The Potential Use of Rural Schools in the Maphephetheni Lowlands as Community Resource Centres

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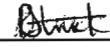University of Natal,

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ABSTRACT

The purpose of the study was to investigate the potential for public rural schools to act as community resource centres. Focus group discussions, observation and interviews were conducted with educators, School Governing Body chairpersons and Development Committee members from nine rural schools in the Maphephetheni lowlands. Perceptions of these groups were explored, regarding awareness and use of available resources for community activities; functioning of school management and governance structures; and of the concept of schools as community resource centres. Findings were applied to Myeka High School, where a solar powered computer resource centre had been established. Data were analysed using Miles & Huberman's (1994, p.21) three major phases of qualitative data analysis.

The study found that these schools do not act as community resource centres, although the potential exists. Resources alone and school management and governance structures were not the influencing factors in the establishment of community resource centres at schools. Opinions of educators, SGB chairpersons and Development Committee members was a factor which inhibited the schools from acting as effective community resource centres. The study found that obstacles, such as lack of available transport for educators, educators lack of participation in community programmes and educators mistrust of the community, existed which inhibited the establishment of effective community resource centres at the schools in the Maphephetheni lowlands. Myeka High School was not used by the community, but has the potential to establish a community resource centre at the school. Recommendations explain how these obstacles could be overcome. Policy recommendations for the establishment of community resource centres at schools are made.
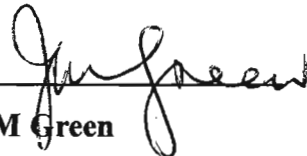
DECLARATION

I hereby declare that the research in this thesis is of my own investigation. Where use is made of others, this has been duly acknowledged in the text.

Signed: _____   **Date: 4 July 2002**

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As research supervisor I hereby agree to submission of thesis for examination.

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As research co-supervisor I hereby agree to submission of thesis for examination.

Signed: _____   **Date: 4 July 2002**

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CHAPTER 1 THE PROBLEM AND ITS SETTING

1.1 Introduction

Schools have been identified by the National Department of Education as ideal 'centres for community life' (Chisholm 1999, p.56). Asmal (1999, p.9) states that, schools have the potential to 'open their doors' to community members for adult learning and use of school resources for community meetings; music and drama; and sports and recreation. Policy, such as the roles and competencies documented in the Norms and Standards for Educators (Act 27 Section 7 of 1996) and the South African Schools Act (Act 84 of 1996), support Asmal's 'Call to Action' (1999), advocating community centred schools. Maphephetheni, a deep rural community situated 50km North of Durban, KwaZulu-Natal, has been identified as a resource poor community, with limited infrastructure and resources (Green & Erskine 1998). Situated in this deep rural community of Maphephetheni, is Myeka High School which had been equipped with a solar powered computer resource centre, through private donor funding. Myeka High School, therefore, has the potential to provide vital resources to its resource poor community.

This study forms part of a wider study evaluating the introduction of information technology to a deep rural are such as Maphephetheni. The installation of such a solar-powered resource centre in a deep rural school drew attention from three academic institutions in KwaZulu-Natal to collaboratively investigate the impact of this resource centre. One study looked at the learners' perspectives as outcomes from the technology. Another study focused on the technical aspects of the system through investigating the efficiency of the solar/LPGas system powering the resource centre. The third study focused on the value of the resource centre to the rural community where the school is located. This section of the wider study focused on the latter investigation and set out to investigate the potential of public rural schools to become effective community resource centres in the Maphephetheni lowlands, with application to Myeka High School with its computer resource centre.

1.2 Importance of the study

Schools become community resource centres, when schools become centres of communities, by providing programmes and services to meet the interests and needs of all community members

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and promote sharing and use of human and material resources. Maphephetheni is a resource-poor community (Green & Erskine 1998) and yet boasts a school with technologically advanced equipment. The idea of establishing a community resource centre at Myeka High School could be of benefit to the community of Maphephetheni. The South African Schools Act (Act 84 of 1996), the Norms and Standards for Educators, 1996 (Act 27 Section 7 of 1996) and Asmal's (1999) "Call to Action' emphasise that schools should become 'centres of community life'. South African Minister of Education, Asmal (1999, p.2) has declared that, "South Africans can mobilise untapped resources of resourcefulness and determination to extend education opportunity and restore education to the centre of community life". In response to a growing divide between the school and its community, recent efforts have been made to create open learning communities, where the focus is on the community, its role in the school, and the role of the school in the community (Tinzmann, Friedman, Jewell-Kelly, Mootry, Nachtigal & Fine 1990, p.1).

Asmal's "Call to Action"(1999) has presented nine priorities. One priority is that schools should become centres of community life. Asmal (1999, p.9) maintains that schools, "will only truly become centres of community and cultural life if their facilities are being put to use for youth and adult learning, community meetings, music and drama, and sports and recreation". Furthermore, School Governing Bodies have been identified as crucial links between schools and communities and should, therefore be a competent body with ability to establish a positive community-school relationship (Asmal 1999). The South African Schools Act (Act 84 of 1996) supports Asmal's notion of community centred schools promoting partnerships between schools and communities. Rural schools in particular could fulfil this vital function.

This study highlights the use of rural school resources by community members to investigate how the concept of 'schools as community resource centres' has been adopted in Maphephetheni, with particular reference to the solar powered computer resources at Myeka High School. The study also investigated the effectiveness of the schools' management and governance structures in relation to the potential use of schools as community resource centres. The information gathered highlights the constraints, which inhibit rural schools from becoming community centered.

1.2 Research problem

Does the potential establishment of effective community resource centres at schools, especially at Myeka High School, depend on awareness and community use of available school resources, effective school management and governance structures and favourable opinions of educators and committee members?

1.3 Sub-problems

The following sub-problems were investigated:

Sub-problem One: Are educators, School Governing Body chairpersons and Development Committee members aware of available school resources?

Sub-problem Two: Are available school resources used by community members?

Sub-problem Three: Does the functioning of the schools' management and governance structures relate to the community's use of school resources?

Sub-problem Four: What are the opinions of using the schools in the study as community resource centres?

Sub-problem Five: What is the potential for schools in the study to act as community resource centres in the Maphephetheni lowlands?

Sub-problem Six: Does Myeka High School, with its computer resource centre, have the potential to become an effective community resource centre?

1.4 Study limitations

This study did not investigate the complete concept of open learning communities but investigated only a part thereof, namely that of using schools as community resource centres. The term community resource centres, in this study, is to take on the same meaning as the concept of community centred schools and community education, where the school becomes the centre of the community, by providing programmes and services to meet the interests and the

needs of all community members and by promoting the sharing and use of human and material resources. The concept of community education is further discussed in Chapter 2.

Bias may have occurred when questionnaires were translated from English to Zulu, as well as when the respondents' answers were translated back into English. This was, however, partially controlled for by translating questions from English to Zulu and from Zulu back to English before the study was undertaken. This study was limited to the nine rural schools in the lowlands of Maphephetheni in the Ndwedwe district of KwaZulu Natal, limiting generalisation of results to other communities and schools.

This study did not set out to examine decentralisation policies on the ground and only looked at the functioning of School Governing Bodies and school management in relation to the potential use of the schools as community resource centres. The study also did not examine the social relations between the school and the local community. School Governing Bodies were included in the study to give insight into the community's perspective of using schools as community resource centres.

1.5 Assumptions

For the purpose of this study it was assumed that the potential use of schools as community resource centres is a practical reality in rural areas and that the establishment of resource centres at schools is feasible.

1.6 Summary

This study will investigate the potential of public rural schools in the Maphephetheni lowlands, to become effective community resource centres. The study will focus on the available school resources; the functioning of school management and school governance; the opinions towards community resource centres at schools; and the potential of schools becoming community resource centres. Lastly, applications to the potential of Myeka High School becoming an effective community resource centre will be made. Chapter 2 will review the related literature and previous studies about parental participation in school activities, community schools and roles and competencies of educators. Chapter 3 will outline the research methodology in terms of the survey design, population and sample selection, survey materials and approaches, the variables included in the study and the analysis of the data. Chapter 4 will present the sample

characteristics and findings and discussions of the research. Lastly, Chapter 5 will present the conclusions for the study, the recommendations and further implications of the study. The related literature will now be looked at.

CHAPTER 2 REVIEW OF LITERATURE

2.1 Introduction

"There is an idiom in Africa that states: 'It takes a community to educate a child'. For the idiom to be brought to life, schools and schooling need to be placed in the complexity and chaos of developing communities. It requires an analysis of community development as part of school development appropriate to poor and marginalised school-communities, and in order to take seriously our mission to 'educate a child' " (Schofield 1999, p.111).

In the past, schools and communities formed close partnerships. Over time this partnership dissolved, leaving schools and communities as separate entities. Today, there is a drive in many parts of the world to re-establish the link between schools and their respective communities. Schools can become vital resources for communities and can contribute to development (UNESCO 2000; Tinzman *et al* 1990). On the other hand, communities can play crucial roles in schools and education of learners (Kretzman & Mcknight 1993, p. 209).

The purpose of this literature review is to show that open learning communities can contribute to community development. Open learning communities are communities that share a close partnership with schools. Community schools and community education are core concepts in the establishment of open learning communities (Tinzman *et al* 1990). Asmal (1999) has proposed a nine point plan, which he has named 'Call to Action', to alleviate the current crisis in education. He calls for all South Africans to work together to build an effective South African education and training system for the 21st century. One priority of this plan is to create community centred schools, in partnership with communities. The South African Schools Act (Act 84 of 1996) supports this notion and calls for decentralisation of power to schools level by enforcing the establishment of School Governing Bodies at public schools. School Governing Bodies form crucial links between schools and their communities and are, therefore, important aspects of open learning communities. Please refer to the schematic outline of the literature in Figure 2.1.
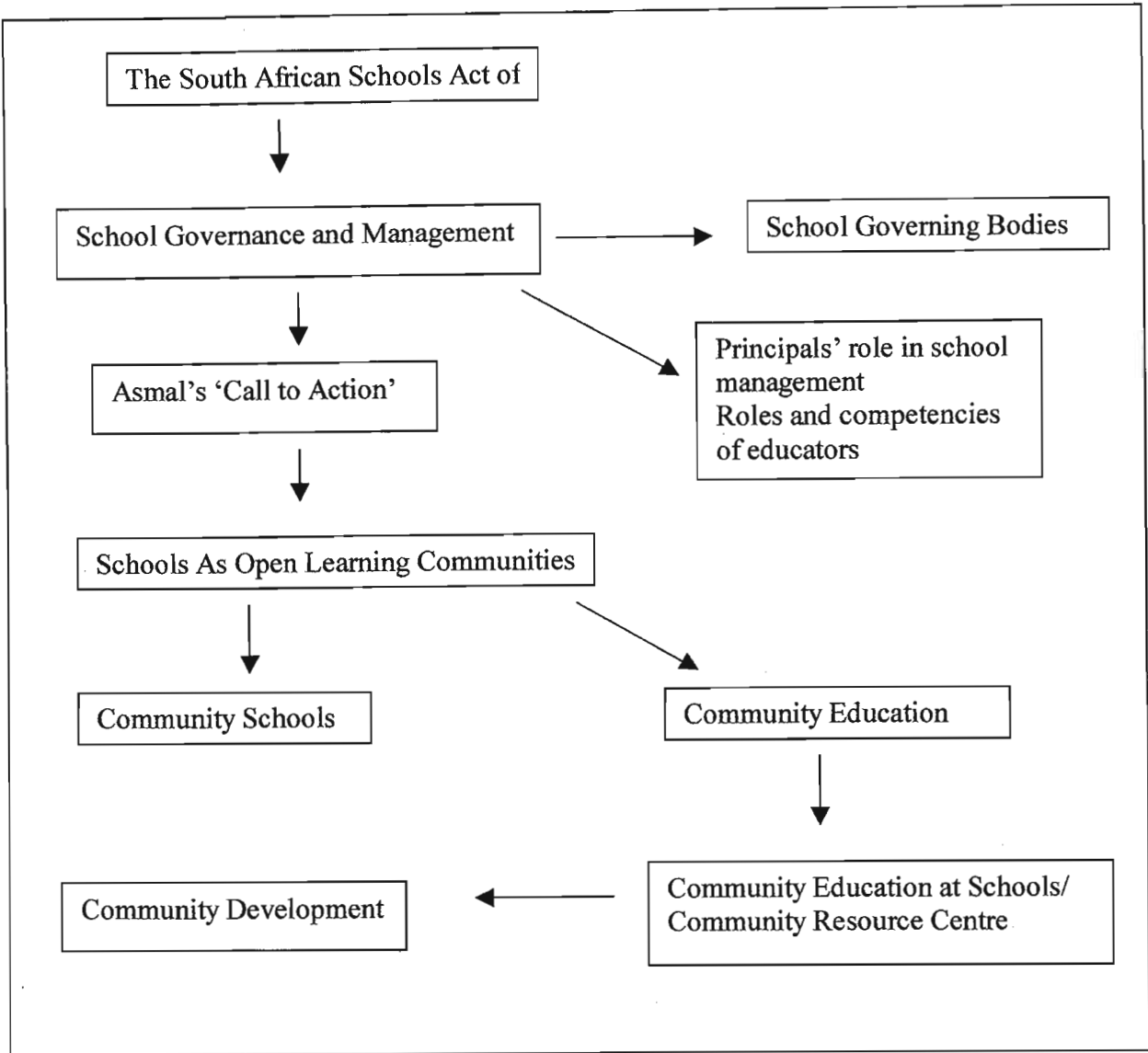
Figure 2.1 Schematic outline of the literature

2.2 Explanation of the concept of development

There has been an emerging view in South Africa which recognises that "development is much more than the expansion of income and wealth and that economic growth, though essential, is not sufficient" (Erskine 1996,p.27). Human development is required in South Africa, expanding people's choices regarding standards of living, leading a long and productive life, education, and experiencing a greater involvement in community activities. Human development has three key

elements. First, human development should empower and enable people, rather than direct and control them. Second, empowerment should be interpreted as promoting opportunities and human capabilities. Third, human development should promote an attitude and style of people's participation that emphasises process rather than product (Erskine 1996).

Ife (1995, p.182) and Bishop (1997) also assert that empowerment should be an aim of community development. Ife (1995, p.182) defines empowerment as, "providing people with resources, opportunities, knowledge and skills to increase their capacity to determine their own future, and to participate in and affect the life of their community". Empowerment of community members strengthens communities and enables them to establish further community-based structures (Ife 1995, p.182). Development activities should promote community ownership in communities where it does not exist. Community ownership can be understood in two ways, namely ownership of material things and ownership of structures and processes (Ife 1995, p.184).

Sergiovanni (1996, p.47) and Ife (1995, p.182) advocate that all community development should aim at community building. Communities are formed around relationships and ideas (Sergiovanni1996, p.48). "They create social structures that bond people together in a oneness, and that bind them to set of shared values and ideas. Communities are defined by their centres of values, sentiments, and beliefs that provide the needed conditions for creating a sense of 'We' from the 'I' of each individual" (Sergiovanni 1996, p.47). Community building involves reinforcing and promoting social interactions within a community in order to establish effective and sustainable community-level structures and processes. Community development must also seek to emphasise participation, with the aim of actively involving individuals in community processes and activities (Ife 1995, p.112; Erskine 1996; Roodt 1996, p.312). Ife (199, p.197) asserts that, "the more people who are active participants, the more the ideals of community ownership and inclusive process will be realised".

According to Ife (1995, p.185) a community, "should seek to utilise its own resources wherever possible rather than relying on external support". Community development should seek to identify and utilise resources within communities. An inventory of resources and expertise available in a community is a useful developmental activity. Community development should link people with other people or resources and facilities as "community development requires

one to be always making connections" (Ife 1995, p.199). This is what Ife (1995, p.241) has termed 'resourcing community structures'.

Kretzmann and Mcknight (1993, p.5) differentiate between traditional development paths, which are needs driven and alternative paths, which are capacity focussed development. The latter relates to Ife's (1995, p.241) resourcing community structures, as this path "leads to the development of policies and activities based on the capacities, skills and assets of lower income people and their neighbourhoods" (Kretzmann & Mcknight 1993, p.5) which in turn should result in self-reliance (Ife 1995, 185). Community development only takes place when local people are prepared to invest their own capacities, abilities and resources in their development effort (Kretzmann & Mcknight 1993, p.5).

