than waiting for external agencies to take the initiative. To illuminate, external agencies need the school leadership to open up if the service provision has to flock into the school-community

relationships. In doing so, their schools can become strong bedrocks upon which sustainable school-community partnership can be built.

The findings indicated that DoH officials who were in the driver's seat of initiating HPS partnership met challenges in gaining entry into some schools. However, since in this study, schools seemed to be central meeting points of HPS partnership, I recommend that forming the HPS partnership at other rural schools should be the responsibility of school principals. This study has shown that school principals are there in schools as quality bridges between the outside world and the schools they lead. Based on this, school principals need to be empowered with the skills of engaging multiple stakeholders in effective partnerships. Further, to Baum (2002), in collective partnership each party gives the other something that serves its interests. In this study, this statement points to partnership mutualism as opposed to parasitic participation. In emphasising this, I discovered from the participants' experiences of Khayalemfundo Primary school that the local councilor was passive regarding mobilising resources yet he needed to use the school for community meetings. Therefore, there is a need to provide partnership capacity-building to partners about effecting and maintaining partnership mutualism.

Data revealed that partnership such as HPS project has the capacity to strengthen the school health services and address the health needs of learners in the most disadvantaged schools in order to improve learner performance. Further, the study indicated that other government departments, local

communities, business sector as well as selected rural primary schools had wonderful gifts that built long-lasting, multi-faceted relationships. Notably, such gifts (resources, skills and support services) had existed in fewer rural South African schools before 1994 democratic elections. For this reason, creating a platform of continued working together among all multi-layered stakeholders is the heart and soul of the sustainable school-community partnerships. Having found that only the few partnership interest groups with social and intellectual capital contributed to some schools studied with thousands of rands and in-kind support, further research on attracting more donors in giving back to their communities is required. Further, findings have shown that multi-stakeholders' togetherness can make appropriate capital more accessible to hard-to-reach schools (rural schools). Flowing from such findings, I still emphasise that it should be an established policy to have all schools fostering links with multiple community sources.

For successful implementation of effective partnership policy in all schools, it would be interesting to see the Department of Basic Education establishing a directorate for sustainable partnerships in South African schools. To ascertain that such policy works, I recommend that at the partnership policy-making stage there should be a sampled size of rural school principals, education leaders as professional capital, community partners including potential business people, other government departments and school-community partnerships researchers as general human capital.

Having revealed that the existing school time-table is a threat

to full time educators attending partnership meetings during teaching contact time, there is a need for empirical studies to explore what sustainable national curriculum time-table should entail. It was also noted that the HPS partnership studied focused largely on life orientation and health education skills in terms of teaching subjects. Since school partnerships in general share a common purpose of involving all stakeholders in improving academic achievement and social outcomes of learners (Blank, Jacobson & Melaville, 2012), more research is required to investigate further the partnerships that can encompass all the school subjects.

One of the limitations outlined in the study was the postponement of interview dates because of inordinate weather conditions. It is therefore recommended that researchers could consider planning for two tentative interview dates. In doing so, if the first interview date is suddenly disturbed, then the second one is utilised. Probably, there could be minimal chilly weather disturbing if future site visits are planned during winter season.

Regarding triggering and initiating school-community partnership, the results of the study generally revealed that the initiators had a tendency of identifying health enabling schools. I recommend that further targeting schools for the HPS partnership should be based on struggling schools as well.

As I argued in Chapter One, the existing partnership had internal and external agencies converging on rural central education points such as schools, I conclude that sustainable

school-community partnership is not once-off event but an ongoing process as well as social-driven collective process. With this in mind, it is only then that we shall have sustainable partnerships drawing schools and wider communities closely for sharing social and intellectual capital.

6.7 Putting discussion into an end

This study set out to explore sustainability of school-community partnership in some Ndwedwe rural primary schools. In so doing, the study looked at how the new link of working together functions among the multi-sections of government departments with schools and indigent communities. It moved on to describe what was going on in the existing HPS partnership. In this regard, it examined how the partnership was established taking into cognisance that HPS partnership was a new link in the rural setting. The HPS partnership process reflected interplay of development stages. This suggested that each development stage was not a stand-alone partnership entity. This means that the four partnership development stages namely initiation (selling partnership idea), nurture (development partnership process), maintenance (partnership management) and sustainability (factors sustaining partnership) form a partnership chain that allows all stages to talk to each another.

