PRIMARY EDUCATION AND RURAL COMMUNITY DEVELOPMENT IN KING WILLIAM’S TOWN DISTRICT

BY

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DECLARATION

I declare that the entirety of the work contained herein is my own, original work, and that I have not previously submitted it for obtaining any qualification any other higher educational institution.

_____________________
RAWANA YOLISA
DATE
ACKNOWLEDGEMENTS

This study would not have been possible without the generous help and support from friends and colleagues.

I wish to express my sincere appreciation and gratitude to the following individuals for their assistance and encouragement in the development and completion of this study:

- My only daughter, Hlumela for her understanding and sacrifice in giving me space to pursue my studies.
- Prof. N.Ferreira for his unqualified support, enthusiasm, patience, complimentary opinions and encouragement, and for his perceptive guidance in all aspects of this study.
- The almighty God for taking care of me and sustaining my health to the realisation of this dream.
DEDICATION

This research study is dedicated to my late mother, Nosipho Rawana. You always advised us, as a family, about the power of education in liberating the human mind, as you personally suffered through apartheid. I am constantly aware of your good intentions towards my achievements and certain that you are glad where you are, that this research is finally completed.
ABSTRACT

The focus of this research was to investigate the lack of access to primary education in King William's Town district in Eastern Cape which is inhibiting rural community development.

The aim of the study was to determine whether geographic location have effects on attendance of school, to perceive gender discrepancy in primary education, to investigate what cost as a factor that contributes to a child’s access and attendance to a primary education and to make recommendations to improve the situation.

The study followed a descriptive research method. Data was collected by studying relevant existing literature. Document analysis was used to analyse the data and recommendations for improvement were made.

The findings revealed that the day to day attendance of learners is below what it should be, which lead to dropouts, non-compliance with legislation, inadequate monitoring and evaluation. There is a need to recruit Department officials with a particular level of education, knowledge, understanding and expertise to minimise the chances of failure. Recommendations are finally made to mitigate the problem situation.

Key words: Primary education, community development, rural area, basic education, universal primary education.
# Table of Contents

DECLARATION...........................................................................................................ii  
ACKNOWLEDGEMENTS............................................................................................iii 
DEDICATION .............................................................................................................iv 
ABSTRACT................................................................................................................v 

## CHAPTER ONE ......................................................................................................1 
1.1 Introduction .........................................................................................................1 
1.2 Background to the study .....................................................................................1 
1.3 Problem statement .............................................................................................1 
  1.3.1 Sub-problems .................................................................................................1 
1.4 Key questions pertaining to the research .........................................................2 
1.5 The research objectives .....................................................................................2 
1.6 Demarcation of the study area ..........................................................................2 
1.7 Research methodology .......................................................................................2 
1.8 Recommendations and concluding remarks ....................................................3 
1.9 Explanation of key concepts .............................................................................3 
  1.9.1 Primary education ..........................................................................................3 
  1.9.2 Community development ...............................................................................4 
  1.9.3 Rural area .....................................................................................................5 
  1.9.4 Basic education .............................................................................................5 
  1.9.5 Universal primary education (UPE) .............................................................5 
1.10 Summary ...........................................................................................................5 

## CHAPTER 2 ............................................................................................................7 
2.1 Introduction .........................................................................................................7 
2.2 Legislative framework for primary education ................................................8 
  2.2.1 The constitution of the republic of South Africa, 1996 ................................8 
  2.2.2 South African schools act, 1996 (SASA) ......................................................9 
  2.2.3 White paper on South African education .....................................................11 
  2.2.4 Provincial Regulations of Eastern Cape School Education ACT NO.1 of 1999 12 
  2.2.5 Consolidated instructions ..........................................................................14 
  2.2.6 King William’s town district .......................................................................15 
2.3 Relationship between primary education and community development ..........16
2.4 Selected factors limiting attainment of primary education ........................................18

2.4.1 Geographic location ........................................................................................................19

2.4.2 Gender issues ..................................................................................................................21

2.4.3 Costs of schooling ..........................................................................................................23

2.5 The role of government in providing primary education .................................................25

2.5.1 Improving the level of planning .....................................................................................26

2.5.2 The role of government in organising .........................................................................27

2.5.3 Leadership in education institution ..............................................................................27

2.5.4 Improving accountability through control ....................................................................28

2.6 Summary ..........................................................................................................................30

CHAPTER 3 ................................................................................................................................31

3.1 Introduction .........................................................................................................................31

3.2 Study objectives ..................................................................................................................31

3.3 Research design and research methodology ............................................................32

3.3.1 Research design .............................................................................................................32

3.3.2 Research methodology ..................................................................................................33

3.4 Literature search .................................................................................................................35

3.4.1 Types of literature ..........................................................................................................35

3.4.2 Searching for normative criteria in the literature ........................................................37

3.5 Summary ..........................................................................................................................37

CHAPTER 4 ................................................................................................................................39

4.1 Introduction .........................................................................................................................39

4.2 Summary of research contents ........................................................................................39

4.3 Findings ...............................................................................................................................40

4.3.1 Discussion of the findings ............................................................................................40

4.3.2 Summary of the findings ..............................................................................................41

4.4 Recommendations ............................................................................................................42

4.5 Suggestions for further research ......................................................................................44

4.6 Conclusion ..........................................................................................................................44

BIBLIOGRAPHY ..........................................................................................................................46
CHAPTER 1
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction
This chapter presents the problem statement and its sub-problems. This chapter also provides a background to the study, as well as its aims and objectives. There is also a research methodology that will be used in this research. In addition, it gives an overview of all the chapters of this research.