The following section discusses the importance of open learning communities, where a partnership between schools and communities is formed. Schools have potential to assist in development of communities and communities have potential to improve quality of education for learners. A mutual benefit exists between schools and their communities who have made the effort to become open learning communities. Community development is central to open learning communities (Tinzman *et al* 1990).

2.3 Schools as open learning communities

Schools have infrequently involved their communities in school activities and processes (Tinzman *et al* 1990). Tinzman *et al* (1990, p.1) assert that, "communities and their schools have been good neighbours who have agreed not to intrude too far into each other's territory". Kretzman and Mcknight (1993, p.209) agree that schools and communities have become completely separate entities. In several countries there has been a drive to reverse this trend (Tinzman *et al* 1990; Kretzman & Mcknight 1993, p.209; Greyvenstein 1996; UNESCO 2000; Mabetoa 1999). There has been an increasing call to create open learning communities, with focus on communities, their role in schools and the role of schools in communities (Tinzman *et al* 1990).

Tinzman *et al* (1990) state that learning communities help students see links between school and other aspects of life; increase parent and community dedication to schools and improve co-ordination among schools and other social services. In addition, learning communities provide

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lifelong learning to community members. Schools that have become open learning communities can "achieve enhanced education for all citizens, both those 'inside' and 'outside' the school walls" (Tinzmann *et al* 1990, p.1). There is a need for a symbiotic relationship between schools and communities, to enhance the quality of education and to stimulate community development (UNESCO 2000; Greyvenstein 1996; Mabetoa 1999). Open learning communities are linked to development goals and processes (UNESCO 2000). Both community schools and community education are incorporated into the concept of open learning communities.

2.3.1 Community Schools

Community schools function within the context of providing education for all and are an alternative means to increase access to schooling for all members of communities. Community schools actively seek to include communities in school building, maintenance, management and financing of (UNESCO 2000; Mavhiva & Heystek 1996). Including communities in important school activities and processes improves school morale, resulting in greater support as community members feel that the school belongs to them (Mavhiva & Heystek 1996).

These schools have attempted to bridge the gap between formal and non-formal learning, which is a major thrust of open learning communities (UNESCO 2000). Community schools have begun to build the symbiotic relationship between schools and their communities. A need exists to investigate how community schools, "can better put into place ideas related to open learning communities, such as community participation, lifelong learning, innovative use of technologies and people-centred development" (UNESCO 2000). Community schools have potential to become open learning communities (UNESCO 2000).

2.3.2 Community Education

Community education has been defined as "a process that concerns itself with everything that affects the well-being of all citizens in a given community" (Shipman 1985, cited in Greyvenstein 1996). Strauss (1993, p.35, cited in Greyvenstein 1996, p.97) asserts that community education provides community members with educational, recreational and social opportunities and promotes participation in decision-making and management. Community education is a partnership and does not mean that communities take control of educational systems (Gathiram 1993).

Community education also calls for maximum use of existing facilities and resources and leads to community development (Greyvenstein 1996; Schofield 1999, p.113). Kretzman and Mcknight (1993, p.210) compiled a list of school resources which communities could use. This list included school buildings and various materials and equipment, which may include computers, fax machines, audiovisual equipment, science equipment, books, videos, kitchen utensils and furniture. Kretzman and Mcknight (1993, p.210) found that even economically disadvantaged schools have some of the above mentioned materials or equipment.

The objective of community education at schools is to make schools the centre of their communities by "providing educational, recreational, cultural and social programmes and services to meet the interests and needs of all community members" (Greyvenstein 1996, p.98). Community education needs to enhance sharing and greater use of human and material resources (Meyeni 1997; Greyvenstein1996; Schofield 1999, p.113; Lemmer 2000). Mabetoa (1999) argues that an education system that does not concern itself solely with educational matters is needed in rural areas where poor social and economic conditions prevail. Rural schools should be pivotal structures in rural communities, as they have the potential to become involved with general development (Mabetoa 1999; Lemmer 2000). Communities should be allowed to use the school as venues for community meetings, as resource centres, adult literacy and self-help project centres (Mabetoa 1999; Henning & Fourie 1997; Greyvenstein 1996; Schofield 1999, p.113; Gathiram 1993).

The school principal must establish school-community partnerships (Anon 1997) "where the school offers both formal education to pupils and lifelong learning opportunities by the way of non-formal education programmes to the community at large" (Greyvenstein 1996, p.98). A proactive school principal may become a catalyst in the formation of a symbiotic relationship by 'opening' the school as a community centre and facilitating community education programmes (Anon 1994; Greyvenstein 1996; Mavhivha & Heystek 1996; Hoberg 1993). The principal's role in the establishment of the community-school partnership is crucial. Nwankwo (1982, p.71, cited in Hoberg (1993, p 65) stated that "a bad administrative leader may render ineffective even the best school programme, the most adequate resources and the most motivated staff and students".

Both community schools and community education are central to the concept of open learning communities. Open learning communities call for participation, empowerment, community building and community ownership, which are all central notions of community development. Open learning communities can play an important role in the development of rural communities in South Africa.

2.4 The Minister of Education's 'Call to Action'

After an assessment of the current condition of education and training in South Africa, the new Minister of Education, Asmal (1999), proposed a plan which he has named 'Call to Action'. The plan is based on the premise that the current education and training system has major weaknesses and large parts of this system are dysfunctional (Asmal 1999; Anon 1999). Asmal (1999) refers to inequality of resources, low teacher morale, lack of proper governance and management, and poor quality learning as the major problems in the education and training system. The plan focuses on nine priorities. One priority entails the concept of community centred schools which is the cornerstone of open learning communities (Asmal 1999; Chisholm 1999).

Asmal (1999) proposes that the current crisis in schools is to be overcome by ensuring that schools become centres of community life. According to Asmal (1999, p.9), the school will only "truly become a centre of community and cultural life if its facilities are being put to use for youth and adult learning, community meetings, music and drama, sports and recreation". There is place in a community centred school for religious bodies, businesses, cultural groups, sports clubs and civic associations. A symbiotic relationship must be formed between these organisations and schools, in order to serve the organisation's own requirements and contribute to school's learning programmes in and out of school hours. An important aspect of community centred schools is that of school governing bodies. The school governing body, which is led by parents, forms the link between schools and communities. An important aspect of school governance is that of school principals (Asmal 1999). Asmal (1999) advocates that principals must forge a good relationship with the governing body.

2.5 School governance and management

School governance and management form a crucial part of building community centred schools. School governing bodies are essentially the link between schools and communities. The concepts of school governance and management have often been referred to as meaning the same

thing. The two concepts, however, have different meanings but are interrelated and interdependent. The African National Congress (ANC) has emphasised this point when the party stated that "democratic participation in school governance must be distinguished from the responsibilities from the management and administration of the school which are vested in the school principal" (ANC 1994, p.26, cited in Sithole 1995, p.106).

2.5.1 School governance

School governance refers to the institutional structure responsible for formulation and adoption of school policy on a number of issues, including the school's mission statement and ethos, code of conduct, and school-community relations. School governing bodies are democratically elected and should represent interests of all role-players (Sithole 1995, p.106; South African Schools Act 84 of 1996). The new South African Schools Act (Act 84 of 1996) demands education reform. The South African Schools Act (Act 84 of 1996) "states that South Africa needs a new national school system to redress past injustices, to improve educational quality and to lay the basis for developing people's talents, democratically transforming society, fighting discrimination, eradicating poverty, advancing diversity, protecting individual rights and encouraging education partnerships between people and the state" (MacGregor 1999, p.12). At the core of the South African Schools Act (Act 84 of 1996) is the notion of partnerships. The South African Schools Act (Act 84 of 1996) calls on parents, pupils and educators to take control of their school through governing bodies (MacGregor 1999).

The South African Schools Act (Act 84 of 1996, p.1-407) stipulates that the governance of every public school is vested in its governing body, "which stands in a position of trust towards the school". A governing body must comprise of the principal, elected members which include, parents of learners, educators at the school, staff who are not educators and learners in the eighth or higher grades. Co-opted members must also serve on the governing body, although they do not have voting rights. Co-opted members include members of the community and owners of property occupied by schools. The South African Schools Act (Act 84 of 1996) also stipulates the number of parent members should be one or more than the combined total of other members of the governing body who have voting rights. The South African Schools Act (Act 84 of 1996), "places school governance in the hands of the people" (MacGregor 1999, p.12).

The functions of all governing bodies include the adoption of a constitution and development of a mission statement (South African Schools Act, Act 84 of 1996; Davidoff, Kaplan & Lazarus 1999, p.104). Governing bodies are responsible for administration and control of the school's property, buildings and grounds. Another function is that of encouraging parents, learners, educators and other staff members to render voluntary services. Governing bodies may allow for use of school facilities for educational programmes not conducted by the school, as well as for community, social and school fund-raising purposes (South African Schools Act, Act 84 of 1996). These functions build community centred schools.

The powers and functions allocated to school governing bodies by the Schools Act (84 of 1996) highlight the decentralisation of power to local school levels (MacGregor 1999, p.13; Pampallis 1998, p.168; National Department of Education 1999). Decentralisation of decision-making and power, "has created the potential of greater democratisation of schooling, with school communities being able to exercise control over many aspects of their schools" (Pampallis 1998, p.169). The formation of school governing bodies allows for participation of communities in decision-making and school policies, facilitating community empowerment. Participation and empowerment are central to the Schools Act (Act 84 of 1996) and supports Ife's (1995, p.182) principals for community development.

Asmal (1999) asserts that the concept of school governing bodies is fairly new for most communities and that the establishment of such a body should be facilitated and supported, especially in poor communities so that they become strong and viable. Introductory training for newly established governing bodies should take place to ensure these bodies are strong and viable (Van der Westhuizen & Masoge 1998; South African Schools Act, Act 84 of 1996). Furthermore, continued training to governing bodies, ensuring their effective functioning and to enable them to take on additional functions is critical (Van der Westhuizen & Masoge 1998).

2.5.2 School management

School management refers to the day-to-day management of "administrative and instructional functions of the school by ensuring effective teaching and learning and the efficient use of the school's human and material resources" (Sithole 1995, p.106). The school principal, deputies and heads of department form part of the school management. The management team is responsible for operationalization and implementation of school policies formulated by the

school's governing body (Sithole 1995, p.106; National Department of Education 1999; Davidoff & Lazarus 1999, p.66). Principals are responsible for professional and administrative leadership, and the standard of learning and teaching in the school. It is crucial that the principal should "forge a working partnership with the governing body, so that they will jointly serve the vision and mission of the school in the community" (Asmal 1999, p.9). A sense of common purpose and mutual support must be created between the principal and the governing body (Asmal 1999).

Seven roles and associated competencies for educators were described in the Norms and Standards for educators (Act 27 Section 7 of 1996). These roles and competencies are meant to serve as a description of a competent educator. One of these roles, is one of 'community, citizen and pastoral role' (Norms and Standards for Educators, Act 27 Section 7 of 1996, p.7). Educators should, "develop supportive relations with parents and other key persons and organisation based on a critical understanding of community and environmental development issues" (Norms and Standards for Educators, Act 27 Section 7 of 1996, p 7). Educators are expected to understand key community problems such as poverty, health, environment and political democracy. Educators need to understand the possibilities of life-skill and work-skill education and training in their communities (Norms and Standards for Educators, Act 27 Section 7 of 1996, p.7). The community citizenship and pastoral role, therefore, highlights the National Department of Education's emphasis on rebuilding the community-school relationship.

2.6 Previous Studies of Community-School Relations

Three studies investigated the involvement of communities in schools. A comparative study conducted by Henning and Fourie (1997) investigated community involvement in two Gauteng schools. Henning and Fourie (1997) focussed on how the two schools compared with regard to observable community involvement. Mavhivha and Heystek (1996) investigated the relationship between schools and communities among selected schools in the former state of Venda, testing whether or not a school with good relationships with its community would have fewer management problems. Heystek and Louwe (1999) also investigated the parental involvement in school activities in predominantly black secondary schools in urban and rural areas.

Henning and Fourie (1997) found that the school that had the most constraints in terms of facilities and staff education and training operated more effectively than the school that had the better facilities and well paid qualified teachers. Henning and Fourie (1997) stated that the

Mothloki School seemed to be a socially isolated institution in a township, whereas the Wagner's Farm School was "situated in an isolated shack village, where the only stable building of size is the school with its ten classrooms and security fence" (Henning & Fourie 1997, p.120). At the Mothloki School no extra-curricular activities took place in the school buildings or on the school grounds. Furthermore, only one parent was involved in the school governance and only five percent to ten percent of parents participated in school activities (Henning & Fourie 1997). The Wagner's Farm School in comparison was used for all community meetings. Matric students from other schools used the Wagner's Farm School with its gas light to study together in the evenings and funeral services and weddings were held at the school. Social investors from the private sector and from international educational institutions also came to visit the school to discuss the upliftment of the surrounding community (Henning & Fourie 1997). Henning and Fourie (1997, p.121) stated that, "the status awarded to this school [was] one of social ownership and cultural authorship". The Mothloki School was based in a township area with a number of clinics and adult education centres and was situated close to a major hospital, a university and a teachers training college, as well as a community education centre, which was noted by Henning & Fourie (1997) as a factor which may have influenced the lack of community involvement in the Mothloki School.

It was found that in schools situated in Venda, the community had little interest in school activities (Mavhivha & Heystek 1996). Illiterate communities did not encourage children to attend schools that were characterised by Western culture (Mavhivha & Heystek 1996). Community members felt that children would be attracted to Western culture and would forget their own culture and traditions. Mavhivha and Heystek (1996) attributed this attitude to community members not having attended school themselves. Among slightly literate communities, Mavhivha and Heystek (1996) asserted that parents merely encourage their children to attend school and are not fully aware of the role parents should play in the education of their children. Parents, therefore, do not participate in school activities or the management of the school. Highly literate communities did not participate actively in school activities. They ascribe this to the highly literate parents sending their children to private and multiracial schools outside of the community (Mavhivha & Heystek 1996).

Heystek and Louw (1999) found that primary schools in urban areas experienced negative attitudes from parents and that most parents did not participate in school activities according to

the respondents (educators). The same was found when looking at secondary schools in rural areas. Heystek and Louw (1999) agree with Mavhivha and Heystek (1996) who stated that a possible reason for the negative attitude of parents is that parents are not aware of how and why they can contribute to or be involved in school activities. According to Mavhivha and Heystek (1996, p.11), "the community must know and understand the school in order to work positively with it. The school should also be aware of what the community requires of the school (Mavhivha & Heystek 1996). Parents may feel that it is the educators 'job' to educate their children and therefore do not see the point of involving themselves in school activities (Heystek & Louw 1999; Heystek 1999). Also, parents may not see the need for secondary education in rural areas (Heystek & Louw 1999). Heystek and Louw (1999) therefore agree with Mavhivha and Heystek (1996) who also found that parents do not see the value of education characterised by a Western culture. Accessibility and access to transport was also highlighted by Heystek (1999) and Heystek and Louw (1999) as a possible constraint to parental participation in school activities.

The study conducted by Heystek and Louw (1998) was elaborated on by Heystek (1999). Heystek (1999) found that parents only participated in school management activities and non-academic activities, such as extra-mural activities. He felt that this finding could be attributed to the fact that parents felt non-academic activities to be 'safer' as these activities did not require a high level of literacy and competency. On the other hand, teachers also probably did not feel threatened by parents participating in extra-mural activities and, therefore, were willing to allow and support such participation. A possible reason for parental participation in school management was due to the legislation which requires all schools to have a governing body. In conclusion He stated that there was no evidence of an effective partnership between parents and schools (Heystek 1999).

A study undertaken to investigate the actual roles and competencies of educators focussed specifically on specifying what policy documents stipulate educator roles and competencies to be; to establish what roles and competencies educators are actually performing; and to establish the 'fit' between the policy and the actual practice (Anon 1998). The study focussed on ten educators from six schools, both urban and rural, in and around Pietermaritzburg, KwaZulu Natal. One role which was documented in the Norms and Standards for Educators, (Act 27 Section 7 of 1996) stated that educators should be committed to promoting development and

education in their community and should establish links between the school and the community (Anon 1998).