This study crystallises that sustainability regarding school-community partnership depends on the extent to which a myriad of enabling factors are continuously brought into it. It suggests that no single enabling factor is adequate to meet the

requirements of school-community sustainability. At the centre of sustainable school-community partnership, there is a human as well as professional capital comprising of passionate and willing partners. So, in winding up this report, I must point out that there is series of interrelated capital with a wide range of characteristics indicating that sustainable school-community partnerships are about continuous shared common purpose involving all varied stakeholders.

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APPENDIX A



17 July 2015

Mr Qaphelisani Obed Khuzwayo 9804173
School of Education
Edgewood Campus

Dear Mr Khuzwayo

Protocol reference number: HSS/0484/0140

Project title: Exploring what sustainable school-community partnership entail? A study of four rural primary schools in Ndwedwe.

Full Approval – Expedited Application

In response to your application received on 28 May 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

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

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Prof V Chikoko

Cc Academic Leader Research: Professor P Morojele

Cc School Administrator: Ms T Khumalo

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)
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Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

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APPENDIX B



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/299

Mr QO Khuzwayo
PO Box 63319
VERULAM
4340

Dear Mr Khuzwayo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: **"WHAT DOES SUSTAINABLE SCHOOL-COMMUNITY PARTNERSHIP IN THE RURAL CONTEXT ENTAIL? A STUDY OF FIVE SCHOOLS AND NON-PROFIT MAKING ORGANISATION IN NDWEDWE"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2014 to 31 December 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Ilembe District).

Nkosingathi S.P. Sishi, PhD
Head of Department: Education
Date: 20 October 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX C

INTERVIEW SCHEDULE FOR LIFE SKILLS TEACHERS AND PRINCIPALS IN HEALTH PROMOTING SCHOOL PARTNERSHIP

The purpose of this interview is to collect information about your Health Promoting School partnership.

1. BIOGRAPHICAL INFORMATION OF EACH REPRESENTATIVE

- 1.1 In which age group do you belong? a) Between 20 and 30 ☐
b) Between 30 and 40 ☐
c) Between 40 and above ☐
- 1.2 Gender: Female ☐ Male ☐
- 1.3 What is your level of education? a) below grade 12 ☐
b) above grade 12 without certificate ☐
c) above grade 12 with certificate ☐
- 1.4 What is place of residence? a) in a rural area ☐ b) in an urban area ☐
- 1.5 What role do you play in this rural community?
- 1.6 Describe your relationship with this school.

2. HISTORY AND PURPOSE OF SCHOOL-COMMUNITY PARTNERSHIP

- 2.1 Tell me, how was Health Promoting School partnership established in this school?
- 2.2 How old is this school-community partnership?
- 2.3 Why did you choose to call it Health Promoting School partnership?
- 2.4 Why was this partnership established in this school?
- 2.5 What makes you feel your participation is important in this partnership?
- 2.6 Briefly tell me about the participation of others in this partnership.

3. THE NATURE OF SCHOOL-COMMUNITY PARTNERSHIP

- 3.1 What activities exist in this Health Promoting School partnership?
- 3.2 What is the relationship between your department/structure and this partnership?
- 3.3 How are meetings of this partnership held?
- 3.4 What do you see as successes in this partnership?
- 3.5 What are some challenges, if any, in this partnership?
- 3.6 In what ways are such challenges addressed?
- 3.7 Of what benefit does this partnership contribute to the **school, community** and **yourself**?

4. SUSTAINABILITY OF SCHOOL-COMMUNITY PARTNERSHIP

- 4.1 What do you consider as factors making this partnership sustainable?
- 4.2 What do you see as inhibiting factors, if any, in this partnership?
- 4.3 What is being done to sustain this school-community partnership?
- 4.4 Kindly highlight some skills and knowledge you bring into HPS.
- 4.5 If you could sell the Health Promoting School partnership idea to all other rural schools, what would be your recommendations?
- 4.6 How is partnership progress checked?
- 4.7 If this school-community partnership is your area of interest, tell me why?
- 4.8 What makes this partnership to be what is?
- 4.9 If you were given the opportunity to improve this partnership, what would you do?
- 4.10 What kind of leadership have you seen making HPS partnership working?
- 4.11 What do you see as alternatives, if any, to this kind of partnership?
- 4.12 Besides what you have said above, do you have anything else to say about this partnership?