1.2 Background to the study
The transition from apartheid to a democratic government in South Africa was a fundamental process that entailed on-going transformation in the economic, political and social spheres. With the advent of democratic rule in South Africa, the government had to redress past inequalities and remove discriminatory policies created by the apartheid regime (Samuel. 1991:73). This includes reaching out to the majority with adequate provision for and access to primary education.

The Eastern Cape Province is the most rural province of South Africa (Mda, T and Mothatha, S.2000:84). This has impacted on all of its operations including how primary education is administered and how resources are allocated to its department of education.

This study explains issues relating to access to primary education in King William’s Town district. The study will describe the education legislation and policies, factors limiting access to primary education and finally government initiatives intended to overcome limitations to access and increase primary school accessibility.

1.3 Problem statement
The lack of access to primary education in King William’s Town district is inhibiting rural community development.

1.3.1 Sub-problems
- King William’s Town district is mostly composed of rural areas where a lack of primary education exists. This is an issue which requires further research in
determining whether the lack of primary education in this district is inhibiting community upliftment.

- The planning, organising and controlling policies of accessing primary education are not well understood by the Managers of education department.
- The impact of education managers in providing primary education remains limited when compared to other local municipalities. This needs further research as the identification of this underperformance could be important in building a case for provincial and national government intervention.

1.4 Key questions pertaining to the research
The key questions which the researcher intends to answer are:
- What is the extent of lack of access to primary education?
- How is this problem currently being dealt with?
- Can the current approach to this problem be improved?
- What recommendations can be made to improve the situation?

1.5 The research objectives
Primary education is a key aspect of human resource development; hence the aim of this study is:
- To determine whether geographic location has an effect on attendance of school.
- To perceive gender discrepancy in primary education.
- To investigate what cost factors that contributes to a child’s access and attendance to primary education.
- To make recommendations to improve the situation.

1.6 Demarcation of the study area
King William’s Town district in the Eastern Cape was selected for this study, because it is the area under the jurisdiction of the Amathole district Municipality and is mainly under-developed rural area with limited facilities, if any.

1.7 Research methodology
The research method for the study is descriptive; the researcher explains the subject through the available literature, for example, books, journals, thesis, reports and the Internet. Due to the restricted extent of the research, no empirical survey will be conducted. A number of normative criteria to deal with research problem will be
identified from the consulted literature and from which a set of recommendations will be compiled and proposed. Fraenkel, et al. (2006:14) claim that in educational research, the most common descriptive methodology is the survey, as when researchers summarise the characteristics of individuals or groups or physical environments.

1.8 Recommendations and concluding remarks
Policy makers and administrators in the government sector may find the recommendations of this study useful as the study will contribute to the on-going debate around achieving primary education and will inform policies and strategies which would create a climate conducive to basic education. Hence, in the last chapter of this guided research report the researcher will make number of recommendations.

1.9 Explanation of key concepts

1.9.1 Primary education
There is a need to understand what primary education is. A number of definitions are attempted by some authors, who not necessarily contradict each other nor are mutually exclusive of each other.

Osler (1994:15) defines education as the formal process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. He also states that primary education is aimed at enabling students to develop essential learning skills and providing them with basic learning content. The primary education system caters to students aged seven to thirteen years however there are exceptions, in the case of children with learning disabilities and those of special education. For example, a number of the thirteen year-olds may be enrolled beyond primary and some other older children may still be in primary because of possible repetition of at least one grade, whilst others who are not yet seven years of age are enrolled in primary. In many countries, it is compulsory for children to receive primary education, which is designed to meet the basic learning needs of students (Dearden, R.F.1993:57).

Bell and Stevenson (2006:1) point out that primary school education is often referred to as elementary school, which is usually composed of grades one to seven, and the
main purpose of primary education is to give children a strong foundation in the basics of a general curriculum.

Osler (1994:24) states that quality basic education, particularly at the primary level, not only improves the lives of children and their families, but contributes to the future economic growth and development of a country.

The educational programme should therefore be planned to grant the child a reasonable measure of freedom to explore the possibilities offered by his/her immediate environment, which has been carefully planned and prepared by his/her teacher, without endangering the maintenance of discipline and orderliness.

Dearden, (1993:82) emphasises the task of the primary school as a teacher of each child’s basic skill needed by him/her to progress with and to complete his/her development towards fully fledged adulthood.

1.9.2 Community development
Swanepoel (2002:31) refers to community development as a process through which the capacity of people is built so that they can take responsibility for their own development, and through that development, their human dignity is enhanced. This means that community development is not a method whereby the elite, government officials or experts keep the people busy by involving them in worthwhile actions.

Buller & Wright (1990:57) defines community development as a process in which ordinary people. People who are not (among other things) rich or talented in any area, play the leading part, with government experts playing a facilitating role in addressing the basic needs.

Osler (1994:68) defines community development as:
“Its key purpose is to build communities based on justice, equality, and mutual respect. It involves changing the relationships between ordinary people and people in positions of power, so that everyone can take part in the issues that affect their lives. It starts from the principle that within any community there is a wealth of knowledge and experience which, if used, in creative ways, can be channelled into, collective action to achieve the communities’ desired goals.”