The study found that some educators did not see the need to participate in development of communities. Educators felt that commuting from homes outside of the school community limited their time to assume the role of developer. They also felt that community values and needs were very diverse and complex, requiring skills which they do not have. Educators also felt that community development should not be an educator's role (Anon 1998). Some educators also felt that they contribute to the development of the community by educating children, with a 'trickle-down' effect on the community, as these children 'filter back' into the community (Anon 1998).

Another aspect of this study focussed on parental involvement in the schools. Again parental involvement was met with both a positive attitude and a negative attitude by educators. Educators in favour of parental participation encouraged parents to pray for examination candidates, attend specific school functions and monitors children's homework (Anon 1998). This coincides with Heystek and Louw (1999) and Mavhivha and Heystek (1996) who stated that educators felt that high illiteracy rates and a reluctance to participate from the parents side limited parental involvement in school activities. Educators who had negative opinions towards parental involvement in school activities felt that parents should not interfere and should let them (the educators) do their job. These educators also felt that the ideas for community development should come from the community and not from the school. This study found that educators who worked and lived in the same geographical area and whose value system and culture was the same as that of the community demonstrated most of the competencies required to fulfil the role of community developer (Anon 1998).

Lastly, a study conducted by Strauss (1993) investigated the potential role of the school as a community centre. The researcher tried to establish whether existing schools in South Africa could be used as community schools to offer community education programmes. Strauss's (1993) study focussed on important topics relating to community education and the role of the school as a community centre. The topics Strauss (1993) focussed on related to definitions of community schools; use of existing schools as community schools; resources in the community

school; control and financing of the community school; and community involvement and advantages of community schools.

Strauss (1993) asserted that schools has potential to operate as community schools and that one would need permission from both the school principal and the governing body to establish such a school. Strauss (1993) found that the schools' resources, including human resources, financial resources and material resources were underutilised. There was a reluctance from the educators side to allow parents to assist in the formal educational activities (Strauss 1993). Community involvement according to Strauss (1993) was limited to painting the school buildings. It was found that there was a general feeling that educators should not be involved in non-formal activities held at the school, unless they volunteer their services. Respondents felt that a full-time person would have to be appointed in order to run the non-formal activities held at the school. This person should be accountable to the principal of the school. It was also felt that the community should pay a minimal fee for activities held at the school (Strauss 1993). Strauss (1993) asserted that the school was in a position to provide the infrastructure for a community school but could not finance the community school. According to Strauss (1993), School Governing Bodies were not in a position to take on the extra responsibility of running the community school and therefore another body should be elected to run it. Strauss (1993) also highlighted the advantages of a community school. A community school would be able to provide opportunities for the 'deprived and disadvantaged' community and would assist in the general upliftment of the community (Strauss 1993).

In terms of the research methodologies these studies employed, Henning and Fourie (1997) compared two schools from separate inquiries. For the primary study, teachers were purposefully sampled from a population of 380 'unqualified' teachers. Henning and Fourie (1997) studied seven teachers over eighteen months, utilising a variety of observation and interviewing techniques at four different stages. The Wagner's Farm School, was observed by the field workers, while the teachers were studied. The researchers had also placed an 'observer-participant' at this school for one semester. The second inquiry, from which data for the comparison study were extracted was an inquiry into the nature and activities in a senior secondary school Mothloki in Soweto (Henning & Fourie 1997). The researchers observed and interviewed teachers, pupils, parents and analysed school documents. This data was compared to findings from the Wagner's Farm School. The raw data was analysed, using Miles and

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Huberman's (1994, p.21) coding, clustering and verification procedures that leave a clear 'audit trail' or 'chain of evidence' (Henning & Fourie 1997). Refer to Table 2.1 for a summary of the research methodology for each study.

Mavhivha and Heystek (1996) did not elaborate on the research methodology used in their study of school - community relationships. This research was restricted to mainly secondary schools and communities in the former Venda independent state. Furthermore, these communities were categorised in terms of being illiterate, slightly illiterate and highly illiterate. Heystek and Louw (1999) used a structured questionnaire formulated in English to gather data (refer to Table 2.1). The universum population was made up of primary and secondary schools, with majority black learners, situated in black communities in rural and urban areas in Mpumalanga, the Northern Province, Gauteng and the North West Province (Heystek & Louw 1998). The sample consisted of 200 teachers, which was drawn from the population of all teachers at the above mentioned schools. One hundred and eighty-one responses were received from educators attending a Further Diploma course on Education Management (Heystek & Louw 1998).

The study which investigated the actual roles and competencies of educators used both observation and unstructured interviews to gather the data (refer to Table 2.1). Observation and interviews focussed on six key roles of educators and their underlying competencies as stated in the Norms and Standards for Educators (Act 27Section 7 of 1996). The study identified, observed and interviewed ten educators from six schools of the Pietermaritzburg-Umsindusi area, KwaZulu Natal. The sample was purposively selected. A systematic analysis and interpretation, where formative and summative procedures, with built-in triangulation, were carried out (Anon 1998).

Strauss (1993) used an unstructured interview to gather comparable data across sites (Bogdan & Binklen 1992, p.77, cited in Strauss 1993). The respondents of this study included principals from both community schools and from ordinary government schools, also people employed in institutions supporting education in South Africa. Strauss (1993) used the purposive sampling technique. This study used a very small sample consisting of nine people, namely three school

Table 2.1 Research methodologies for included studies

	Studies				
Research methodology	Henning & Fourie (1997)	Mavhivha & Heystek (1996)	Heysek & Louw (1999)	Anon (1998)	Strauss (1993)
Sampling technique	Purposive sampling	No indication was given in the research article	Probability sampling	Purposive sampling	Purposive sampling
Sample	Educators		Educators	Educators	Principals and institutions supporting education
Data collection	Observation Interviews Analysis of school documents		Structured questionnaire	Observation and unstructured interviews	Unstructured interviews
Data analysis	Miles & Huberman's (1994) phases of qualitative data analysis		Loglinear modelling	Formative and summative analysis with built in triangulation procedures	Correlations and common factors with existing research and theories were sought and cross checked.

principals from potential community schools, three principals from ordinary government schools and three people employed in institutions supporting education in South Africa, such as Johannesburg Child Welfare, the Women's Outreach Foundation and the Love Trust. Strauss (1993, p.98) selected the purposive sampling technique, as these respondents could, "yield the best understanding of the topic being researched". Strauss (1993) then analysed the data by seeking correlations and common factors with the existing research and theories and searched for recurring facts. The responses of each topic were then reviewed and the reactions of the various respondents were compared with one another. Strauss (1993) maintained that this type of analysis highlighted the dominant responses to the identified topics (refer to Table 2.1).

2.7 Summary

This literature review focussed on the importance of building open learning communities, where schools and their respective communities have formed crucial partnerships. Seemingly, schools have the potential to become agents for community development, as they can become centres for an array of development activities such as continuing education, women's group and health care. Communities on the other hand may also play an important role in schools and education of learners. Asmal's 'Call to Action' has nine priorities, of which one related to creating community centred schools. The South African Schools Act (Act 84 of 1996) supports Asmal's notion and calls for the decentralisation of power to the school level. The South African Schools Act (Act 84 of 1996) enforces the establishment of school governing bodies, which form crucial links between schools and communities and are, therefore important aspects of open learning communities.

CHAPTER 3 RESEARCH METHODOLOGY

This chapter presents the research methodology, including survey design materials and approaches, population and sample selection, survey materials and approaches, sub-problems included in the study and data analysis. The conceptual framework (Figure 3.1, Chapter 1) will be used to facilitate the description of the sub-problems. Justification of the selected study area, as well as a description of the study area will also be presented in this chapter.

3.1 Survey design

The purpose of this study was to investigate whether public rural schools, with available resources, effective management and governance structures, and favourable opinions towards community centred schools, have the potential to act as community resource centres in the Maphephetheni lowlands. Six sub-problems, which were presented in Chapter 1, were included in the study.

Structured and unstructured interviews, observation and focus group discussions were used to collect data from educators, SGB chairpersons and Development Committee members. An interview schedule (refer to Appendix A) was used to gather general information about the sampled schools. Focus group discussions were held at each of the nine schools with school educators (see Appendix B). A focus group discussion was held with Maphephetheni's Development Committee members (see Appendix C). Focus group discussions were used to gain insightful data on people's perceptions, opinions and attitudes. A standardised short questionnaire (see Appendix D) comprising of closed questions with the response category of yes or no, was used to measure educators' general opinions towards using their school as a community resource centre. The quantitative approach was used to gather demographic data in order to form a general picture of the schools, as well as to uncover the general opinions of the educators towards using the schools as community resource centres.

Neuman (1997, p.329) argues that capturing a specific event or aspect of the social world is not possible by constructing a measure expressed in numerical terms. Qualitative research seeks to obtain a holistic picture and, therefore, gives a descriptive picture of a particular activity or

situation (Strauss 1993). Qualitative data is seen as richer, with more depth of people's experiences, attitudes and beliefs (Haralambos & Holborn 1991, cited in Strauss 1993). This research therefore primarily used the qualitative approach to investigate feelings towards using schools as community resource centres.

Neuman (1997, p.371), Babbie (1995, p.293) and Strauss (1993) assert that qualitative researchers use in-depth, unstructured and non-directive interviews to collect their data. The unstructured interview involves asking open-ended questions, listening, showing interest, and recording what was said (Neuman 1997, p.373). The subjects are active participants whose insights, feelings, and co-operation are crucial aspects of a discussion process that reveals 'subjective meaning' (Neuman 1997, p.373). In order to uncover people's experience, the researcher has to ask questions in terms of concrete examples or situations (Neuman 1997, p.373). Focus groups have been defined as "bringing together a small group of people to participate in a carefully planned discussion on a defined topic" (Macun & Posel 1998, p. 114). The aim of the focus group technique is to use group interaction to produce in-depth, insightful qualitative data (Macun & Posel 1998). A focus group should stimulate uninhibited group discussions and group interaction. This requires the focus group to be homogenous (Macum & Posel 1998; Babbie 1995, p.254). Babbie (1995, p.250) states that participants are not chosen by rigorous probabilty sampling as focus group participants should be "selected on the basis of relevancy to the topic under study".

3.2 Population and sample selection

A list of all the schools (primary and secondary) falling under the Maphephetheni Tribal Authority was obtained from the Chief Superintendent of Education for the Ndwedwe District, KwaZulu Natal. A list of thirteen schools was compiled (see Appendix E). Further investigation identified two additional schools omitted from the list. The nine schools in the Maphephetheni lowlands were selected for the study. Each school was contacted and permission to conduct the study was granted by either the principal or the deputy principal. Permission to conduct the study was also given by the Chief Superintendent of Education for the Ndwedwe Distric, KwaZulu Natal and the local *Inkosi* (tribal chief).

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The intention of the study was to hold focus groups with the Governing Body of each school. This however proved to be impossible as the School Governing Bodies met at irregular times and meetings were either continuously cancelled or rescheduled. Consequently, one focus group was held with a School Governing Body. It was then decided to rather include school educators in focus group discussions. All educators available at a given time were asked to participate in a focus group discussion at each school. A focus group discussion was also held with the Maphephetheni Development Committee (one headman of a tribal ward and seven development committee members). The SGB chairpersons from each school were also interviewed.

3.3 Survey materials and approaches

Data collection took place between September and November 2000. On the first visit to every school the principal was interviewed, using an interview schedule. The deputy principal was interviewed if the principal was not available on the day of the visit. The interview schedule (see Appendix A) was designed to collect general information about each school. The interviews were held in Zulu and later translated into English by two field workers. Each school was visited at least four times, to establish a rapport with the educators, and dates were set with the principals or the deputy principals to hold the focus groups.

Short focus groups were held during lunch breaks with educators at each school (see Appendix B for questionnaire). Educators at one school refused to participate in a focus group, as it was their free time and they claimed the deputy principal had not informed them of the arrangement. All focus groups were held in Zulu, except at Myeka Secondary where an English speaking teacher participated in the focus group, and were tape recorded, transcribed and translated into English by the same person who ran the focus group discussions. At the end of each focus group all participatory educators were asked to fill in a short questionnaire (see Appendix D) of closed-ended questions. Interviews were conducted with the School Governing Body chairperson from each school. The chairpersons were asked the same questions as educators. Only eight out of the nine chairpersons were individually interviewed, as one SGB chairperson participated in a focus group discussion with one of the school Governing Bodies. Finally, a focus group discussion (refer to Appendix D) was held with Maphephetheni's Development Committee members.

3.4 Data collected

The data collected to address the sub-problems listed in Chapter 1, Section 1.3 will be discussed in this section. The conceptual framework (Figure 3.1) will be used to facilitate the description of these sub-problems. The measurement of each sub-problem will also be explained.

3.4.1 Awareness of available school resources

The first sub-problem looked at establishing the awareness of school resources in the Maphephetheni lowlands. The school resources investigated were both human and material (see Figure 3.1). School resources were identified by principals, educators, SGB chairpersons and by the researcher. Development Committee members identified the community resources, in order to establish what resources may be lacking in the community and how the schools could assist in providing the missing resources to the community. Schools resources were mapped in three ways. First, the school principal was asked to list the school's resources in an initial interview (see interview schedule in Appendix A, Question 18). Second, educators were asked in the focus group (see focus group questionnaire, Appendix B, Topic 1) to list their school's resources. The researcher also drew up a list of resources of each school through observation. Third, the Development Committee members were asked to identify resources found in the community (see Appendix C, Topic 2).

3.4.2 Community use of available school resources

The use of school resources by the community (see Figure 3.1) was identified by the principals, educators and SGB chairpersons (see Appendix A, Questions 12 - 17; Appendix B, Topic 1). The present usage of the school resources would indicate which schools tended to be 'community centred', if any in the Maphepehtheni lowlands. Also, the type of resources which the community members used would be highlighted.

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┌─────────────────────────────────────────────────────────────────────────────┐
│                          ┌──────────────────────────────────┐                │
│  ┌──────────────┐        │ School resources – human         │                │
│  │ Rural School │───────▶│ (educators), material (space,    │                │
│  └──────────────┘        │ equipment, buildings,            │                │
│         │                │ technology)                      │                │
│         │          ┌─────────────┘            │             │                │
│         │          ▼                          ▼             │                │
│         │   ┌─────────────────┐       ┌──────────────────┐  │                │
│         │   │ Awareness of    │       │ Community use of │──┼──▶             │
│         │   │ resources       │       │ resources        │  │                │
│         │   └─────────────────┘       └──────────────────┘  │                │
│         ▼                                      ▲             │                │
│  ┌──────────────────────────────┐             │             │                │
│  │ Effective functioning of     │─────────────┘             │                │
│  │ school management and        │                           │                │
│  │ governance                   │                           │                │
│  └──────────────────────────────┘                           │                │
│         ▲                                                    │                │
│         │   ┌────────────────────────────────────────────┐  │                │
│         │   │ In terms of:                               │  │                │
│         └───│ School Governing Body and educator         │──┼──▶             │
│             │ cohesion, capacity training                │  │                │
│             │ Community participation in school          │  │                │
│             │ activities                                 │  │                │
│             │ Principal's motivation, attendance and     │  │                │
│             │ organisational ability                     │  │                │
│             └────────────────────────────────────────────┘  │                │
│                                                              │                │
│  ┌────────────────────────────────┐                         │                │
│  │ Opinions of school as a        │                         │                │
│  │ potential community resource   │                         │                │
│  │ centre                         │                         │                │
│  └────────────────────────────────┘                         │                │
│                  │                                           │                │
│                  ▼                                           │                │
│       ┌─────────────────────────────────────────────┐       │                │
│       │ Community interest in school and its         │       │                │
│       │ activities                                   │       │                │
│       │ Contribution of school to community          │───────┼──▶            │
│       │ development                                  │       │                │
│       │ Contribution of community to school          │       │                │
│       │ Opinions of using schools as community       │       │                │
│       │ resource centres                             │       │                │
│       └─────────────────────────────────────────────┘       │                │
│                                                              │                │
│  ┌────────────────────────┐      ┌───────────────────┐      │                │
│  │ Potential of Myeka     │◀─────│ Potential         │◀─────┘                │
│  │ High School to act as  │      │ community         │                       │
│  │ a community resource   │      │ resource centre   │                       │
│  └────────────────────────┘      └───────────────────┘                       │
└─────────────────────────────────────────────────────────────────────────────┘
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Figure 3.1 Conceptual framework

3.4.3 Effective functioning of school management and governance structures

The third sub-problem looked at effective functioning of school management and governance structures and how the functioning of these structures impact on the community's use of school resources. (See Figure 3.1). The effective functioning of the SGB was measured in terms of the researcher's observation of cohesion between the SGB and the school's educators on a scale of one to five. This judgement was based on statements made by principals and educators about SGBs and on principals' and educators' knowledge of their SGBs. How the Governing Body members were elected and the amount of capacity training the Governing Body members had received was investigated. The interview schedule (Appendix A, Questions 19 - 26) was used to gather data on each of the School Governing Bodies. This sub-problem also focussed on community interest and participation in the school and its activities, which was investigated using focus group discussions. Both the educators and the School Governing Body chairpersons were asked whether or not parents and community members volunteer at school functions or help with any school activities.