APPENDIX D

INTERVIEW SCHEDULE FOR SGB CHAIRPERSONS FOR THE THREE SELECTED SCHOOLS IN THE PARTNERSHIP KNOWN AS HEALTH PROMOTING SCHOOL

Inhloso ukuthola ulwazi ngokusebenzisana phakathi kwesikole nabavela eminyangweni kahulumeni engalindele nzuzo.

1. IMININGWANE YALOWO NALOWO OBUZWAYO

- 1.1 Ngokukhula ukusiphi isigaba? a) phakathi kuka 20 no 30 ☐
b) phakathi kuka 30 no 40 ☐
c) phakathi kuka 40 no ngenhla ☐
- 1.2 Ngobulili bakho: ☐ owesilisa ☐ owesifazane
- 1.3 Izinga lemfundo? a) ngaphansi kuka matekuletsheni ☐
b) ngaphezulu kuka matekuletsheni ☐
- 1.4 Ingabe uhlala emakhaya ☐ noma edolobheni ☐ ?
- 1.5 Qhaza lini olibambile kulomphakathi?
- 1.6 Kungani uthande ukusebenzisana nalesikole?

2. HISTORY OF SCHOOL-COMMUNITY PARTNERSHIP

- 2.1 Yasunguleka kanjani lendlela yokusebenzisana?
- 2.2 Ukusebenzisana sekukudala kangakanani?
- 2.3 Kungani kwathiwa iHealth Promoting School?
- 2.4 Zimpawu zini lezi ezadala ukusungulwa kwalokhu ukusebenzisana?
- 2.5 Ukubona kusemqoka ngani ukuba khona kwakho ku HPS?
- 2.6 Ake usho, babaluke kangakanani abanye kulokhu ukusebenzisana?
3. THE NATURE OF SCHOOL- COMMUNITY PARTNERSHIP
- 3.1 Ake uchaze, kwenziwani ngampela kulobudlelwano?
- 3.2 Ibuphi ubudlelwane obukhona phakathi komnyango wakho noma isigungu osimele nalokhu kusebenzisana?
- 3.3 Ake uchaze ngokubanjwa kwemihlangano mayelana nalobu ubudlelwano.
- 3.4 Ake ungichazele ngempumelelo yalobudlelwano.
- 3.5 Yikuphi ongakusho okubona kuyizinkinga enibhekene nazo kulobudlelwano?
- 3.6 Nizixazulula kanjani lezinkinga uma zikhona?
- 3.7 Lobudlelwane bukusiza ngani wena siqu sakho, isikole sona sisizakala kanjani muni umphakathi wona usizakala kanjani?

4. SUSTAINABILITY OF SCHOOL-COMMUNITY PARTNERSHIP

- 4.1 Yiziphi izinto ocabanga ukuthi zenza lobudlelwane buhlale bumile njalo?
- 4.2 Bungawa bhu lobudlelwane uma ninganakile, ngokucabanga kwakho bungawiswa yini?
- 4.3 Kanti futhi bungama mpo lobudlelwano! Yini engadala lokhu?
- 4.4 Ake uchaze ngolwazi namakhono onikela ngawo ukuze lobudlelwano buvuthe bhe.
- 4.5 Ungathini kwezinye izikole zasemakhaya ezingekho kuloluhlelo?
- 4.6 Inqubekela phambili yalobudlelwane ihlolwa kanjani?
- 4.7 Uma lobudlelwane uzigqaja ngabo futhi ubuthanda, ungasho ukuthi ubuthandelani?
- 4.8 Yini eyenza lobudlelwano bube kulezinga elikubo?
- 4.9 Uma ungathola ithuba lokukwenza ngcono, ungaqalaphi?
- 4.10 Ingabe kukhona okunye okungenziwa kulobudlelwano ukuze buhlale bukhona ngampela?
- 4.11 Ngaphandle kwalokhu osukushilo ngenhla, ingabe unakho nje okunye ongakusho ngalobudlelwano?