Read & Rae (2007:102) define community development as a process that seeks to empower individuals and groups of people by providing them with the skills they need
to effect change in their own communities, and these skills are often created, through the formation of large social groups working for a common agenda.

1.9.3 Rural area
Before explaining further rural issues, it seems necessary to define rural areas. Pauline & Mercy (2003) define rural areas as:

- A space where human settlement and infrastructure occupy only a small share of the landscape.
- Natural environment dominated by pastures, forests, mountains and deserts
- Settlements of low density (about 5-10,000 persons)
- Places where most people work on farms
- The availability of land at a relatively low costs

1.9.4 Basic education
Charles (2005:85) briefly defines basic education as the range of educational activities that take place in different settings and that aim to meet basic learning needs.

It thus comprises both formal schooling (primary and lower secondary) as well as a wide variety of non-formal and informal public and private educational activities offered to meet the defined basic learning needs of groups of people of all ages.

1.9.5 Universal primary education (UPE)
Universal primary education means the full enrolment of all children in the primary school age group i.e. 100% net enrolment ratio. UNISESCO also include UPE in Millennium Development Goals (MDGs) as goal number two which is: achieve Universal primary education by 2015 (African Development Bank, 2002:35).

1.10 Summary
In summary, for the purpose of this research project, it is accepted that there is a strong relationship between basic education and development. That is why in this study, the researcher will seek to illustrate the impact of primary education on rural community development through an exploration of the case of King William’s Town district, both as a rural community district and as the most likely engine of pro-poor
growth for the rest of the region. Furthermore, the next chapter explains the role of primary education in community development.
CHAPTER 2

THE ROLE OF PRIMARY EDUCATION IN COMMUNITY DEVELOPMENT

2.1 Introduction
This second chapter reviews literature on the role of primary education in community development as the context of this research. Again it outlines the context of the present study, marked by role of primary education, which is the context in which this issue is developed and practice.

Education is accepted as a leading instrument for promoting economic growth. For Africa, where growth is essential, education is particularly important (Behr. 1985:46).

Swanepoel (2000:160) states that governments of developing countries regard education as the instrument whereby their citizens can gain access to the modern political and economic sectors, and therefore to a higher standard of living. Charles (2005:14) confirms that by saying a nation without education has no role to play in a dynamic world that is changing.

Graham-Brown (1991:68) argued that more than half of the world’s population, which are poor are to be found in rural areas where hunger, illiterateness and low school achievement are common. Education for such people in rural areas is essential for achieving sustainable development.

Behr (1985:49) further argues that quality basic education, particularly at the primary level, not only improves the lives of children and their families, but contributes to the future economic growth and development of a country. He further states that education is a critical socio-economic right that provides the foundation for children’s lifelong learning and work opportunities (Behr, 1985: 63).

Relatively few studies have been conducted to evaluate the importance of primary education in community development. Furthermore not enough is done to educate and empower rural communities about their basic rights and needs Hence; this study will scrutinize the roles of primary education in community development.
2.2 Legislative framework for primary education
In South Africa, the national department of education is responsible for the education policy development and facilitating the implementation of education programmes and policies by provincial departments of education. The Constitution (1996) provides the framework for a unitary system of education, managed by the national department of education and nine provincial departments. The National Education Policy Act (1996) gives the minister of education the power to determine national norms and standards for educational planning, provisioning, governance, monitoring and evaluation.

The inter-governmental system in South Africa comprises of three spheres of government namely national, provincial and local. National Parliament comprises two houses, a national assembly, and a national council of provinces representing provincial legislatures. Each of the nine provinces has its own legislature and executive committees as well as administrative structures. Provinces are accountable to provincial legislature, and local governments to councils. The mission of the Department of Education is to ensure that all South Africans receive lifelong education and training of high quality.

According to Mda & Mothata (2005) the functions of the Department in National level include:

- ‘The provision of educational policy support to the department.
- The planning, co-ordination, development of higher education system.
- The development, evaluation and maintenance of a national policy, programmes and systems for general education and
- The management of human resources in the education sector’ (Mda T. and Mothata S.2000:5).

They argue that the provincial education departments are responsible for the general administration and management of education institutions in their provinces and the setting and administering of provincial examinations, in accordance with national policy and other relevant statutory provisions.

2.2.1 The constitution of the republic of South Africa, 1996
Children in South Africa have the legal protection of rights afforded to them by the highest law of the land, the Constitution.
The Constitution assigns, functions to the three spheres of government, which are responsible for functions such as school education, health, and welfare and housing. In practice, national government’s role is primarily to determine policy, while provincial governments shape policy and have a considerable role in implementation. This means that the Constitution determines that the three spheres of government, though distinctive should function together co-operatively, South Africa has no history of municipal responsibility for education, the Constitution provides that the national spheres share concurrent responsibility with the provincial sphere on all education levels.

The Constitution (1996) provides the framework for a unitary system of education, managed by the national department of education and nine provincial departments.

Education is a basic right, Section 29(1) (a) of the South African Constitution Act states that ‘everyone has the right to a basic education’. The ability to read, write and calculate is at the heart of such education, because such skills enable people to function in a modern way. Through the South African schools Act (SASA) 84 of 1996, the national Department of Education has made educational attendance and funding of public schools compulsory. The attendance requirement is for all children aged seven to fifteen (or the completion of grade 9). However, this is not the reality. Many schools only in rural areas, struggle with real difficulties such as the lack of classrooms, poor access to services such as water and electricity. Bell & Stevenson (2006:9) go on to elaborate that compulsory education places a responsibility not only on parents or caregivers to send their children to school, but also on the state to ensure that schools are accessible and affordable.