The effective functioning of school management was measured in terms of the Principal's motivation, his or her attendance at school and organisational ability as observed by the researcher. The principal plays a crucial role in establishing a community resource centre at a school (Asmal 1999). A subjective rating, on a scale of one to five was given based on the principal and educators responses on aspects such as attendance, in terms of the principal's actual presence or absenteeism at the school, motivation, in terms of the principal's enthusiasm towards his or her duty as principal to the school and his or her ability to enthuse fellow educators and organisation and in terms of the principal's ability to run the school efficiently. According to Hoberg (1993, p.65) the principal's "organisational commitment reflects the individual's identification and involvement with the organisation in terms of its goals and values".

A comparison between the effective functioning of each school's management and governance structure and the use of that school by the community, was undertaken. This comparison would establish whether the effective functioning of these structures impact on the use of the schools by the community. The findings of the second sub-problem were therefore used as a comparison.

3.4.4 Opinions towards the potential use of the schools as community resource centres

The fourth sub-problem focussed on the educators', SGB chairpersons' and the Development Committee members' opinions towards using public rural schools in the Maphephetheni lowlands as community resource centres. The sub-problem was investigated using focus group discussions with the educators and Development Committee members and interviews with SGB chairpersons (See Appendix B, Topic 4 - 8 and Appendix C, Topic 4 - 6) and the short questionnaire for educators (see Appendix D). The possible contribution of schools to development of communities, as well as possible contributions of communities to schools were investigated. The constraints faced or experienced by each school in order to become a resource to the wider community was investigated (refer to Figure 3.1).

3.4.5 Potential for schools to act as community resource centres

As stated in Chapter 1, the fifth sub-problem related to the potential of the schools included in the study to act as community resource centres. The information gathered in relation to the previous sub-problems will give valuable insight into the potential of public rural schools in the Maphephetheni lowlands acting as community resource centres (Figure 1.1). This sub-problem specifically looked at how the awareness and use of school resources impacted on the potential for schools to act as community resource centres. Also, how the effective management and governance of schools relates to the potential use of the schools as community resource centres was included. The opinions of using the schools as community resource centres, may also impact on the potential the schools have of becoming community resource centres.

3.4.6 Potential for Myeka High School to act as a community resource centre

The findings of the previous sub-problems would give valuable insight into the potential for Myeka High School, with its solar powered computer centre, to act as a community resource centre (Figure 3.1). The awareness and use of schools resources; the effective functioning of school management and governance; the opinions towards using the schools as community resource centres; and the potential of the schools acting as community resource centres, were looked at specifically in relation to Myeka High School. The findings of the previous sub-problems were applied to Myeka High School by comparing the findings of Myeka High School to that of the other schools for each sub-problem.

3.5 Data analysis

When looking at qualitative data, "data analysis means a search for patterns in data - recurrent behaviours, objects, or a body of knowledge" (Neuman 1997, p.426) and interpreting the patterns in terms of a social theory or the setting in which it occurred. Qualitative data is in the form of words and sentences and therefore requires, examining, sorting, categorising, evaluating, comparing, and synthesising (Neuman 1997, p.427).

Furthermore, Miles and Huberman (1994, p.21) described three major phases of data analysis, namely data reduction, data display, and conclusion drawing and verification. The first phase deals with data reduction, where all the data that was gathered needs to be meaningfully organised. Data reduction refers to processes of selecting, focussing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions (Miles & Huberman 1994, p.21). Data reduction is guided by the research questions or problems at hand, as it is these questions the researcher is trying to answer (Anon 2001).

The second phase of qualitative data analysis is that of data display (Miles & Huberman 1994, p.21). Data display refers to "an organized, compressed assembly of information that permits conclusion drawing. A display can be an extended piece of text or a diagramme, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data" (Anon 2001, p.3). Data displays assists the researcher in uncovering patterns, links and commonalities within the data (Anon 2001, p.4). Glaser and Strauss (1967, cited in Anon 2001, p.7) refer to the 'method of constant comparison', which is "a process of comparing and contrasting across instances to establish significant patterns, then further questioning and [refining] of these patterns as part of an ongoing analytic process" (Anon 2001, p.6).

The third element of qualitative analysis is that of conclusion drawing and verification (Miles & Huberman 1994, p.22). Conclusion drawing requires the researcher to objective consideration of what the analysed data mean and what the implications for the research questions or problems are (Anon 2001). This requires going back and re-examining the data, by what Miles and Huberman (1994, p.245-262) have termed "tactics for generating meaning", which include noting patterns and themes, clustering cases, and making contrasts and comparisons. The

conclusions then have to be verified. Validity refers to, "whether the conclusions being drawn from the data are credible, defensible, warranted, and able to withstand alternative explanations" (Anon 2001, p.6). In qualitative analysis instances or cases in the data that do not follow the established patterns or trends should be highlighted and used to further elaborate and verify conclusions (Anon 2001).

The three phases identified by Miles and Huberman (1994, p.21) were followed to analyse the data for this study. The qualitative data was firstly reduced in order to single out what was relevant to the research question. Therefore, only the significant comments were extracted from the data. These comments were then grouped according to the sub-problems. Correlations and common factors were sought within the data. Correlations and common factors were then compared with existing research, literature and theories. Lastly, the conclusions drawn were verified by cross-checks.

3.6 Justification For Selection of Study Area

Maphephetheni was selected as the study area due to a number of reasons. Firstly, trust and a good rapport had been established with the Maphephetheni community through previous research. This also meant that there was baseline information available of the area and of the people living in Maphephetheni. Also the Nkosi of Maphephetheni fully supported the research conducted in the area. Secondly, Maphephetheni was rural but it was easily accessible, as it had good quality access dirt roads.

Thirdly, and probably most importantly, Maphephetheni had a high school (Myeka High School) which was fully equipped with modern technology. Myeka High School had a resource centre which was equipped with computers, printers, television sets, video machines, internet and the Learning Channel. This equipment was run by solar power. Maphephetheni, therefore had a resource centre which could potentially be used by the community. This notion of using Myeka High School as a resource centre was also advocated by the principal of the school, the Nkosi and the Chief Superintendent of Education, Ndwedwe District KwaZulu Natal in their public speeches at the school. Fourthly, this resource centre had been used for 18 months and no

evaluation of its impact on the local community had been done. Maphephetheni was therefore an ideal area in order to conduct the study.

3.7 Summary

The purpose of this study was to investigate whether public rural schools, with available resources, effective management and governance structures and favourable opinions towards community centred schools, have the potential to act as community resource centres in the Maphephetheni lowlands. The qualitative and quantitative research methodologies that were used were discussed. The population and sample, as well as the measurement of the sub-problems included in the study, were described in this chapter. The conceptual framework (Figure 3.1) was included in order to assist in the explanation of the sub-problems. The analysis of the data was described and the justification of the study area was given. The following chapter will present the sample characteristics.

CHAPTER 4 SURVEY AREA CHARACTERISTICS AND CHARACTER OF THE SAMPLE

This section will briefly describe the study area of the Mahephetheni lowlands, KwaZulu Natal. The characteristics of the schools, educators and SGBs will be presented in this section. Firstly, the characteristics of the study area will be presented.

4.1 The Study Area

Maphephetheni is a rural area situated 50km north of Durban and falls under the Ndwedwe magisterial district of KwaZulu Natal. Maphephetheni is situated around the Inanda Dam (refer to Appendix F). Maphephetheni is controlled by the local Tribal Authority, which is headed by the Nkosi. Geographically, Maphephetheni is divided into two distinctive areas, namely the uplands and the lowlands. Only one accessible road and one inaccessible road connect the two areas. The Nkosi further divided Maphephetheni into eight tribal sub-wards.

Maphephetheni has a fairly good road network, which is made up of good quality dirt roads. These roads are used by taxis, private cars, trucks and busses (Green & Erskine 1998). One main route allows one access to the lowlands. This route runs from the one end of the lowlands right through to the other end and has a number of secondary roads leading off of it. The majority of people in Maphephetheni do not have access to grid electricity, however a number of homesteads do have electricity, in the form of grid or solar power. Green and Erskine (1998, p.13) found that the average household size in Maphephetheni was 9.8 people per household, including adults and children. The estimated population was approximately 10 000 people (Green & Erskine 1998).

In a previous study Green and Erskine (1998) determined the level of poverty of the people living in Maphephetheni, by comparing incomes to the PACSA FACTSHEET (Tushling 1998, cited in Green & Erskine 1998). It was concluded that the people of Maphephetheni could not be considered 'poor' when compared to national averages of income. However, although Maphephetheni is not a poor area, the average household incomes had a high standard deviation and two-thirds of the households were living in poverty (Green & Erskine 1998).

Maphephetheni was characterised by the following socio-economic infrastructure (Green & Erskine 1998, p 3). A number of shops selling a wide variety of lower order consumer goods were identified in Maphephetheni. A large number of informal traders, who sell mainly 'tuck' to school children during breaks and after lessons were identified. The courthouse (or union building) which serves as a community hall for meetings, court and the mobile clinic were found in Maphephetheni. The courthouse has a 225 Wp PV system. Maphephetheni was equipped with two clinics not in use as there are no nurses and no power for lights or refrigeration. One of the clinics served as a fortnightly mobile clinic. Twenty nine Umgeni water "Bambamanzi" stand pipes providing potable water to the community were identified and the Umgeni water office is situated in Maphephetheni. Thirteen schools were identified in Maphephetheni. Maphephetheni also had a number of churches of different denominations. A few 'at home' businesses such as carpentry, bottle sores and butcheries operated in Maphephetheni and at least 3 solar pay phones existed. Three community vegetable gardens were found. One handicrafts association and one sewing association were established in Maphephetheni.

The major income generating activities that have been identified in Maphephetheni, include crops, such as peanuts, beans, bananas and cabbage; animals, such as chickens, goats and cattle; and non-farm activities, such as selling drinks, snacks, food, beer, clothes, beadwork and shoe repairs (Green & Erskine 1998, p.16). However, a large number of people living in Maphephetheni travel to Inanda or Durban daily or weekly for employment.

As identified above, Maphephetheni has thirteen schools, nine in the lowlands and four in the uplands. This study only included the schools that were situated in the Maphephetheni lowlands. In general these schools were poorly resourced, as most of them only had the basic school resources such as the actual school buildings, which generally were not in a good condition due to vandalism and lack of maintenance; pit toilets; an outside water tap; the bare necessities in terms of desks, tables and chairs; and a bare minimum in terms of teaching aids and materials.

4.2 Sample description

Two of the nine schools were junior primary schools (grades one to four), three of the nine were primary schools (grades one to seven), one out of the nine was senior primary (grades five to seven) and three of the nine were high schools (grades eight to twelve). Furthermore, the sample was made up of nine principals or deputy principals, forty-nine teachers, nine SGB Chairpersons and the Maphephetheni Development Committee, which was made up of one headman of a tribal ward and seven Development Committee members. Then ten focus groups were held and seventeen interviews were conducted. Focus group discussions held with the educators were held at only eight out of the nine schools, because educators at one of the schools were not willing to co-operate. Focus group discussions were held with educators during lunchbreaks and were hurried, limiting discussions and sometimes educators were not interested in the discussion, as it was a 'waste of their time' and they had better things to do. Initial interviews were held with the principal of each school and if the principal was not available the deputy principal was interviewed. These interviews were conducted in order to establish a broad overview of the schools which will now be given.

On average there were 380 pupils enrolled at each school, with an average of eleven teachers employed at each school. This made the educator-pupil ratio 1:35. Out of the total number of 98 educators only four educators lived in the local surrounding area (see Table 4.1). The schools in Table 4.1 have been ordered in terms of the level of the school and the size of the school. Out of the nine schools, eight offered extra mural activities. These eight schools offered netball, six offered soccer, three offered cultural activities, one offered music, one offered athletics, one offered drum majorettes and one offered campus care. This implies that it is possible for rural schools to arrange extra mural activities in the Maphephetheni lowlands.

Table 4.1   Number of pupils, educators and local educators at Maphephetheni lowlands schools, 2000. (n = 9)

Schools	No. of Pupils	No. of Educators	No. of Educators living in local areas
Khulani (Junior Primary)	129	4	0
Mcethswa (Junior Primary)	413	11	0
Umthubi (Primary)	205	7	0
Bongumusa (Primary)	345	9	0
Chief Dlivane (Primary)	402	10	1
Ingcukwini (Senior Primary)	313	8	2
KwaVutha (Secondary)	300	6	0
Khamangwa (Secondary)	467	19	0
Myeka (Secondary)	845	24	1
Total	3419	98	4
Average	380	11	0.4

4.3 Summary

This section briefly presented the characteristics of the study area and presented the character of the nine schools in the Maphephetheni lowlands. The character of the educators, the SGB chairpersons and the Development Committee members was presented. The following chapter will discuss the findings of the study.

CHAPTER 5 RESULTS AND DISCUSSION

This chapter will focus on the description of the data that was collected. The results and the discussion of the findings will be presented. Data pertaining to each sub-problem will be presented, after which a discussion of the sub-problem will follow.

5.1 Awareness of available school resources

This section will focus on the first subproblem, which involved the awareness of school resources in the Maphephetheni lowlands. This required mapping the resources of each school. Firstly, a list of resources was compiled by the researcher through observation. Secondly, the educators were asked to name all their school resources. Thirdly, the School Governing Body Chairpersons were asked to list their school's resources. Lastly, this section looks at the community resources identified by the Development Committee members. This activity built awareness amongst school educators, SGB chairpersons and Development Committee members about what resource are available to them. Resources identified by educators, SGB chairpersons and Development Committee members were compared to resources identified by the researcher to determine the level of awareness of potential resources available to Maphephetheni residents. Knowing what resources schools have directly influences the school's potential as community resource centre. If educators and SGB chairpersons are not aware of the resources they have they may not establish a community resource centre.

Twenty-eight school resources were identified by the researcher (refer to Appendix G). A summary of the resources identified in this section is given in Table 5.1. All nine schools were identified to have the following resources: school grounds; educators; blackboards; desks, tables and chairs; books; water and toilets. Of the nine schools six schools had sports fields. A mini library was identified at four schools. A staffroom was identified at four schools. Only three schools were identified as having electricity and a school hall. A gas stove; school gardens; a photocopier; a playground and teaching aids and materials were identified at two schools. Computers; a television set and video recorder; Internet and a satellite dish; an overhead projector; a refrigerator; a telephone; a storeroom; typewriters, a home economics centre and a

science laboratory were identified at only one school, namely Myeka High, which is why the school was identified as having great potential to act as a community resource centre.

School educators at each school identified what resources their schools have. In total 20 school resources were identified by the school educators (Refer to Appendix H). Educators at eight Schools identified the school's classrooms and toilets as resources. Educators at five schools listed school grounds; water; desks, tables and chairs; and books as their school's resources. A mini library was identified as a resource by educators at three schools. A school hall was listed as a resource by educators from two schools. Educators at only one school, namely Myeka High School, identified the following as school resources: educators, electricity, staffroom, sports field, computers, school gardens, photocopier, playground, storeroom, teaching aids and materials, typewriters and a home economics centre. Educators predominantly identified physical resources as the school resources and did not identify themselves as a resource.

The School Governing Body Chairpersons identified a total of nine school resources (refer to Appendix I). Toilets were identified by seven SGB chairpersons as a school resource. Water was listed as a school resource by four SGB chairpersons. Both a school hall and sports fields were identified as school resources by 3 SGB chairpersons. Two SGB chairpersons identified electricity and school gardens as a school resource. Classrooms, computers and a telephone were identified as school resources by only one SGB chairperson. This indicates that the SGB chairpersons were not aware of all the resources schools have.