INTERVIEW SCHEDULE FOR REPRESENTATIVES OF MEMBER GROUPS IN HEALTH PROMOTING SCHOOL PARTNERSHIP

1. BIOGRAPHICAL INFORMATION OF EACH REPRESENTATIVE

- ## 2. HISTORY AND PURPOSE OF SCHOOL-COMMUNITY PARTNERSHIP

- ### 3. THE NATURE OF SCHOOL-COMMUNITY PARTNERSHIP

- #### 4. SUSTAINABILITY OF SCHOOL-COMMUNITY PARTNERSHIP

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APPENDIX F

OBSERVATION INSTRUMENT FOR LEARNING THE GOINGS ON IN HPS.

Purposeful observation of human interactions and activities in HPS in the
three selected schools.

Events to be observed	Documentation/ Photographs (minute books, charts, pictures, results analysis, physical resources, time book, policy docs)	Comments
Minutes of meetings held		
Partnership sub-committees and activities done		
Achievements as result of HPS existence		
Inhibitors of HPS		
Learner performance since HPS inception		
Availability & maintenance of Gardening, trees, classrooms, premises, toilets, water, electricity, access road & others		
Other issues of sustainability at a glance		

APPENDIX G



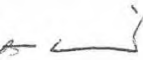
APPENDIX H


FOLLOW UP VISIT AT BAMBISANANI PRIMARY SCHOOL

13 August 2012

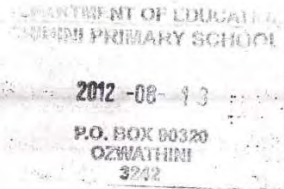
1. The Department of Health visited the school for the purpose of follow up on school policies.
2. The HPS committee and the Department of Health met to share some ideas on the HPS.

Signatures:

Principal: 

SGB: 

ANDLamin



APPENDIX I

ATTENDANCE REGISTER

MEETING: HPS MEETING

Date: 13.08.2012

Time: 10H30

Venue: Bambisanani Primary School

ATTENDANCE REGISTER

[illegible]

APPENDIX J

LETTER SEEKING PERMISSION FROM DEPARTMENT OF EDUCATION.

Physical Address: 52 Nightingale Circle
: Suriya Heights
: Verulam
: 4340

Postal Address: Box 63319
: Verulam
: 4340

Telephone: 032 5335560
Cellphones: 0768091109

KwaZulu-Natal Provincial Department of Education

P/Bag x9137

Pietermaritzburg

3200

Dear Dr Sishi

Request for permission to conduct Research in the KZN Ndwedwe schools

My name is Q.O. Khuzwayo. I am currently studying towards PhD Degree at the University of KwaZulu-Natal. I wish to conduct my research in four schools in Ndwedwe Circuit Management Centre that are located in Insuze circuit during July and October 2014. I hereby therefore seek permission from your Department.

The research topic is: **Exploring what sustainable school-community partnership entails. A case study of four rural primary schools in Ndwedwe.** The purpose of the research is to investigate a sustainable school-community partnership in a rural context.

The study will involve interviews and observation of the human interactions in schools. Informed consent forms will be sought from all participants prior to interviews. School personnel will be interviewed after school hours or at break time while SGB chairpersons will be interviewed at their worksites. Observation of documents will be negotiated with the school.

Thanking you in anticipation.

Yours Sincerely

Q.O. Khuzwayo

APPENDIX K

LETTER SEEKING PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

Physical Address: 52 Nightingale Circle Postal Address: Box 63319 Telephone: 032 5335560
: Suriya Heights : Verulam Cellphones: 0768091109
: Verulam : 4340
: 4340

The Principal
X Primary School
Insuze Circuit

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

My name is Q.O. Khuzwayo; I am a PhD student at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in learning about sustainable school-community partnership in a rural context; however, in your school, the kind of partnership to be studied is Health Promoting School. In this regard, I hereby seek your permission to conduct this study and have your HPS teacher co-ordinator, SGB chairperson and yourself as my participants.

The study will involve interviews, observation and reading of some documents. Consent forms will be issued to the above participants prior to interviews. Teaching personnel will be interviewed after school hours at their convenient place whereas the SGB chairperson may choose this to be done at school or at home. The observation and reading of documents will be negotiated with the school and take place at your convenient place of choice.

Kindly note that HPS teacher co-ordinator and your school names will not be identifiable in any reports of this study, participants have a choice to participate, not participate or stop participating in the research and they will not be penalised for taking such an action, findings and recommendations will be made available to the school. I wish to reassure that the findings may contribute in making this kind of partnership succeeding in your school and further assist other schools and communities to adopt this partnership. The information that will be provided will be treated as confidential as possible.