Furthermore, primary school education is free for all children and is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child.

2.2.2 South African schools act, 1996 (SASA)
All South Africans have the right to a basic education, including adult basic education and further education. According to the Bill of rights of the country’s Constitution, the state has an obligation, through reasonable measures, to progressively make this education available and accessible. South Africa has one of the highest rates of public investments in education in the world. At about 7% of gross domestic product
(GDP) and 20% of total state expenditure, the government spends more on education than on any other sector.

Under the South African Schools Act of 1996, education is compulsory for all South Africans from the age of seven (grade 1) to fifteen, or the completion of grade 9.

Each of the nine provinces has its own education department. The central government provides a national framework for school policy, but administrative responsibility lies with the provinces. Authority is further delegated to the grassroots level via elected school governing bodies, which have a significant say in the running of their schools. Although today’s government is working to rectify the imbalances in education that were caused by apartheid, the apartheid legacy remains. Illiteracy rates currently stand at around 18% of adults over 15 years old (about 9-million adults are not functionally literate) and teachers in township schools are poorly trained. (www.southafrica.info/education.htm).

This Act makes sure that there is a uniform system governing schools. It sets out the laws for governance and funding of schools. The Act recognises that a new national system for schools is needed to redress past injustices, and it supports the rights of learners, educators and parents and sets out the duties and responsibilities of the state.

Parents must ensure that children go to school. Learners are required to attend school from the first day in their seventh year until the last school day in their fifteenth year. The state must make sure that there are enough school places so that every child can go to school.

If there is a lack of capacity, the state must take steps to remedy the situation. If a learner fails to attend a school, the Department may investigate and take appropriate measures. If the child continues to be absent, a written notice must be issued to the parent.

To summarise, the purpose of SASA is to develop an accountable and democratically governed school system based on partnership between government, schools and local communities (SASA of 1996). It establishes school governance, organisation and funding. According to SASA, governing bodies must be composed of the school principal and elected representatives of parents, teachers, non-teaching
staff and learners (in secondary school). In order to deal with the heterogeneity of the school system, the Act provides different powers and functions for the governing bodies in different public schools.

At the local level, the governance of schools is the responsibility of school governing bodies (SGBs).

Some of the functions of SGBs include:

- Determining the language and admission policy of the school,
- Drafting and adopting a constitution for the school,
- Drawing up a code of conduct for learners, and

2.2.3 White paper on South African education

A policy generating process occurred around education. The final White Paper was published in February 1995 and was titled ‘Education and Training in a democratic South Africa (WPET). Peter et al (1995:68) states that this policy document describes the process of transformation in education and training which will bring into being a system serving all our people, our new democracy and our Reconstruction and Development Programme. The WPET prioritises access to schooling as one of two specific policy initiatives central to a new schooling system.

Mda & Mothata (2000:7) further explains the White paper as one of the stages that preceded education legislation; it informs the basis on which an education bill is compiled. For example, education White paper 1, this sets out the policy directions, values and principles for the education system in accordance with the Constitution. Important emphasised in this document include an integrated approach to education and training, lifelong learning, access to education and training for all. In spite of this, in the Education White Paper 2 of 1996 and in the subsequent policy document Plan of Action: Improving Access to free and quality basic education for all of June 2003, the department of education stated its commitment to redressing the inequalities resulting from apartheid policies, legislation and structures, and to the channelling of resources into the improvement of the disadvantaged schools. Transport plays a crucial role in seeking to fulfil this aim.
2.2.4 Provincial Regulations of Eastern Cape School Education ACT NO.1 of 1999

The MEC responsibly for education in the province of the Eastern Cape has, acting in terms of section 34 of the Eastern Cape Schools Act, 1999 (Act no 1 of 1999) made the regulations set out in the schedule hereto.

No learner shall be denied access or admission to any school on grounds of race, religion, gender etc. Section 55 (1) of Eastern Cape Schools Education Act, No 1 of 1999 emphasises that if the parent of a child who is subject to compulsory school attendance fails, without sufficient cause, to send the child to school regularly, he/she shall be guilty of an offence. Section 55(2) says that any person who during the normal school hours make use of the services of a learner who is subject to compulsory school attendance for any work whether for reward or otherwise without sufficient cause prevents or discourages such child from attending school, or harbours or conceals such a child, fails to comply with a direction issued under section 3952, shall be guilty of an offence (No.1 of 1999: Eastern Cape School Education Act).

The Department of education of the Eastern Cape Province also address the problem of learners walking long distance to and from school by introducing a system of subsidized transport or boarding for certain learners.

It is departmental policy to take primary school to the learners. This means primary schools should be as near as possible to the majority of learners (Department of education Schools Act, 1999). In addition to the Constitutional allocation of powers to the provinces, powers and authority has been decentralised to the school level through the SASA of 1996.

The annual report of 2012/2013 states that Eastern Cape department is currently encountering the most serious budget constraints in its sixteen year history as a result of over-expenditure in compensation of employees. This is posing a daunting challenge for curriculum delivery and the support thereof. According to this report there was a negative audit outcome which resulted in budget constraints encountered.