Resources were grouped into five categories (refer to Table 5.1). Table 5.2 shows the total number of schools with the categorised resources, as identified by school educators, SGB chairpersons and by the researcher's observation. The researcher identified all nine schools to have infrastructure, venues/space, and human resources. This indicates that most schools do have resources which community members could use. However, educators did not see themselves as resources and tended to identify physical resources such as infrastructure, venues/space and equipment as school resources. SGB chairpersons also primarily identified physical resources (infrastructure and venues/space) and did not list human resources. Reasons for low levels indication of electrical equipment was that only three schools (Ingcukwini, Myeka

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and Khamangwa) had power (electrical and solar) and only two out of the three schools had electrical equipment.

Table 5.1 Categories of grouped school resources in the Maphephetheni lowlands

Grouping of Resources	Resources
Infrastructure	Toilets, water, electricity and telephones
Venues/Space	School grounds, classrooms, hall, staff room, store room, mini library, sports field, school garden, play ground, home economics centre and science laboratory
Human	School educators
Equipment	Blackboards, desks, tables, chairs, gas stoves, books and typewriters
Electrical Equipment	Computers, television, and video machine, internet and satalite, overhead projector, photocopier and fridge.

Table 5.2   Number of schools with resources, from the educators', SGB chairpersons' and researchers' perspective at schools in the Maphephetheni lowlands, 2000. (N = 9)

Resources	No. of Schools with resources		
	Identified by Educators	Identified by SGB chairpersons	Identified by the Researcher
Infrastructure	8	5	9
Space/Venues	8	5	9
Human	0	0	9
Equipment	6	1	9
Electrical Equipment	1	1	2

Lastly, community resources were identified by the Development Committee members. The purpose of identifying community resources was to gain insight into what resources were lacking

in the community and how the schools could supplement the existing community resources, from the researcher's perspective. Development Committee members reported some homesteads to have electricity and water. Roads and thirteen schools (nine in the lowlands and four in the uplands) were identified as resources. Churches (five churches in the lowlands), the tribal courthouse and grounds and sports fields (three in the lowlands) were identified as community resources. Development Committee members identified which resources they thought were lacking in the community. Better quality roads, telephones, more schools, electricity and water were identified as lacking in the community. Clinics, community halls, creches/preschools, training centres and vegetable markets were also identified as missing by Development Committee members. This indicates that Development Committee members did see local schools as a community resources. However, some of the resources identified as lacking by the Development Committee members, were identified as present at some schools.

Section 5.1 presented the school resources identified by the school educators of each school, by the SGB chairpersons of each school and by the researcher. Community resources were also identified by Development Committee members. Educators and SGB chairpersons were aware of physical school resources, but not of human resources. Development Committee members did identify schools as community resources. Resources identified as lacking in the community by Development Committee members, were however identified at some of the schools by educators, SGB chairpersons and the researcher.

5.2 Discussion of awareness of available school resources

Ife (1995, p.111) stated that "identifying and developing all resources which are available within the community itself, and seeking to maximise these locally generated resources in the interests of the community" is an important activity. Rural schools have the means to serve as resource centres for community members from resource poor communities (Greyvenstein 1996; Kretzmann & Mcknight 1993, p.210; Tinzman *et al* 1990; Mabetoa 1999; Henning & Fourie 1997). Kretzmann and Mcknight (1993, p.210) identified the school building as an important resource, as well as various materials and equipment (Section 2.3.2).

In the Maphephetheni lowlands all schools were identified by eductors, SGB chairpersons and the researcher, to have school buildings and grounds, which the community could use. However, in terms of equipment, schools only had the bare minimum of desks, tables and chairs. Myeka High School was the only school which was equipped with electrical equipment such as computers, television and video machine, internet and satellite, overhead projector, photocopier and fridge. Myeka High School was one of three schools which had access to source of power. Educators are human resources who could constitute community resources. Therefore, all the schools in the Maphephetheni lowlands owned resources (although limited at most schools) which could be of use to the community.

In terms of awareness of the schools' resources, educators and SGB chairpersons tended to identify the same resources. Educators were well aware of their school's physical resources, but did not identify themselves as resources. This could hamper the schools from becoming fully functional community resource centres, as educators are a vital resource in a poor 'information deprived' community. SGB chairpersons also primarily identified physical school resources, but fewer than the educators did. SGB chairpersons also did not identify educators as resources, indicating that SGB chairpersons were not aware of all the resources schools have. However, Myeka High School's SGB Chairperson did identify the school's electrical equipment as a resource and is therefore aware that it is a potential community resource.

Development Committee members identified local schools as community resources and identified the lack of community halls and training centres, without recognising the opportunities offered by schools' physical buildings. Development Committee members identified training centres as resources which are lacking in the community, indicating that the schools are not used to full potential in terms of serving communities. Communities have not taken full 'ownership' of schools. Classrooms could act as community halls and training centres. Educators and SGB chairpersons, identified space or venues as a school resource. Schools in Maphephetheni could play an important role in providing this resource to communities. Development Committee members also identified water, electricity and telephones as absent in communities. These resources, according to the researcher, could be provided by the schools, especially Myeka High School.

5.3 Community use of available school resources

Educators and SGB chairpersons from each school identified which community groups and associations made use of the schools' resources. Lastly, existing community groups and associations were identified by Development Committee members. The resources these community groups and associations use were also identified, in order to establish whether they make use of the schools' resources.

In the Maphephetheni lowlands eight of the nine schools were used by community organisations, associations and community groups (refer to Appendix J), indicating that most schools were used by the community. Schools were most commonly used by church groups (55%), to hold community meetings (33%), concerts (33%) and karate lessons(33%) (refer to Table 5.3). Incukwini Senior Primary was used by most (seven) community organisations, associations and groups. Although most schools (eight of nine) were used by the community, church groups were the only significant (55%) group using the schools. Myeka High School has been included in the following tables, for later use in section 5.

Development Committee members identified three community associations in Maphephetheni, namely the gardens, handicrafts and sewing associations. These community associations did not make use of the schools. The garden and handicrafts association use the courthouse and the sewing association uses the churches to work at. The committee also mentioned a planned community centre, as a possible community resource. Development Committee members did not identify any organisations, associations and community groups reported by school educators and SGB chairpersons to be using schools. Development Committee members felt that chairs and desks at most of schools were too small and, therefore, schools were not an ideal place for any community group meetings.

Table 5.3   Community Organisations/Associations/Groups using schools in the Maphephetheni lowlands, including Myeka High School, 2000 (n = 9).

Organisations/Associations/ Groups	Myeka	Total No. of schools	Average
Church Groups	1	5	55%
Community meetings	0	3	33%
Concerts	1	3	33%
Karate lessons	0	3	33%
Political Organisations	0	2	22%
Burial Associations	0	2	22%
Weddings	0	2	22%
Women's groups	0	1	11%
Taxi Associations	0	1	11%
Stokvels	0	1	11%
Vigils	0	1	11%
Music classes	0	1	11%
Workshopping	0	1	11%

5.4 Discussion of community use of available school resources

This study found that although most of the schools (eight of nine) were used by one or more community association, organisation or group, there was not a high rate of community school usage. Church groups were the only significant (55%) group using the schools. No school resources other than tables and chairs were used for meetings. Asmal (1999, p.9) clearly stated in his nine-point plan that the school will only, "truly become a centre of community and cultural life if its facilities are being put to use for youth and adult learning, community meetings, music and drama, sport and recreation". Asmal (1999) also stated that there is a place in a community centred school for religious bodies, businesses, cultural groups, sports clubs and civic associations. Therefore, the schools in the Maphephetheni lowlands cannot be described as community centred. Another study also found that educators who worked and lived in the same geographical area and whose value system was the same as that of the community, had most of

the competencies required to fulfil the role of community developer (Anon 1998). Incukwini Senior Primary was the one school which was used by several (seven) community associations, organisations and groups. This could be ascribed to the principal and one of the teachers belonging to the local community.

Eight of nine schools allow community use of schools. Principals and educators are willing to open schools for community use. The present use of schools by the community, however, does not require participation of principals and educators, as the activities of the community associations, organisations and groups at school take place after school and on weekends.

Community education calls for maximum use of existing facilities and resources (Greyvenstein 1996; Schofield 1999, p.113). Rural communities should be allowed to use rural schools as venues for community meetings, as resource centres, adult literacy and self-help project centres (Mabetoa 1999; Henning & Fourie 1997). None of the schools in the Maphephetheni lowlands have adult education classes or any community projects or programmes. The schools are not used to their full potential. School resources such as electrical equipment and human resources were not used by community members. This applies especially to Myeka High School where a computer resource centre has been established but is not currently used by community members. The results confirm Strauss's (1993) findings that school resources, including human resources, financial resources and material resources, are underutilised.

Development Committee members identified schools as community resources, but chairs, desks and tables at schools were too small for adults to use and, therefore, not the ideal place to hold community meetings. The courthouse was presented to be a more appropriate venue and is used for community programmes and projects. According to the findings of Henning and Fourie's (1997) study, the school that was not community centred had a number of clinics, adult education centres in its vicinity and was situated close to a hospital and a community education centre. The community therefore did not need to use the school's resources. Maphephetheni's Tribal courthouse may be the centre of the community.

Greyvenstein (1996) stated that partnerships between schools and its community members could generate income generating businesses at schools. This study found that the schools in the Maphephetheni lowlands have not used their resources as an to generate an income for the schools. Water and electricity at schools could be used by community members, if these members are willing to pay for the resource. At only one school, the community was allowed to use the water, "when prior arrangements have been made for them to pay for the water" in order to cover costs. Only Myeka High School has a telephone (solar powered) which could be made available to the community, in order to generate some income for the school. The above mentioned resources could be used by the schools as income generating businesses. Recommendations as to how telephones, water and electricity can be made available to communities, will be made Chapter 6.

To summarise, the study investigated the community's use of school resources in the Maphephetheni lowlands. The study found that school were not community centred and were not used to their full potential by community members. Maphephetheni's Tribal courthouse and educators not living in the school community are factors which may inhibit community use of schools.

5.5 Effective functioning of School Management and Governance Structures

All nine schools elected SGBs by a ballot system. The deputy principal of one school did not know how the SGB was elected and the principal was not available in order to provide the information. Six of the nine SGBs received some form of capacity training, organised by the local circuit office (refer to Appendix K). SGBs from four schools had received training in financial management, two had received training in conflict resolution, one was trained in fund raising and one SGB attended workshops on general school governance, again organised by the local circuit office.

Although six of the nine schools in the Maphephetheni lowlands received some form of training, the training seemed to be rather brief and isolated from the actual school-community environment. The training that was received was predominantly financial management (refer to Table 5.4). Training SGBs received did not impact on use of school resources.

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Table 5.4   Training received by SGBs at Maphephetheni lowlands schools including Myeka High School, 2000 (n = 9).

	Schools	
Training received	**Myeka**	**Total No. of Schools**
No training	0	3
Financial management	1	5
Conflict resolution	0	3
Fund raising	0	1
General school governance	0	2

Table 5.5 illustrates the researchers' ratings of cohesion between the educators and School Governing Body of each school (refer to Section 3.4.3 for the discussion of the measurement of cohesion). In general the relationship between educators and SGBs was more than satisfactory as school received an average rating of 3.4 (max. 5) (refer to Table 5.6). However, at three schools the relationship seemed somewhat troublesome. One principal expressed dissatisfaction with the SGB and the chairperson had left the community without notification and, therefore a new chairperson had to be elected. A principal also expressed concern that the SGB wanted to 'take over' the school. At another school, no educators were willing to serve on the SGB, as they did not want extra responsibilities. The principal at one school did not arrive at the scheduled SGB meetings and, therefore meetings had to be continually postponed or cancelled. SGBs and educators at both Myeka High School and Incukwini Senior Primary School were rated as being very cohesive. These SGBs had a good relationship with principals and educators.

Table 5.5 Ratings of SGB and educator cohesion at schools in the Maphephetheni lowlands, 2000. (n = 9)

SCHOOLS	RATINGS				
	Very Cohesive	Cohesive	Satisfactory	Troublesome	Non-cohesive
Khulani		✔			
Mcethswa				✔	
Umthubi		✔			
Bongumusa				✔	
Chief Dlivane		✔			
Ingcukwini	✔				
KwaVutha			✔		
Myeka	✔				
Khamangwa				✔	
Total	2	3	1	3	0

Educators and SGB chairpersons were asked whether or not parents and community members ever volunteer for school functions (Table 5.7). At most schools educators reported that parents or community members do not volunteer to assist with school functions and activities such as sport and cultural activities. SGB chairpersons from most schools stated that parents and community members do volunteer for school functions and activities. SGB chairpersons had a positive perspective of parental involvement, whereas educators had a negative perspective on parental involvement at their schools.

Table 5.6 School Governing Body and Educator Cohesion Ratings for Schools including Myeka High School, 2000 (n = 9).

Schools	Rating of cohesion
Myeka	5
Average Score	3.4

Table 5.7   **Educator and SGB chairpersons opinions towards parent and community members volunteering at school functions in the Maphephetheni lowlands, 2000. (N = 9)**

	Volunteering at school functions	
Response	Yes	No
Educators	1	7
School Governing Body Chairpersons	7	1

The researcher rated the principal from each school on attendance, motivation and organisation. Table 5.8 shows the average score of the subjective ratings of the principals. The school principal plays an important role in establishing a community resource centre at their school, as permission and support of the principal is needed for community usage of school resources. If the principal is motivated and well organised, a good community-school relationship is possible. The first aspect the principals were rated on, was that of their attendance at school. The researcher based the ratings on principals' actual presence at schools, while the researcher was visiting the schools. In some instances the principals were not at school but had left somebody in charge, such as the deputy principal. At these schools educators knew exactly where principals were. However, at other schools principals were not at school and deputy principals did not know the principal's whereabouts. In terms of school attendance, the principals received an average rating of 3.8 out of 5.

In terms of motivation, the principals received an average rating of 3.3 out of 5. The principals' motivation was measured in terms of their visible enthusiasm towards the school and its activities. This was based on principals' statements on promoting his or her school and the ideas he or she conveyed as to how they could improve his or her school, to the researcher. Lastly, in terms of organisational ability, the principals received an average rating of 3.4 out of 5. The principals' organisational ability was measured in terms of how much they knew about their school, whether or not they knew what activities were happening at their school and how much they knew about their staff and what they were doing. This indicates that the principals' received satisfactory ratings for attendance, motivation and organisational ability.

Table 5.8   Principal ratings for attendance, motivation and organisation at school in the Maphephetheni lowlands, including Myeka High School, 2000. (n = 9)

Principal Rating	Myeka	Total Number of Schools	Average Score
Attendance	5	9	3.8
Motivation	5	9	3.3
Organisation	5	9	3.4

To summarise, the training SGBs received seemed to be very brief and did not include information on the role of the SGBs in building community resource centres at their schools. In general the cohesion between educators and SGBs seemed satisfactory. In terms of parental involvement at schools, SGB chairpersons had a positive perspective on parental involvement, whereas educators had a negative outlook on parental involvement at their schools. Principals received satisfactory ratings in terms of school attendance, organisation and motivation.

5.6 Discussion of the effective functioning of school management and governance structures
The third sub-problem investigated the effective functioning of the schools' management and governance structures and the impact of the functioning of these structures on the community use of the schools. According to Asmal (1999) SGBs play a crucial role in community centred schools as they form links between schools and communities. Principals also play an important role in establishing community resource centres at schools. Proactive principals may be catalysts in formation of community resource centres by 'opening' the school to community members (Anon 1994; Mavhivha & Heystek 1996; Hoberg 1993).

All nine schools in the Maphephetheni lowlands had elected their SGB as required by the Department of Education, although at some schools this seemed to be more of a formality, as deputies and educators did not know much about their SGBs. The majority of SGBs had received some form of capacity training by the local circuit office. According to Asmal (1999), the concept of SGBs was fairly new to most schools and establishment of these SGBs had to be facilitated and supported, so that they become strong and viable. SGBs should receive introductory and continued training, "to promote the effective performance of their functions or

enable them to assume additional functions" (Van der Westhuizen & Masoge 1998, p. 51) of Section 2.4. The study found that training the SGBs in the Maphephetheni lowlands had received tended to be brief and disjointed and has not ensured that the SGBs become strong and viable. All schools had received a limited training. Therefore, the amount of capacity training the SGBs received did not seem to impact on the usage of the schools by community members, as schools in the Maphephetheni lowlands were not used to their full potential. Clearly there has been no information on the role of the SGB in building community resource centres conveyed to the SGBs, possibly due to the recent introduction of SGBs to rural schools (Asmal 1999; Van der Westhuizen & Mosoge 1997) and to convey how these bodies must operate within the schools is of more importance to the local Education Department.