My supervisor is Professor Chikoko at the University of KwaZulu-Natal on 031 2602639. You may also contact the Research Office through: P. Mohun, HSSREC Research Office, Tel: 031 260 4557
E-mail: mohunp@ukzn.ac.za

Thank you for your time and opinion to this research.

Yours sincerely

Q.O. Khuzwayo

Date

APPENDIX L

LETTER SEEKING PERMISSION FROM EACH PARTICIPANT

Physical Address: 52 Nightingale Circle Postal Address : Box 63319 Telephone: 032 5335560
: Suriya Heights : Verulam Cellphones: 0768091109
: Verulam : 4340
: 4340

Dear HPS Participant

LETTER OF INFORMED CONSENT TO PARTICIPATE IN RESEARCH

My name is Q.O. Khuzwayo; I am a PhD student at the University of KwaZulu-Natal, Edgewood campus, South Africa. I am interested in learning about sustainable school-community partnership in a rural context, however, in your school or organisation, the kind of partnership to be studied is Health Promoting School. To gather the information, I am interested in asking you some questions. Therefore, I hereby request you to participate in this study.

Please note that the research will take the form of interviews that may last for about 1 hour on the day that is convenient to you. Your participation in this research is voluntary and you have a right to withdraw without any negative consequences. However, your participation will be valuable in that the findings may contribute in making this kind of partnership succeeding in your school. This may further assist other schools and communities to whet their appetite for partnerships. The information you shall provide will be treated as confidential as possible. Neither your name nor that of your school will be shown in any manner in any reports of this research project. You have a right to review any information being used in this project. Data will be stored in secure storage and destroyed after 5 years.

Please indicate **(by ticking as applicable)** whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Video equipment		

My supervisor is Professor Chikoko at the University of KwaZulu-Natal on 031 2602639. You may also contact the Research Office through: P. Mohun, HSSREC Research Office, Tel: 031 260 4557
E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Q.O. Khuzwayo

Date

DECLARATION STATEMENT

I, (full names of participant) hereby confirm that I understand the contents of this document and the nature of the study, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

Ukuncwaninga ngobudlwelwane obukhona phakathi kwesikole
nabamele i-Health Promoting School (HPS)

LILUNGA LOMKHANDLU WESIKOLE ELIHLONIPHEKILE

Mina ngingu Q.O. Khuzwayo, umfundi waseNyuvesi yakwaZulu-Natali eThekwini. Lapha ngicela imvume yokusebenza nawe ekucwaningeni ngalobu budlelwane obuphakathi kwesikole sakho neminyango eyahlukene kaHulumeni obubizwa nge **Health Promoting School (HPS)**. Ngifisa ukubona ukuthi yikuphi okuwumthelela walobudlelwane nokuthi nenza kanjani lobudlelwane buhlale buvutha bhe. Kulolucwaningo siyobuzana imibuzo engathatha imizuzu engeqile emashumini ayisithupha.

Ngicela ukhombise kulelibhokisi ukuthi kulungile noma akulungile ukusetshenziswa komshini oyisithathamazwi.

Mayelana neminingwane ongayidinga, ungathintana nomphathi wami uProfessor Chikoko waseNyuvesi yakwaZulu-Natali eThekwini kulenamba 031 2602639. Uma uvuma ukubambisana nami kulolucwaningo ngicela ugcwalise lefomu engezansi.

Q.O. Khuzwayo

Usuku

Mina, _____ ngiyavuma noma angivumi ukubamba iqhaza kulolucwaningo.

Usuku

APPENDIX N

Table 4.1 Unordered master list of participants' responses to the open-ended questions from four themes provided in Appendices C, D and E