The Cabinet decided on 2 March 2011 to invoke Section 100(1) (b) of the Constitution of the Republic of South Africa,(Act No.108 of 1996) in the Eastern Cape
Education Department (ECED). The objective of the intervention plan is to deal with the root causes and underlying problems of the historic and the recent challenges that the ECED is facing. The Eastern Cape is in line with the ‘schooling 2025’ plan for the basic education sector which will allow for the monitoring of progress against a set of measurable indicators covering all aspects of basic education including amongst others, enrolments and retention of learners, teachers, infrastructure, school funding, learner well-being and school safety, mass literacy and educational quality.

In this report there is evidence that there is increased number of repetition of learners. There is a table that shows the drop-outs and repetition due to socio-economic factors and poor quality of schooling are factors that are associated with this trend.

**Table1**: Repetition Rate per Grade

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GR 1</th>
<th>GR 2</th>
<th>GR 3</th>
<th>GR 4</th>
<th>GR 5</th>
<th>GR 6</th>
<th>GR 7</th>
<th>GR 8</th>
<th>GR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>14%</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>2010</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>2009</td>
<td>9%</td>
<td>7%</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>2008</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Source: Annual report 2012/2013:24

- The ECED has been plagued by many problems over the years this included: dramatic over-expenditure of the budget for the compensation of employees because the province failed to effectively comply with policies, standards and norms related to post provisioning; failure to provide textbooks and stationery to Section 20 schools.

The current challenges in ECED, have taken a critical turn. There are clear signs of dysfunction across the department resulting from deep rooted problems which inter-alia include the following:

- Over expenditure on the personnel allocation.
- A high number of senior managers implicated in mismanagement and corruption, or facing allegations and or suspension.
• Lack of managerial responsibility and accountability and lack of a culture of ethical conduct.
• Termination of the learner transport programme service across the province, resulting in hardship and drop-out rate as well as an increase in absenteeism for learners increasing.
• The collapse of the National School Nutrition Programme and left learners without feeding and this also negatively impacted on teaching and learning.
• Failure to procure and distribute textbooks and stationery to many schools in the province and in particular non section 21 schools, again negatively impacting on teaching and learning.
• Termination of contracts of over 4000 temporary teachers resulting in litigation, shortage of teachers in classrooms and in many schools needed for teaching and learning and
• Lack of an effective and credible infrastructure plan leading to huge under-expenditure of infrastructure allocation.

2.2.5 Consolidated instructions
In the Eastern Cape, a need that arose as an overriding requirement, was the importance for all managers and leaders in education (at all levels) to develop and exercise the capacity for strategic judgement and action in ensuring the responsiveness of the educational community to the circumstances which simultaneously threaten and provide opportunities for the development of the province. Educational establishments and educators cannot be isolated from this stream of development amid the persistent challenges of historical underdevelopment. The judgment they make will affect the choices we must live within the future and the efficacy of the education community as partners in development.

The school should perhaps, play a role in supporting the department in achieving and maintaining a state of readiness to perform its function as a true partner in the development of the province.
2.2.6 King William’s town district
The Constitution clearly stipulates that everyone has a right to basic primary education and failure to provide education in the Eastern Cape will be a violation of this right, and a disgrace to our people.

The provinces procedural code states that the right of pupils to basic education places the obligation on them to attend school regularly during school hours. Should a pupil be absent his/her parent or legal guardian must write a note to the school to explain the absence.

In King William's Town district, it is shown in the annual report by District director 2012/2013 that the disrupted learning can lead to grade repetition, which in turn leads to over-age children failing primary school classes. Also repetition is often linked to drop-outs.

Table 2: Repetition Rate per Grade

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GR 1</th>
<th>GR 2</th>
<th>GR 3</th>
<th>GR 4</th>
<th>GR 5</th>
<th>GR 6</th>
<th>GR 7</th>
<th>GR 8</th>
<th>GR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>2010</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>2009</td>
<td>8%</td>
<td>7%</td>
<td>4%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>2008</td>
<td>8%</td>
<td>5%</td>
<td>4%</td>
<td>9%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
<td>10%</td>
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The ECED first quarter 2012 report states that the roads leading to King William’s Town district schools are in a state of disrepair, with no maintenance being carried out. Most of the schools are situated in an underdeveloped rural area. The access road that links the school with the village is in a bad state making it close to impossible to get to the school during the rainy season. Most children can’t even wear proper uniforms which is indicative that the parents or guardians are not able to provide the full uniform. Again another challenge that is reported in this report is that in most schools in King William’s Town district have no gardening projects, such projects as these encourage the youth to become involved, stay off the streets, and perhaps become enthusiastic about obtaining gainful employment.
The King William’s Town district Annual report 2012/2013 confirmed the above reports and stresses that there are challenges facing the educators and learners in the farm areas during the various growing seasons. Learners leave, only to return a few months later when the harvesting season is over, thus breaking the continuity of their schooling. In the township areas of King William’s Town, life is rife with crime, with drop-outs from school due to teenage pregnancy and whose attitude to education is not always positive.

According to the report 110 000 learners were said to be transported. By August 2010, the budget for this programme was already exhausted. However, learners continued to be transported resulting in high levels of accruals. A programme, like the school nutrition programme becomes vulnerable to abuse, fraud and corruption. A new system was introduced for the application of learners to be transported. This has resulted in the verified number of learners being 53,000.