In terms of educator and SGB cohesion, this study found the relationship satisfactory, but did not seem to impact on usage of schools by communities. This study found that educators and SGB chairpersons had differing opinions towards parental participation in school activities. SGB chairpersons were positive about parental involvement in school functions and activities, while educators were negative about parental involvement at their schools. Differing opinions towards parental participation in school activities in the Maphephetheni lowlands, indicates a lack of communication between educators and SGBs. Neither party knows what is expected of them, as will be further discussed in Section 5.7.

As discussed in Section 2.6, Mavhivha and Heystek (1996), Heystek and Louw (1999) and Heystek (1999) suggest that illiteracy, parents feelings of inferiority to educators, lack of transport and parents lack of knowledge as to how they can be involved in school activities, constricts parental involvement in school activities. These factors may explain low parental involvement (according to educators) at schools in the Maphephetheni lowlands. This study found that the principals' ratings of attendance, motivation and organisational ability was average and did not seem related to the use of schools by the Maphephetheni lowlands community.

The sub-problem discussed in this section related to the effective functioning of school management and governance structures and how this functioning is related to the community use of schools. The study, however, found that governance and management structures function

satisfactorily and that these structures were not related to the use of schools by the community. Training SGBs received did not seem to affect the usage of schools by community members in the Maphephetheni lowlands. The level of cohesion between educators and SGBs was above satisfactory and did not seem to be related to community usage of the schools. Principals' school attendance, motivation and organisational ability also did not seem related to the present usage of the schools by community members in the Maphephetheni lowlands. A factor which may impede the establishment of community resource centres at schools in the Maphephetheni lowlands, could be the lack of communication between educators and SGBs.

5.7 Opinions towards the potential use of the schools as community resource centre

Both educators and SGB chairpersons reported that the community could help schools with activities such as cultural dancing, singing, woodwork and beadwork by teaching learners these activities. SGB chairpersons felt that the community could teach children about culture, traditions and customs. Educators, felt that the community could assist educators with the maintenance of the school grounds. Educators also felt that the community could contribute money towards fencing, build more classrooms, stop vandalism and keep cattle away from the school. Educators were concerned with the preservation and maintenance of schools physical structures and felt that the community could contribute to schools by protecting and maintaining the school grounds. No SGB chairperson mentioned that the community could contribute to the school by maintaining the school grounds. This implies that there may be little communication between the educators and the SGB chairpersons or disagreement in terms of what communities could offer the schools and are willing to offer.

At one school it was mentioned that parents already come to the school to teach their children cultural dancing. Gospel groups also come and teach the children how to sing. This indicates that the community is already involved in the school. At another school no community members come in to help the school. Educators specifically stated that community members could volunteer to work in the library and to help supervise students while teachers are busy. There are extra mural activities at the school such as soccer, rugby and netball. Educators felt that community members could come in to help with these extra mural activities. This indicates that the community is not very involved at the school.

In terms of the schools' possible contribution to the community, educators, SGB chairpersons and Development Committee members felt that adult education classes could be held at the schools and that educators could educate the community about health issues, hygiene and life skills. Educators also reported that they could help the community by teaching members to sew, cook and community gardening. Educators felt that they could organise the community to come together and to use their handiwork skills, such as beadwork, to generate income. It was also mentioned that educators could help the community to start social clubs, so that they will be able to help themselves through pooling their resources. Development Committee members felt that educators could teach children culture, customs, traditional dancing and sport. Development Committee members also mentioned that those schools with electricity could help communities through evening venues. SGB chairpersons reported that schools could allow community members the use of the school facilities and resources. Development Committee members did not feel that the educators at the schools need to help the community with handiwork skills, such as beadwork, as community members already had a handicrafts association. As stated earlier, Development Committee member felt that educators could help teach the children about culture, customs and traditional dancing, which is what the educators felt the community could help schools with. Again this highlights the lack of communication between the schools and the community and the expectations of educators, SGBs and Development Committee members.

The problems associated with community centred schools were identified by educators, SGB chairpersons and Development Committee members (Table 5.9). Lack of transport for both educators and community members was identified as a major problem. Educators mostly, did not live in the local tribal wards and had to use public transport, which meant that they could only stay for an hour after school, as taxis and buses would leave for Inanda and Durban at three o'clock in the afternoon. Members of the Maphephetheni community, would have to walk home in the late afternoon or in the evening, which was not considered safe. The lack of money, to pay the minimal fee the school would charge the community members, was identified as a problem by both educators and SGB chairpersons.

Educators also felt that the community would need an incentive to participate in any programmes and would therefore have to get paid for their participation in these programmes. The danger of

walking home at night and the fact that most schools did not have electricity were also identified as common problems. The lack of resources and teaching materials at schools was identified as a problem by both educators and Development Committee members. The educators felt that the lack of participation and commitment on the part of the community members would be a problem. Educators also identified the fact that they had no training in teaching adults and identified this as a possible problem. Time constraint on the part of the educators was also a major problem according to educators. SGB chairpersons identified the unavailability of teachers, the organisation of the programmes and that the community would not get permission from the school to use its resources, as possible problems.

Lastly, educators were asked to indicate in favour of or against five statements (refer to Appendix D) in order for the researcher to gain a general idea of the educators opinions towards the possible use of schools as community resource centres (refer to Figure 5.1). When educators were asked whether educators could teach adult education at school, 84.6% of educators said that teachers at their school could teach adults how to read and write in the afternoon when school has finished. Whereas 15.4% percent disagreed with the statement. When educators were asked if burial associations or other community groups could meet in the classrooms after school or on weekends, 76.9 % of educators agreed with the statement, whereas, 23.1% disagreed with the statement.

When asked whether community groups could use the school grounds on the weekend, 67.3% of educators agreed with the statement. However, 30.8% felt that they would not let the community use the school grounds on weekends. A few respondents (1.9%) did not respond to the question. The biggest discrepancy was found when educators were asked whether or not they would allow community groups to use the school's chairs, tables, computers and photocopier after school. Almost half (46.2%) of the educators would not let the community use these resources after formal school hours, whereas 51.9% of educators said that they would allow the use of these resources after hours. When asked if the educators would allow community functions, such as cultural dancing and weddings, to take place at the school on weekends, 63.5% of educators responded favourably to the questions. Some educators (36.5%), however, would not allow community functions to take place at their school on weekends.

Table 5.9 Problems associated with schools as community centres in the Maphephetheni lowlands, 2000.

Educators	SGB Chairpersons	Development Committee Members
No electricity at most schools. Lack of public transport Financial problems, as the community will not be able to pay the minimal fee. Financial problems, as the community will need incentives for participating. Time constraints Lack of resources and teaching aids. Men may not allow their wives to participate in projects in the afternoon. Parents work away from home and to get them to participate in a programme would be difficult. No training to teach adults. Lack of commitment from the community. Cannot hold any projects over the weekend, because people want to 'party and drink' over the weekend. Need security at the schools in the afternoon and evening.	No electricity at most schools. Financial problems, as the community will be unable to pay a minimal fee and for stationary. Unavailability of educators. Getting permission from the school. Educators lacking responsibility towards the learners	No electricity at most schools. Lack of transport for community members. People having to walk home at night, which is dangerous. Equipment shortage.
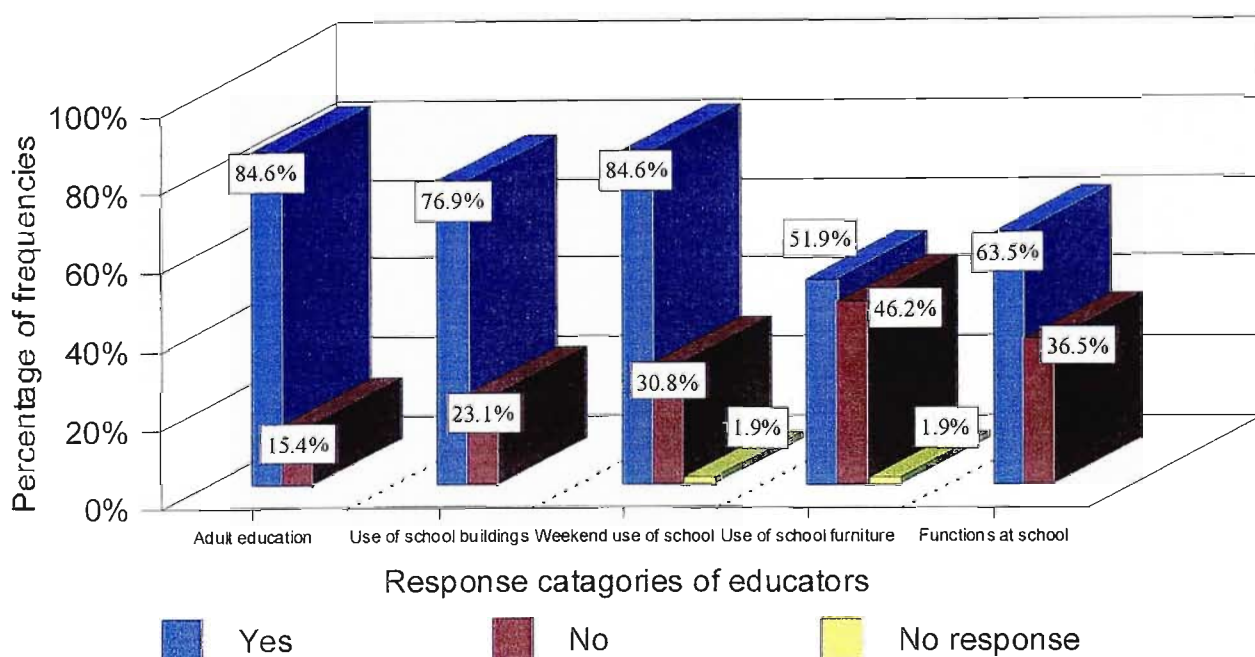
Figure 5.1 Educators opinion towards usage of school resources by the Maphephetheni lowlands community, 2000.

In general most educators agreed with the five statements, which indicates a positive opinion towards the concept of community centred schools. Most educators felt that they could teach adult education classes and that community organisations/associations/groups could hold their meetings at schools after hours and could use school grounds over the weekend. Most educators also agreed with allowing community functions to take place at schools on weekends. However, educators did not seem too comfortable with the idea that community groups or members could use school's furniture and equipment after school, indicating an underlying mistrust of the community on the part of educators.

Section 5.7 presented the opinions towards the use of the schools included in the study, as community resource centres. This sub-problem looked at how the community could contribute to helping the school. Educators and SGB chairpersons differed in opinion. In terms of how the school could contribute to the community, both educators and SGB chairpersons had differing views. The majority of educators did not want the community to use the schools' furniture and equipment after formal school hours.

5.8 Discussion of the opinions towards the potential use of the school as community resource centre

As stated earlier, this section focusses on presenting findings related to the fourth sub-problem, namely educators', SGB chairpersons' and Development Committee members' opinions towards using public rural schools in the Maphephetheni lowlands as community resource centres. The possible contribution of the school to development of the community, as well as the possible contribution of the community to schools were investigated. The constraints faced or experienced by each school in order to become a resource to the wider community were also presented.

A community centred school requires educators and SGBs to know and understand what each party requires and expects. This study found that educators and SGB chairpersons have different views as to how the community could assist the school, which highlights the lack of communication between the educators and the SGB. The literature supports this finding, as Heystek (1999) also found that there was inadequate communication between parents and the SGB.

The educators felt that the community should help maintain school buildings and grounds and assist with extra mural activities. The SGB chairpersons stated that the community could help the school with extra mural activities, such as cultural dancing, singing, woodwork and beadwork. As stated in Section 4.8 the SGB chairpersons did not mention helping the school with the maintenance of school buildings. This finding also corresponds with the literature. Strauss's (1993) study (discussed in Section 2.6) found that there was a reluctance from the educators side to allow parents to assist in formal educational activities and that community involvement was limited to painting the school buildings. Heystek (1999) also found that parents tended only to participate in non-academic activities, such as extra mural activities. Heystek (1999) maintained that this finding could be attributed to the fact that they [parents] did not require a high level of literacy and competency to assist with these activities.

In terms of the schools' contribution to the community, this study found that educators, SGB chairpersons and Development Committee members all agreed that the schools could offer adult education classes. However, although adult education was identified by educators, SGB

chairpersons and Development Committee as a project that could be implemented at the schools, but no schools in the Maphephetheni lowlands had implemented such programmes. This study also found that Development Committee members did not feel that educators at schools need to help the community with handiwork skills, such as beadwork, as community members already had a handicrafts association. Development Committee members, on the other hand, felt that educators could help teach children about culture, customs and traditional dancing. However, the educators felt that the community could help the school with teaching culture, customs and traditional dancing . Again this highlights the 'gap' between schools and the community, as educators and Development Committee members had differing views as to how the school could contribute to development of the community, in most instances.

The major problems identified with community resource centres were that most educators were not from the local area and depended on public transport to get to and from school. As one of the educators stated, "teachers don't live in Maphephetheni and therefore they have limited time and cannot stay in the afternoon to teach adults". The last taxis and busses the educators could catch leave at three o'clock in the afternoon. This finding corresponds with that of the literature, as it was stated that educators lived far from the areas in which they taught and therefore had to commute to school, which limited their time to undertake the role of community developer (Anon 1998).

This study also found that educators felt that community members would need an incentive to participate in programmes; that the community would not commit itself to a project or programme; and that people in the community just want to 'party and drink' over the weekends, which implies that educators have a somewhat negative opinion towards the community and do not see themselves as forming part of the community. Also, they identified needing security at the schools, indicating that the educators do not feel secure in the community. This impedes the establishment of community resource centres at the schools as educators do not trust the community. SGB chairpersons identified the unavailability of educators and not getting permission from the schools to hold programmes at the schools. This highlights a somewhat negative opinion towards the school and its educators. The Development Committee members only identified practical problems with using the schools as possible community resource centres.

In terms of educators' opinions towards the concept of using schools as community resource centres, this study found that most educators had a favourable opinion towards this concept. However, it was found that educators were not too comfortable with the idea that the community could use the school's furniture and equipment after formal school hours, indicating an underlying mistrust of the community on the part of educators, as they do not trust the community with the schools equipment. This could impede the establishment of community resource centres at school.

To summarise, a lack of communication seemed to exist between educators and the SGBs, as differing opinions existed in terms of the schools contribution to community development and the communities possible assistance to the school. A 'communication gap' between the schools and the community existed in the Maphephetheni lowlands. Problems, such as transport and underlying negative opinions towards the community and the educators, may contribute to the schools not being used to their full potential in terms of community resource centres. However, the study found that most educators had favourable opinions towards the concept of community centred schools.

5.9 Potential for schools to act as community resource centres

Firstly, educators', SGB chairpersons' and Development Committee members awareness of what available resources the schools are equipped with, directly influences the potential a school has of acting as an effective community resource centre. Therefore, in terms of the awareness of school resources in the Maphephetheni lowlands, both educators and SGBs were aware of most physical resources at schools, which increases the potential of these schools to act as effective community resource centres, as these resources could be used by the community. However, both educators and SGB chairpersons did not identify educators as school resources, which inhibits the potential of schools to act as effective community resource centres, as educators play an important role in establishing self-help projects and teaching adult literacy classes. The study, however, found that Development Committee members were not fully aware of the school resources the community could make use of, inhibiting the potential the schools to act as effective community resource centres.

As stated previously, the study found that most schools were used by at least one community association, organisation or group. Although the usage rate of schools by the community was not high, school principals and educators were willing to 'open' the schools to the community. This increased the potential the schools have of acting as effective community resource centres. No adult literacy classes or self-help projects were established at the schools. The schools' human resources were not used at all by the community, which inhibits the potential for the schools to act as effective community resource centres. Other resources in the community, such as the courthouse in Maphephetheni, inhibits the potential for the schools to become effective community resource centres. The study also found that the schools did not use their resource to generate an income for the school. The study, however, identified school resource which the schools could use to generate an income, which increased the potential for the schools to act as effective community resource centres. The Development Committee members identified problems with the community's use of the schools. They felt that desks and chairs at schools were too small and therefore schools were not an ideal place for community groups to meet. This problem inhibits the potential for schools to act as community resource centres.