We had to go down to change the mind set of Bambisanani School principal
I am between 40 years and above.
It has to let five targets of HPS talk.
It develops and enhances skills of all HPS partners.
It ensures that all stakeholders play their roles effectively according to what they provide.
It's health-based because health forms the nucleus of human life.
School nurses initiated HPS in this school.
It closes the gap that exists between the learners in need of social grants support.
It creates health enabling environment.
Learners are disciplined.
It's supplementary to Life Skills, Languages and Mathematics subjects.
HPS success indicators are increase on learner enrolment; secured school property, neat classrooms and learners; well-resourced schools; improved communication skills, successful partnership.
It combats vandalism in many ways.
Highly involved community members in school activities are seeable.
HPS has to be extended even to taxi industry.
It backs up teaching and learning.
It stretches through learners to their homes.
Some schools are centres of excellence.
There are signs of inactiveness after schools have received HPS certificates.
There is lack of co-operation between some schools and local governance structures.
Some stakeholders are still selling things that are unhealthy and not tasty to learners.
We respect one another in this partnership.
It should go even to other primary and secondary schools as well.
All classrooms have First-Aid kits and handwashing policies.
There is a mobile clinic in this school.
Our principal calls us when there are new things arrived at school.
We are all equal in this partnership.
In HPS, everybody participate freely.
There should be regular visits so that partners don't forget about HPS.
There is a joint venture by all stakeholders to achieve HPS goals.
The school without the involvement of the community is like a bucket of water with a hole at the bottom.
CWP people must be in schools always, they are blessings to schools.

APPENDIX O

Table 4.2 Inductive coding of participants' voices

Inductive Categories	Participants' Responses
Biographical profiles of participants	<p>I am between 40 years and above.</p> <p>There is fair spirit of working together, we are one and everyone ideas are welcome.</p> <p>That somebody is this and that means nothing in our HPS.</p>
History and purpose of HPS partnership	<p>It is more than five years old.</p> <p>School nurses initiated HPS in this school.</p> <p>We had to go down to change the mind set of Bambisanani school principal.</p> <p>It has to let five targets of HPS talk.</p> <p>It develops and enhances skills of all HPS partners.</p> <p>It ensures that all stakeholders play their roles effectively according to what they provide.</p> <p>It's health-based because health forms the nucleus of human life.</p> <p>It closes the gap that exists between the learners in need of social grants support.</p> <p>It creates healthy enabling environment.</p>
The nature of existing school-community partnership	<p>Learners are disciplined.</p> <p>It supplements Life Skills, Languages and Mathematics.</p> <p>All classrooms have First Aid kit.</p> <p>There is community involvement in school activities.</p> <p>It stretches through learners to their homes.</p> <p>Some partners are inactive after having received HPS certificates.</p> <p>Lack of co-operation between some schools and local governance structures.</p> <p>Vendors are still selling things that are unhealthy and not tasty to learners.</p>
Sustainability of school-community partnership	<p>It combats vandalism in many ways.</p> <p>It backs up teaching and learning.</p> <p>It makes some schools centres of excellence.</p> <p>In HPS schools, there is a learner enrolment increase; improved communication skills and secured school property.</p> <p>Parents residing furtherer away from schools bring their learners into HPS schools.</p> <p>The school without the involvement of the community is like a bucket of water with a hole at the bottom.</p> <p>There are follow up visits.</p> <p>We respect one another in this partnership</p> <p>Our principal calls us when there are new things arrived at school.</p> <p>We respect one another in this partnership.</p> <p>There are continuous talks about HPS.</p> <p>At Y school, the principal tasks individuals so that when external HPS officials visit the school, they know with whom to talk.</p> <p>In this partnership, we work jointly to achieve HPS goals.</p>

APPENDIX P

An exploration of what sustainable school community entails

ORIGINALITY REPORT

4%	2%	1%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	<1 %
2	uir.unisa.ac.za Internet Source	<1 %
3	Submitted to Snowden International High School Student Paper	<1 %
4	Submitted to University of KwaZulu-Natal Student Paper	<1 %
5	www.csu.edu.au Internet Source	<1 %
6	www.education.gov.za Internet Source	<1 %
7	www.aare.edu.au Internet Source	<1 %
8	nrl.northumbria.ac.uk Internet Source	<1 %
9	www.malcolmread.co.uk	

APPENDIX Q

Dr Roy Naicker

Ssed, BA, BEd (Hons), MEd *cum laude*, PhD

24 Rose Road Stanger Manor 4450 # roynaicker@telkomsa.net # 0325512866 # 0845567598

31 December 2015

LANGUAGE CLEARANCE CERTIFICATE

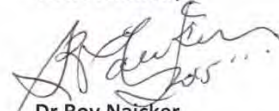
TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the thesis titled:

'Exploring what sustainable school-community partnership entails: A case study of four rural primary schools in Ndwedwe' by Q. O. Khuzwayo.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the standard of language meets the stringent requirements for senior degrees.

Yours faithfully



Dr Roy Naicker