The Executive Council had by that time taken a decision of transfer the programme to the department of Transport. The Department of Transport would be responsible for the physical transportation of learners.

2.3 Relationship between primary education and community development

The definition of development by Swanepoel (2002:59), states: ‘development is a process for enlarging people’s choices, these choices primarily reflects the desire to lead a long and healthy life, acquire basic knowledge, and have an access to resources essential for a decent standard of living.’ However, development cannot take place by itself; it requires an educated, skilled and competent people.

An education empowers a person with knowledge and information which intern brings about desirable changes in the way you think, feel and act. Therefore, education is considered as a social instrument for developing human resources and for human capital formation.

Buller & Wright (1990:134) confirms by saying that people having reasonable literacy and numeracy skills, which are offered in primary schools, tend to produce more farm crops, have limited number of children and enjoy a relatively better quality of life as compared with uneducated families. However, the relationship between education and development is not as simple as it appears to be, in fact, the impact of education
on development depends basically on what we teach and how the learners learn. In primary school, learners are equipped with knowledge and skills of reading, writing, simple arithmetic and problem solving and for improving the quality of life.

Todaro (2000:57) claims that education organised and oriented on these lines is certainly going to have a lasting impact on income, agricultural productivity, fertility rate, birth spacing, pre-and postnatal health, nutrition, knowledge, attitudes and values. Todaro further argues that education is a prerequisite for tackling poverty and promoting short and long term economic growth. When individuals have the chance to learn basic life and literacy skills (which are taught in primary school), economies grow faster and poverty rates decline (Dearden, R.F.1993:46).

The above discussion, clarifies that education is crucial to every aspect of social and economic development and is also important for influencing social behaviour. For example, education widens people’s choices. This means that it expands their perceptions and capabilities for leading a better quality of life.

Todaro also argues that without educating every member of your community, it will be nearly impossible for you to attain your goal of community development and fulfil the needs and aspirations of its members. Swanepoel once said that development is not merely growth in the economic sense but is closely related to the notion of quality of life, that is, it should ensure fulfilment of basic needs properly and with dignity.

Reed & Rae (2007:243) explains the above statement further, stating that basic education empowers entire nations because educated citizens and workers have the skills to make democratic institutions function effectively, to meet the demands for a more sophisticated workforce, to work for a cleaner environment, and to meet their obligations as parents and citizens.

In most communities, schools represent the biggest single public investment and are the best resourced organisations. West-Burnham, J (2007:4) states that there is a symbolic link between schools and their communities, and therefore a shared purpose, which is the nurturing of young lives.

He further states that schools must transform their relationship with the community; this involves changing attitudes, relationships and the deployment of resources.
Reed & Rae (2007) argue that the combination of low social class, poverty, dysfunctional family life and living in a community with low social capital has a direct correlation with poor educational achievement. Most of the time primary education takes place in schools, schools are part of a community and education is a community responsibility. West-Burnhan & Farrar (2007) makes it clear that education has an obvious role to play in supporting community action. The authors believe that education has the potential to help develop and re-shape relations between citizens and the state, and to engage whole communities in learning in its broadest sense.

Mda & Mothata (2002) argue that in South Africa, the attempt to provide primary school educational opportunities has probably been the most significant development efforts. Todaro (2007) sees the formal primary school system as a direct transplant of the system in developed countries. This means that, the goal is to prepare all children to pass standard qualifying examinations for secondary schools. The priority needs of those who will live and work in rural areas are given minimal attention.

Economists have argued, on the basis of rates of return studies that because the returns to primary education are the highest, top priority should be given to primary education as a form of human resource investment. Uterhalter et al. (1992:102).

Finally Swanepoel (2002) argues that we cannot discuss the relationship between education and development without explicitly linking the structure of the educational system to the economic and social character of the Third World society in which it is contained. He further argues that the expansion of educational opportunities at all levels have contributed to aggregate economic growth by creating a more productive labour force and increase knowledge and skills, providing employment and income-earning opportunities, creating a class of educated leaders to fill vacancies left by departing expatriates or otherwise vacant positions in governmental services and professions and providing education that would promote literacy and basic skills while encouraging modern attitudes on the part of the population (2002:148).

2.4 Selected factors limiting attainment of primary education
Regardless of the existence of legislation, impediments to achieving access to primary education remain.
It is argued that even in the poorest regions of the world, and in spite of the international agencies’ recent focus on primary education as an international goal, access to secondary education is increasing much faster than access to primary education. [www.worldbank.org/ieg/education.html](http://www.worldbank.org/ieg/education.html)

Among the strategic goals of the Eastern Cape, department, in the Annual Performance Plan 2012/2013, there is strategic goal one, which states ‘access to basic education for all learners regardless of race, gender, disability, geographical location and socio-economic status’, goal number two says ‘equity in opportunity and educational achievement for all learners regardless of race, gender, disability, geographic location and socio-economic status and goal five which says ‘improved institutional efficiency through enhanced management systems and integrated service delivery at all organisational levels (National, Provincial, District and School) which are very important in developing the learners and in so doing that developing community.

This section discusses some of the factors that prevent children’s access to and/ or successful completion of primary schooling. In the website [www.southafrica.info](http://www.southafrica.info) it is said that there are many factors that contribute to lack of access to primary education, but the most prominent among them are location, gender and cost.