The study found that the effective management and governance of the schools did not relate to the community's use of the schools' resources. This finding could be ascribed to the fact that the community's present use of the schools required minimal participation and organisation on the part of the schools' management and governance structures and so did not play a significant role. The study also found that the schools' management and governance structures only functioned satisfactorily and that if adult education and other community projects and programmes would take place at the schools, more participation and organisation on the part of the educators would be needed. Therefore, the satisfactory functioning of these structures, would inhibit the potential for schools to act as effective community resource centres.

The fourth sub-problem looked at the opinions towards using the schools as community resource centres. The study found that SGB chairpersons tended to have negative opinions towards the school and its educators. Educators, tended to have a negative opinion towards the community's use of physical resources and did not identify themselves as forming part of the community. This indicated that the educators did not trust the community. These negative opinions and the mistrust on the part of educators inhibits the schools from acting as effective community

resource centres. Although the study found that educators had a favourable opinion towards the concept of a community resource centre, it was found that these educators were not happy with letting the community use the schools' furniture and equipment after school hours. This again highlights educators mistrust of the community and inhibits the potential for the schools to act as effective community resource centres, as the community is not trusted with the use of the schools' equipment.

It was found that Development Committee members only highlighted practical problems with using the schools as community resource centres, which increased the potential of the schools acting as effective community resource centres, as practical problems can be overcome. The problem of lack of available transport to educators was identified to be the major factor inhibiting the schools from acting as effective community resource centres, resulting in educators leaving the school premises in the early afternoon, limiting the time educators could use to implement community projects and adult education classes.

To, summarise, the previous four sub-problems were discussed in relation to the potential of the schools in the Maphephetheni lowlands to act as effective community resource centres. Factors which inhibit potential for schools to act as effective community resource centres were identified. However, some factors which increase the potential for these schools to act as effective community resource centres were recognised. The study identified more factors which inhibit the schools in the Maphephetheni lowlands from acting as community resource centres. Many of these factors, such as transport, were practical in nature and could be resolved, as will be discussed in the following chapter. The functioning of school management and governance was also not a major factor influencing the establishment of community resource centres at the schools in the Maphephetheni lowlands.

5.10 Potential for Myeka High School to act as a community resource centre

Information technology enables 'information-deprived' communities to interact, communicate and share ideas and knowledge with other communities. Internet access will enable people to gather information about government legislation, education, crime, recreation, funding, small businesses, health and social welfare (Bishop 1997). Bishop (1997) asserts that the free flow of information is increasingly becoming one of the main 'tools' for effective development. Erskine

(1996) also emphasised the importance of rural communities to have access to information on enterprise related matters, such as credit, market opportunities and management and business skills. Erskine (1996) however, reports that for communities to access information over the Internet, rural dwellers must be trained in basic literacy and numeracy, including basic computer literacy. Myeka High School is equipped with a computer resource centre, including Internet access and The Learning Channel, through private donor funding. This centre has potential to impact on the wider community, as community members could make use of this facility for educational purposes. Members of the Maphephetheni community could access an array of information, via the Internet. This facility would also enable community members to communicate with others outside of their community, via e-mail, which previously would not have been possible.

Myeka High School was identified as the most equipped school in terms of resources, as the school had in addition to the basic resources, a computer resource centre, a home economics centre and a science laboratory. Myeka High School, therefore, in terms of resources, had the potential to establish a community resource centre at the school. Myeka High School, however, was not found to be 'community centred' as the school was not used by the community. However, both educators and SGB chairperson stated that Myeka High School could offer the community computer literacy classes. This indicated that the idea of a community resource centre at the school existed and, therefore, potential of the school becoming a community resource centre still existed. The study, however, found that school resources alone were not enough of an influencing factor in establishing community resource centres at the schools in the Maphephetheni lowlands.

The study found that the functioning of school management and governance structures was also not a major factor influencing the establishment of community resource centres at the schools in the Maphephetheni lowlands. In terms of school management and governance, Myeka High School differed from most schools. At Myeka High School, educators and the SGB were found to be very cohesive. The SGB at Myeka High was very organised and structured. The SGB had elected one educator who was to be in charge of the SGB from the management (school) side. This educator had an extensive knowledge of the functioning of the governing body and had a good relationship with the SGB chairperson. The researcher was told by this educator to first ask

permission from the chairperson to hold a meeting with the SGB, which highlighted the level of respect and recognition between the SGB and the educators.

The principal received a high rating for his school attendance, motivation and organisational ability. However, the educators and the SGB differed in their opinions towards parental involvement at the school. A 'communication gap' between the educators and the SGB, therefore, existed at Myeka High School. Myeka High School's good management and governance structures, however, did not influence the use of the school by community members. In terms of opinions towards the community using the school resources, a general favourable opinion was found amongst the educators. However, some contention was found when educators were asked whether or not the community could use the schools' furniture and equipment after formal school hours. This contention would apply especially to Myeka High School with all its technical equipment.

Myeka High School had a computer resource centre plus a number of other school resources; good management and governance structures; as well as a favourable opinion towards the use of schools as community resource centres, but was not found to be 'community centred'. The factor inhibiting Myeka High School from becoming a community resource centre may have been the schools technical equipment itself. Educators indicated that they were unhappy with the community using the school's furniture and equipment after school hours. This indicated that there was a mistrust of the community. Myeka High School with its computer resource centre was more 'at risk' of damages to and or theft of technical equipment, such as the computers, therefore educators would be more reluctant to let community members use the equipment. Therefore, in order for community members to use Myeka High School's computer resource centre, a member of staff would have to be present to supervise, which requires more organisation and commitment on the part of school management. Another factor compounding this problem would be the lack of transport for educators, which was identified as one of the problems in the establishment of community resource centres at the schools in the Maphephetheni lowlands. Lack of transport for educators resulted in educators not having time to implement community programmes or projects. The lack of transport and therefore lack of time, would compound the problem as educators are needed to supervise the use of the computer resource centre by community members.

Another problem, identified by educators, inhibiting Myeka High School's potential to act as a community resource centre, was the lack of finances to run community projects, as the community was very poor and would not be able to afford to pay the minimal fee the school would charge. Myeka High School's SGB chairperson only identified the lack of money as a possible problem. All the problems that were identified were practical problems in nature. This implies that neither the educators nor the SGB chairperson expressed any negative opinions on the part of the school or the community, increasing the school's potential to act as an effective community resource centre.

Therefore, although a computer resource centre had been established at Myeka High School, the community was not using this resource. Factors identified by educators prevent the school from acting as a community resource centre. These obstacles, however, can be resolved and will be discussed in the following chapter.

5.11 Summary

To summarise, awareness and community use of school resources; functioning of school management and governance in terms of SGB training, educator and SGB cohesion and principal ratings; and opinions towards using the school resources were explored to determine the potential for schools to act as effective community resource centres in the Maphephetheni lowlands. The study found that factors, such as lack of transport for educators, communication gaps between educators and SGBs and lack of trust on the part of educators, limits schools' potential in acting as community resource centres. Myeka High School, with its computer resource centre, has the potential to act as an effective community resource centre, however, practical problem inhibiting the school from acting as a community resource centre, need to be overcome.

CHAPTER 6 CONCLUSION AND RECOMMENDATIONS

Asmal, the current Minister of Education, has advocated that schools should become centres of their communities and have the potential to provide resource-poor communities with vital resources (Asmal 1999). The South African Schools Act (Act 27 of 1996), the roles and competencies, cited in the Norms and Standards for educators support Asmal's 'Call to Action' (1999), advocating the notion of community centred schools. Rural Maphepetheni is a resource-poor community, with limited infrastructure and equipment (Green & Erskine 1998) and yet boasts a school with a computer resource centre, equipped with technologically advanced equipment.

The purpose of this study was to investigate whether public rural schools have the potential to act as community resource centres in the Maphephetheni lowlands. The study investigated the awareness and the community use of available school resources in the Maphephetheni lowlands. The functioning of school management and school governance structures and opinions towards using public rural schools in the Maphephetheni lowlands as community resource centres were explored. The potential of Myeka High School, in particular, acting as a community resource centre was investigated.

The study was both qualitative and quantitative in nature, using focus group discussions, interview schedules, observation and a standardised short questionnaire to collect data from educators, SGB chairpersons from nine public schools and the Development Committee members in the Maphephetheni lowlands. The data was analysed using Miles & Huberman's (1994) three phases of data reduction, data display, and conclusion drawing and verification.

All schools in the Maphephetheni lowlands were equipped with resources which the community could make use of. Educators and SGB chairpersons were aware of most of the schools' physical resources, although neither identified the educators as human resources. Schools in the Maphephetheni lowlands were, therefore, not used to their full potential in terms of serving the community. The study, therefore, found that the community had not taken full 'ownership' of schools.

The second sub-problem investigated the use of the schools in the Maphephetheni lowlands by the community. Schools were not used extensively by the community. The study also found that although principals and educators were fairly happy to let the community use their schools, they (the principal and the educators) were not actually involved in these community activities. Educator involvement in school-based community development was passive, as there have been no community projects or programmes held at the school. The study also found that other resources in the community may influence usage of the schools by the community, such as the courthouse in Maphephetheni. It was also found that schools in the Maphephetheni lowlands did not use their resources to generate income for the school.

Schools, which have resources such as water, electricity and telephones, have potential to use these resources to generate an income for the school. A telephone at a school could be made available to community members at a certain time, for instance from two to three o'clock in the afternoon after school hours. Each day an educator must supervise the use of the resource and the payment for the resource. This will benefit the community, as it will give community members the opportunity to communicate with others and will also benefit the schools, as the resource could generate an income for the school. In terms of water at schools, community members who would like purchase this resource would have to make arrangements for a time with the person in charge of the resource. The school must decide what they would charge the community per litre of water. Schools, with electricity could allow community members the use of a school building with lighting to study in the late afternoons or in the evening. Again the school must determine the amount that they would charge community members per hour or learning session. SGB members or educators should supervise these learning sessions.

In terms of the third sub-problem, all schools had elected SGBs and the majority of SGBs had received some form of training. The training however tended to be brief and disjointed and did not assist the SGBs to become strong and viable. The amount of training the schools' SGBs received in the Maphephetheni lowlands did not seem to impact on the usage of the school by community members. In terms of educator and SGB cohesion, the study found that the level of cohesion was above satisfactory. The level of cohesion was not related to the usage of the schools by community members. The study found that educators and SGB chairpersons had differing opinions towards parental participation in schools activities. Therefore, a lack of

communication existed between the educators and SGB chairpersons. This factor may have impeded the establishment of effective community resource centres at schools in the Maphephetheni lowlands.

This study found that the principals' attendance at school, motivation and organisational ability did not seem to influence the present usage of the schools by community members in the Maphephetheni lowlands. The outcome of this result may be because the present usage of schools in the Maphephetheni lowlands did not require any participation from the principals and the educators. However, if the educators and principals were involved in adult education and other community programmes, these factors may have played more of a role.

In terms of the fourth sub-problem, the study found that educators and SGB chairpersons had differing views as to how the community could assist the school. Educators felt that the community should assist the schools in the maintenance of the schools buildings and grounds. The SGB chairpersons however did not mention the maintenance of the schools as their responsibility. This indicates a lack of communication between the educators and SGBs, as neither knew what the other expected. The study also found that parents and community members were not expected to contribute in terms of educational activities. In terms of the schools contribution to the community, all the respondents agreed that the schools could offer adult education classes. However, not one of the schools in the Maphephetheni lowlands had implemented such a programme. This again highlighted the lack of communication between the educators and the SGBs, as no incentive was made to implement these classes. A 'communication gap' between the schools and the community existed in the Maphephetheni lowlands.

Educators had a negative opinion towards community involvement and did not identify themselves as part of the community. An underlying negative opinion of the educators by the SGB chairpersons also seemed to exist. Most educators had favourable opinions towards the concept of the community using the schools as community resource centres. However, most educators were unhappy with community members using the schools' furniture and equipment after formal schools hours. This may be due to the underlying mistrust of the community by the educators

Major factors inhibiting educators from becoming active in community development was the of lack transport and time. Travel arrangement needs to be formulated, which would enable educators to travel home at a later time. For instance, educators could organise with taxi drivers to collect them at a later time in the afternoon, which would give the educators more time to organise community development programmes.

Although most schools in the Maphephetheni lowlands were used by the community, schools were not used to their full potential. Factors which inhibited the potential for these schools to act as effective community resource centres existed. Educators, SGB chairpersons and Development Committee members were aware of the schools' physical resources, which, therefore increased the potential for rural schools in the Maphephetheni lowlands to act as community resource centres. However, the lack of awareness of the schools' human resources inhibited the schools from acting as effective community resource centres. Educators were not used by the community, in terms of adult education, which limited the schools in acting as effective community resource centres. The study identified a community resource, namely the courthouse which was used extensively for community meetings, which inhibited school from becoming effective community resource centres. However, school resources which could be used to generate some income for the school were identified at some schools, which again increases the potential for schools to act as effective community resource centres.

In terms of the last sub-problem, the study found that Myeka High School, in terms of resources had the potential to establish a community resource centre at the school, but was not found to be 'community centred'. The study established that Myeka High School's management and governance structure functioned effectively. However, educators at Myeka High School were also not involved in adult education and other community projects. Again the problem of limited transport and, therefore, time limited the potential of Myeka High School to act as an effective community resource centre. One factor which may have impeded the establishment of a community resource centre at Myeka High School was that educators were unhappy to allow community members to use the school's resources outside of formal school hours. This may have been because Myeka High School has a computer resource centre, which was 'more at risk'

of damages and or theft. Educators, had to supervise the use of this facility, which would only be possible if the 'lack of transport' problem is solved.

6.1 Conclusions

In conclusion, resources alone were not the influencing factor in the establishment of community resource centres at schools. Local school principals and educators were possible factors which did seem to influence the use of schools as community resource centres. Local school educators, who do not depend as much on public transport, therefore, may have time to initiate community programmes, understand the community and its needs and trust community members. Myeka High School, however, only had one local educator. In conclusion, the study found that the functioning of the schools' management and governance structures was also not an influencing factor in the establishment of community resource centres at schools. Management and governance structures at some schools functioned satisfactorily, whereas at other schools the functioning of these structures was good, yet no difference in the use of the schools by community members was found. The study also concludes that, the opinions of educators, SGB chairpersons and Development Committee members was a factor which inhibited the schools from acting as effective community resource centres.

Schools in the Maphephetheni lowlands are faced with many constraints which inhibit the establishment of effective community resource centres at the schools. Schools were not used to their full potential, as no adult literacy programmes and self-help project were held at the schools. Factors, such as the lack of available transport for educators, educators' negative opinions towards the community and educators underlying mistrust of the community inhibited schools' potential, in the Maphepehtheni lowlands, to act as effective community resource centres. Some of these factors, however, could be overcome with necessary planning and organisation on the part of the educators, principals and the SGBs.

In conclusion, Myeka High School was not used by the community, but does have the potential to establish a community resource centre at the school. Problems, such as lack of transport for educators and a mistrust of the community using the school's resources outside of formal school hours, which inhibit Myeka High School from acting as a community resource centre can be overcome if the necessary planning and organisation take place. Therefore, although policy,

such as the South African Schools Act (Act 84 of 1996), The roles and competencies of educators, documented in the Norms and Standards for educators (Act 27 Section 7of 1996) and Asmal's 'Call to Action' (1999) support the establishment of community resource centres at schools, the study found that obstacles which inhibit the potential for the schools in the Maphepehetheni lowlands to act as effective community resource centres exists. The establishment of effective community resource centres at rural schools in the Maphephetheni lowlands was not a reality at present, especially at Myeka High School. However, problems which inhibit the use of the schools as effective community resource centres could be overcome.

6.2 Policy recommendations

The potential role of the school in the development of rural communities has been much emphasised in the literature. Asmal, the Minister of Education, supports this move towards community centred schools, resulting in his 'Call to Action' (1999). The South African Schools Act, 1996 (Act 84 of 1996) and the Norms and Standards for Educators, 1996 (Act 27 Section 7 of 1996) support Asmal's (1999) notion at policy level. However, no structures and processes to achieve Asmal's (1999) notion have been put in place. No support in terms of concrete plans or guides exist, which assists SGBs, principals and educators in establishing community resource centres at their schools. The National Department of Education needs to develop concrete plans, which support SGB's, principals and educators in establishing community resource centres at schools.

Departments of education, should also support adult education at schools, by providing necessary adult education teaching aids and material and training to educators. Educators identified the lack of these materials and training in adult education as problems. Without financial compensation for educators who take on the extra responsibility of teaching adult education, it is probable that most educators will not make the effort to stay after formal school hours to teach adults. The National Department of Education needs to take the aspect of financial compensation for educators into consideration when planning adult education programmes at schools.

SGB training should also incorporate the notion of community centred schools. SGB's must be made aware of the potential role schools can play in the development of communities. Present

capacity training for educators did not incorporate the use of schools by communities. SGB's need to be supported in establishing community resource centres at schools and guides as to this should be done, should be provided to SGB's.

6.3 Recommendations for further improvement of the study

In terms of the sample, it would have been preferable to hold focus group discussions with SGBs from each school, as they form the link between the school and its community. The sample may also have been too homogenous to find much variation in the use of the schools by the community in the Maphephetheni lowlands, in the functioning of school management and governance and in the opinions towards using the schools as community resource centres. In terms of the sub-problems that were measured, the SGB and educator cohesion was measured in terms of the researcher's rating of cohesion. More quality data to understanding this relationship may have been gathered, had educators been asked questions surrounding their relationship with the SGB and how the SGB impacts on their functioning as educators. The training the SGBs received should also been looked at in more detail. The people involved in the SGB training at the local circuit office should also have been interviewed, to give more insight into the present state of SGBs and the problems they were experiencing.

The study should also have placed more emphasis on the community-school relationship. The community's perspective in this study was limited to that of the Community Development Committee members and the SGB chairpersons. An inclusion of parents and other community members may have resulted in the researcher gaining an all-round understanding of the community-school relationship. Aspects such as whether or not the community was actually interested in using the school and whether or not community members could act as a possible catalyst in establishing community resource centres at the schools could have been identified by including more community members in the sample.

6.4 Implications for further research

The study found that both the educators and the SGB chairperson at Myeka High School identified the computer resource centre at the school as a resource which the community could use. The question arises whether or not the community would be willing and in a position to use the computer resource centre, as a large number of community members in the Maphephetheni

lowlands are illiterate. A study investigating the use of a computer resource centre to illiterate communities should be undertaken.

An aspect that would also be beneficial to investigate, would be how SGB training impacts on the functioning of rural SGBs. An aspect that was neglected in this study was that of the SGBs ability to manage a community resource centre at schools. The question of whether or not SGBs are actually in a position to manage such a centre arises. Further research focussing on the amount of time SGB members would have and the skills needed in order to manage such a centre, as well as the SGBs relationship with the parents and other community members, would have to be conducted.

In concluding, this study found that schools in the Maphephetheni lowlands did have the potential to act as effective community resource centres. However, certain obstacles existed which inhibited these schools to act as community resources. Lack of transport for educators and educators' mistrust of the community inhibited the schools, in particular Myeka High School, from acting as community resource centres.

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Appendix A

The Potential Use of Rural Schools in the Maphephetheni Lowlands as Community Resource Centres.

Interview schedule for School Principals

Date_____

Name of school_____

1. Name of principal

2. Name of deputy principal

3. How long has the school principal been appointed at this school?

4. How many teachers are currently employed at the school?

5. How many pupils are currently enrolled at the school?

6. Does the school principal come from the local surrounding areas? / Where does the school principal come from?

7. How many teachers employed at the school come from the local surrounding areas?

8. What time does school start in the morning?

9. What time does school finish in the afternoon?

8. Does the school offer any extra mural activities after formal school hours?   Yes   No

9. If yes, please name them?

10. If yes, on what days do these activities take place?

11. If yes, at what time are these activities undertaken?

12. Do any other people (ie community members) or organisations use the school during or after formal teaching hours?   Yes   No

13. If yes, who are these people?

14. If yes, name the chairperson of the organisation?

15. If yes, what do they do at the school?

16. If yes, when do they use the school?(Time & Days)

17. If yes, what resources/facilities do they use?

18. What resources or facilities does your school have?

19. Have you elected your School Governing Body yet?   Yes   No

20. How often does the School Governing Body meet?

    Fortnightly   Monthly   Each school term   Annually   Do not know

21. How many people make up your School Governing Body?

22. Please name the School Governing Body members and state their individual roles (ie treasurer).

23. How many teachers who serve on the School Governing Body come from the local surrounding areas?

24. How were the School Governing Body member elected? Please explain.

25. Has your School Governing Body received any capacity training? (i.e training in terms of the functions of the governing body, skills needed).

    Yes   No

26. If yes, what training has the Governing Body received?

Appendix B

The Potential Use of Rural Schools in the Maphephetheni Lowlands as Community Resource Centres.

Focus Group Questionnaire for School Educators and SGB Chairpersons

1. Introduction

* Introduce ourselves and explain what we are going to do and why (purpose of the study).

- to gain insight into how community centred schools are in the Maphephetheni community

- can these schools become community resource centres?

*Ask for permission to record the focus group.

2. Prayer

3. Topic 1

Your school has both school grounds and classrooms. What else does your school have which people can use? (Draw a venn diagram)

Who uses these 'resources'?

What are the 'resources' used for?

Checklist

Topic 2

Are there any other educational programmes such as adult education and skills training held at the school?

If yes, what programmes are held at the school and who is 'responsible'(i.e. who runs them and when) for them?

If no, why not? (problems?).

Topic 3

Do any parents or community members ever volunteer or help at school functions? For example, you had the Earth Day at your school, did anyone help with the preparations? (eg: transport, tuck).

If yes, approximately how many parents or community members volunteer or help at these functions?

Topic 4

What do you think the community can do to help the school? (offer their services for extra mural activities - how to make grass mats, weaving, cultural dancing)

Topic 5

What do you think the school can do to contribute to the development of the surrounding community? (eg: educate adults)

Topic 6

Describe how you could implement **one** of your suggestions.

How would it work - who would be responsible?

- time

- what would you need? (money?)

- would you charge a minimal fee?

Topic 7

Do you see any problems in implementing your suggestion?

Topic 8 (only to be done if there is enough time)

Your school has a mission statement.

What is it?

How do you think you can achieve this mission statement/goal?

Topic 9

Is there anything anyone would like to contribute?

5. Questionnaire

Ask people to please fill in the questionnaire

Explain that it is not a test, we merely want to know how they feel or what their thoughts are.

4. Closure

* thank everyone for their co-operation and participation.

*closing prayer

Appendix C

The Potential Use of Rural Schools in the Maphephetheni Lowlands as Community Resource Centres.

Focus Group Questionnaire for the Development Committee

1. Introduction

* Welcome all participants and introduce ourselves and explain what we are going to do.

Purpose of the study - is to find out how the schools in Maphepheteni could contribute to the development of the community.

* Ask for permission to record the focus group.

* Prayer

Topic 1.

What community groups or associations does your community have?(gardening group, beadwork group, cultural groups?).

Topic 2.

What resources does the community have? (court house, clinic, electricity, water ?).

Who is in charge of these resources?

Who uses these resources? - what resources do the different associations use?

What resources are lacking in the community?

What resources do you think the schools have, that you (the community) could use?

Topic 3.

How do you think the schools in Maphepheteni could contribute to the development of the community? (adult education, use technology, hold meetings in the school buildings, tuckshop outside school, health education).

Topic 4.

How would you implement one of your suggestions?

- who would be responsible?

- time

- what would you need? (money?)

Topic 5.

Would you be willing to pay a minimal fee to the school for the use of its resources?

Topic 6.

What problems do you see in implementing your suggestion?

Topic 7.

Is there anything anyone would like to contribute?

8. Closure

* thank everyone for their co-operation, participation and time.

Appendix D

The Potential Use of Rural Schools in the Maphephetheni Lowlands as Community Resource Centres.

Standardised Short Questionnaire for School Educators

Please respond to the following statements by circling one of the options given.

1. Do you think that educators (teachers) at your school could teach adults how to read and write in the afternoon when school has finished?

   Yes   No

2. Do you think that burial associations or other community groups could meet in the classrooms after school or on the weekend.

   Yes   No

3. Do you think that community groups could use the school grounds (soccer fields, netball field) on the weekend.

   Yes   No

4. Do you think that community members could use the school's chairs, tables, computers and photocopier after school.

   Yes   No

5. Do you think that community functions (cultural dancing, weddings) could be held at the school on weekends.

   Yes   No

The Potential Use of Rural Schools in the Maphephetheni Lowlands as Community Resource Centres.

Translated Standardised Short Questionnaire for School Educators

Name of school:_____   Date:_____

Uyacelwa ukuba uphendule lemibuzo elandelayo ngokuba ufake isiyindi kuleyo mpendulo oyikhethileyo.

1. Ucabanga ukuthi othisha bakulesisikole bangakwazi ukufundisa abantu abadala ukufunda nokubhala emva kokuba isikole sesiphumile ntambama?

   Yebo   Cha

2. Ucabanga ukuthi omasingcwabisane kanye nezinye izinhlangano zomphakathi zingawasebenzisa amakilasi esikole ngezimpelasonto nantambama ukubamba imihlangano yazo?

   Yebo   Cha

3. Ucabanga ukuthi umphakathi ungawasebenzisa amabala esikole okudlala izinto ezifana nebhola lezinyawo nelezandla ngezimpelasonto?

   Yebo   Cha

4. Ucabanga ukuthi umphakathi ungazisebenzisa izinto ezifana nezitulo, amatafula, amakhomputha kanye nemishini yokufothokhopha yesikole emva kokuba isikole sesiphumile?

   Yebo   Cha

5. Ucabanga ukuthi imicimbi yomphakathi efana nemishado nemingcwabo ingenzelwa lapha esikoleni ngezimpelasonto?

   Yebo   Cha

Appendix E

Schools under Maphephetheni Tribal Authority	Schools included in the study
Amatata Primary	
Bongumusa Primary	✓
	Chief Dlivane Primary
Incukwini Primary	✓
Khamangwa Secondary	✓
Khulani Primary	✓
KwaVutha Secondary	✓
Madikani Primary	
Maphephetha Higher Primary	
	Mcethswa Primary
Myeka Secondary	✓
Umqeku Primary	
Umthubi Primary	✓
Umthuni Primary	

Appendix F

Map of the study area
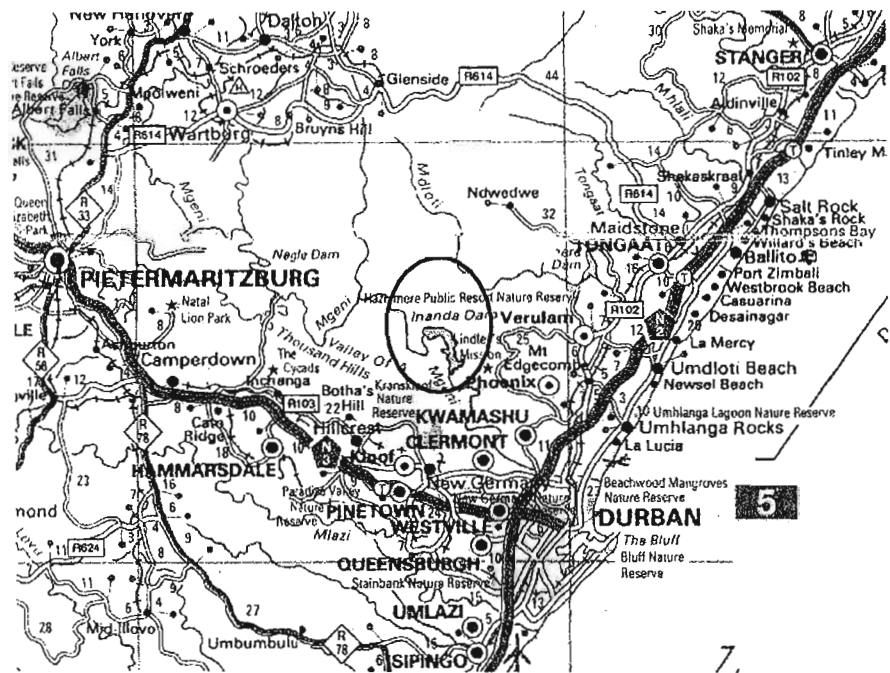
Appendix G

Table showing identified school resources by educators in the Maphephetheni lowlands.

Resources	Khulani	Mcethswa	Umthubi	Bongumusa	Chief Dlivane	Ingcukwini	KwaVutha	Myeka	Khamangwa	Total
Schools										
School Grounds				1	1	1	1	1		5
Educators			1							1
Water		1			1	1	1	1		5
Electricity								1		1
Classrooms	1	1	1	1	1	1	1	1		8
Desks, tables & chairs			1	1	1	1	1			5
Books		1	1	1	1		1			5
Mini Library	1	1						1		3
Hall		1						1		2
Staff room		1								1
Toilets	1	1	1	1	1	1	1	1		8
Sports Field		1								1
Computers								1		1
School gardens					1					1
Photocopier								1		1
Playground	1									1
Storeroom		1								1
Teaching aids & Materials		1								1
Typewriters								1		1
Home Economics center								1		1

Appendix H

School resources identified by School Governing Body Chairpersons in the Maphephetheni lowlands.

Resources / Schools	Khulani	Mcethswa	Umthubi	Bongumusa	Chief Dlivane	Ingcukwini	KwaVutha	Myeka	Khamangwa	Total
Water		1		1	1	1				4
Electricity								1	1	2
Classrooms							1			1
Hall		1				1		1		3
Toilets	1	1		1	1	1		1	1	7
Sports Field					1	1		1		3
Computers								1		1
School gardens					1			1		2
Telephone								1		1

School resources identified by the researcher in the Maphephetheni lowlands.

Resources \ Schools	Khulani	Mcethswa	Umthubi	Bongumusa	Chief Dlivane	Ingcukwini	KwaVutha	Myeka	Khamangwa	Total
School Grounds	1	1	1	1	1	1	1	1	1	9
Educators	1	1	1	1	1	1	1	1	1	9
Water	1	1	1	1	1	1	1	1	1	9
Electricity						1		1	1	3
Classrooms	1	1	1	1	1	1	1	1	1	9
Blackboards	1	1	1	1	1	1	1	1	1	9
Desks, tables & chairs	1	1	1	1	1	1	1	1	1	9
Books	1	1	1	1	1	1	1	1	1	9
Mini Library	1	1	1					1		4
Hall		1				1		1		3
Staff room		1					1	1	1	4
Toilets	1	1	1	1	1	1	1	1	1	9
Sports Field			1	1	1	1		1	1	6
Computers								1		1
TV & Video Machine								1		1
Internet & Satellite dish								1		1
Overhead projector								1		1
Gas stove	1							1		2
Fridge								1		1
School gardens	1							1		2
Photocopier								1	1	2
Telephone								1		1
Playground	1	1								2
Storeroom		1								1
Teaching aids & Materials		1							1	2
Typewriters								1		1
Home Economics center								1		1
Laboratory								1		1

Appendix J

Community Organisations/Associations/Groups using the schools in the Maphephetheni lowlands.

	Schools							
Organisations/Associations/Groups	Khulani	Bongumusa	Mcethswa	Incukwini	Chief Dlivane	Kwa-Vutha	Myeka	Khama-ngwa
Church groups	✔	✔		✔			✔	✔
Community meetings		✔		✔	✔			
Concerts		✔	✔				✔	
Karate lessons		✔				✔		✔
Political organisations	✔			✔				
Burial associations			✔	✔				
Weddings				✔		✔		
Women's groups	✔							
Taxi associations			✔					
Stokvels				✔				
Vigils				✔				
Music classes								✔
Workshopping					✔			

Appendix K

Training received by the School Governing Bodies in the Maphephetheni lowlands.

	Schools					
Training received	Khulani	Bongumusa	Mcethswa	Ingcukwini	Myeka	Khamangwa
Financial management	✔		✔	✔	✔	✔
Conflict resolution	✔	✔				✔
Fund raising	✔					
General school governance				✔		✔