### 2.4.1 Geographic location

Access to education is essential to ensure that children are given the opportunity to develop their full potential. (Mda & Mothatha, 2000:85) argue that location of a child’s school in relation to his or her home can pose a barrier to accessing education; influencing factors include the availability of transport, community safety and environmental factors. Young children are most vulnerable and in danger of falling victim to foul play if travelling to school by themselves. Children are also likely to be physically tired from their long journey, which has a number of effects on their ability to learn.

The location of a school has a significant effect on the academic performance of the child. (Vasconcellos 1997:87) stated the obvious that the location of a school affects a child’s ability to study and perform at the level expected of him/her. A stimulating school environment arouses the student to learn. In South Africa, most rural schools are poorly equipped and lack basic amenities all serving as inhibiting factors of good
academic performance. Access to education is first and foremost a question of school location, and the physical accessibility of schooling is the principal issue.

In certain areas of the world it is more difficult for children to get to school. In these remote locations, insufficient school funds contribute to low attendance rates by creating undesirable and unsafe learning environments (www.education.gov.za).

According to a new report by a non-profit organisation, where a child is born and raised can determine his/her chances of living to adulthood, as well as his/her quality of life throughout childhood. In this section we will describe environmental factors that could affect the primary education in school in rural districts. This environment factor is geographic location.

In general, children living in rural areas in the developing world face severe accessibility constraints, due to geographical remoteness and poor or non-existent transport infrastructure and services (Mda & Mothata, 2000:285). Some children in South Africa walk long distances to school and back, and in rural areas these trips to school are often combined with domestic tasks. This can impact negatively on their energy levels and punctuality in arriving at school, affecting their ability to participate successfully at school. Time and energy used for travel and transport also limits children’s ability to do homework assignments after school and on the weekends.

Charles (2005:195) states that inadequate public transport systems and poverty combine to contribute to late coming or absenteeism. In fact, the South African Human Rights Commission found during its 2006 public hearing on the right to basic education that transport costs are often a far greater financial burden on parents and care givers than school fees are. This is irrespective of the National Department of Education’s policy to assist learners who have to walk further than five kilometres per day.

In many cases, it is both expensive and threatening to walk to school, especially for girls. The long distance to and from school increase the chance of road accidents and the threat from criminals, who in some areas have been known to rob or rape learners going to and from school. In these cases, economic tasks and the transport time invested in them can also impact negatively on school attendance. As stated in the South African Constitution (1996), work that negatively impacts on children’s
health and well-being is prohibited. Furthermore, if these forms of work inhibit children’s access to education or negatively impact on their health and well-being, they are thus prohibited.

The Education White Paper 2(1996) identified scholar transport provision as a necessary requirement for greater and more equitable access to education, especially for children of a compulsory school going age. Todaro, in his book criticise the education White Paper, saying that there are some critical areas that have been left unresolved, particular, and the question of financing the school system. The difficulty facing the Department of education was that state resources were not sufficient enough to bring all schools up to the standard that had been enjoyed by Whites prior to 1994.

The Department of Transport’s Action Plan (2003) has committed to ensuring that infrastructure is developed to make schooling easily accessible to all learners off compulsory school going age, and to ensure that no poor learner should be further than one hour away from the closest school offering their grade(Mashiri,2004:39).

Local government has the responsibility of rationalising and allocating funds towards scholar public transport and local education department have begun to be inclusive in seeking solutions relating to better access to educational facilities (Mashiri, 2004: 42).

Most generally, education policy has identified children from poorer and rural households as primary target groups for transport assistance.

2.4.2 Gender issues
The issue of gender equality in education has been a major concern, in many countries including South Africa, because of its link with health and nutrition, economic development, and civic responsibilities. Chisholm & September (2005:32) confirm that by stating that social and economic indicators for developing countries consistently show that women bear the brunt of hardship in poor communities and efforts to modernise discriminatory laws can be frustrated by the deep rooted cultural barriers that so often run in parallel with poverty.

According to the South African Constitution Act, the policy of gender equality in education refers to the notion of boys and girls experiencing the same advantages
and disadvantages in attending school, receiving teaching methods, curricula, and academic orientation, and producing equal learning achievements and subsequent life opportunities.

Chisholm & September (2005:15) state that one of the greatest achievements since democracy in South Africa has been the massive expansion of access to basic education, especially in the enrolment of girls.

From the website www.dol.gov it is stated that girls face many obstacles in pursuing an education, including the traditional attitudes about female roles and a lack of female teachers, they are expected to make a critical contribution to household work and child care.

Again girls are unable to attend school because of low social status or domestic responsibilities they are frequently denied the advantages of an education.

Charles (2005:92) argues that although gender may not be an obvious problem today, gender equality in education has been an issue for a long time. This website www.dol.gov further explains that there is currently a gender discrepancy in education; in 25 countries the proportion of boys enrolling in schools is higher than girls by 10% or more. Van Schaik (1991:207) agrees with the above statement by saying girls are often discouraged from attending primary schooling, especially in less developed countries for religious and cultural reasons.

Reed & Rae (2007:45) argue that education is of particular importance for women, as it provides them with the necessary means and capacity to take leadership positions and enhances their scope for more equitable participation in decision making processes that effect their own lives. They further, state that education enables women to make more strategic choices around employment, sexual and reproductive health and children. This means that, education increases the inclusion of women in decision making in public life, as well as empowering them within the home and the workplace.

Finally, Todaro M. (2000:300) agrees with the above statement by stating that female education is important because there is evidence that educational discrimination against women hinders economic development in addition to reinforcing social inequality.
Todaro (2000:301) recommends that closing the educational gender gap by expanding educational opportunities for women is economically desirable for four reasons:

- ‘The rate of return on women’s education is higher than that on men’s in most developing countries.
- Increasing women’s education not only increases their productivity on work but also results in greater labour force participation, later marriage, low fertility, and greatly improved child health and nutrition.
- Improved child health and nutrition and more educated mothers lead to multiplier effects on the quality of a nation’s human resources for many generations to come.
- Because women carry a disproportionate burden of the poverty and landlessness that permeates developing societies, any significant improvements in their role and status via education can have an important impact on breaking the vicious cycle of poverty and inadequate schooling.

2.4.3 Costs of schooling
Provinces are funded from the National Treasury through the equitable share formula, which allocates resources to provinces. This formula takes into account historical backlogs in health and education infrastructure, the welfare burden, and the number of school-aged children in the population of different provinces in allocating resources to provinces. Provincial legislatures then decide on allocations to different sectors based on provincial priorities and needs. In this way, absolute allocations are decided by provinces based on their priorities, not by the government, although national priorities inform these choices.

National departments do, however, provide norms and standards for the distribution of resources within a sector. For example, the National Norms and standards for school funding policy aims at providing redress to the most underdeveloped and poorest schools and communities by directing that 60% of available recurrent non-personnel expenditure should go to 40% of the poorest schools, in each provincial education department.

Sayed & Janson (2001:14) state that the task of the provincial executive committee is to ensure that funding and physical resources are found to ensure that all have
access to the mandate years of compulsory schooling. The relationship between provincial department of education and the national department of Basic education is a crucial one. The Constitution specifies that pre-tertiary education is a concurrent function where the national and provincial government share the responsibility. The role of the national Minister is outlined in the 1996 national education policy Act. According to the Act, national government is responsible for establishing broad policies and the necessary monitoring system. Provincial governments are responsible for establishing and funding schools in line with provincial needs.

Buller & Wright (1990:79) argue that in South Africa, where the majority of children live in poverty, lack of money can be a barrier to schooling that is why there is a need for government to design policies that will make education affordable to poor children.

The National Norms and Standards for school funding, 1998, a policy developed in terms of the SASA also provides guidelines, for free exemptions to be granted to learners, so that discrimination against, and exclusion of, learners who cannot pay fees is illegal.

Bell & Stevenson (2006:72) argue that even if free education is provided, in many cases the costs of school supplies, books, uniforms, meals, and transportation may be prohibitive to poor families. They also observe that the opportunity costs of education in the form of a child’s foregone earnings and on-the-job work experience may be a factor in a family’s decision not to send children to school.

Colclough & Tembon (2003:242) argue that in many countries, the cost of primary schooling has severe problems, for example, the total cost per school completer, which is high because of deeply embedded inefficiencies in the school system high level of repetition and of drop-out from primary school resulted in only a minority of enrolled children ever completing it. In the case of South Africa, the total years of study taken per completer amounted to seven years.

Todaro (2000:342) argues that the amount of schooling demanded sufficient to qualify an individual for modern-sector jobs appears to be related to the influence of the direct private costs of education, this refer to the current out-of-pocket expenses of financing a child’s education. These expenses include school fees, books,
clothing, and related costs. It would be expected that the quantity of education demanded would be inversely related to these direct costs, that is the higher the school fees and associated costs, the lower the private demand for education. For poor people, direct primary school costs often represent a major burden and a real financial constrain, in Africa, for example, the average costs of sending a child to primary school is typically in excess of 20% of per capita income (Todaro, 2000:343).

The higher opportunity cost of labour to poor families means that even if the first few years of education are free, they are not without costs to the family. Todaro further explains that children of primary school age are typically needed to work on family farms, often at the same times as they are requires being at school. If a child cannot work because he/she is at school, the family will either suffer a loss of valuable subsistence output. As a result of these higher opportunity costs, school attendance, and therefore school performance, tends to be much lower for children of poor families than for those from higher income backgrounds. Mda & Mothata (2000:57) further argue that, in spite of the existence of free and universal primary education, children of the poor, especially in rural areas, are seldom able to proceed beyond the first few years of schooling. Their relatively poor school performance may have nothing to do with a lack of cognitive abilities; it may merely reflect their disadvantaged economic circumstances.

Charles (2005:109) argues that higher opportunity costs are often influential in the decision to attend school. For example, an estimated 121 million children of primary school age are being kept out of school to work in the fields or at home (UNICEF). For many families in developing countries the economic benefits of no primary schooling are enough to offset the opportunity cost of attending.

The Eastern Cape Annual report 2012/2013 emphasises that schooling must offer an attractive and affordable alternative in order for such families to accept to enrol their children in school, forego their labour and pay the direct cost of schooling, such as fees, books, materials and uniforms.

2.5 The role of government in providing primary education
The National Education Act of 1996 provides for the formulation of national policies, norms and standards for education planning, provision, governance, monitoring and evaluation.
Blandford (1997:378) states that inefficient management of schools coupled with lack of management and leadership skills among principals and other relevant members of staff contributes to higher levels of absenteeism which lead to dropouts.

Van der Westhuizen (1991:45) explains further by saying that the perception that absentee rates are lower in former Model C schools was cited as evidence of the importance of good management practices in ensuring good attendance rates.

The Eastern Cape Annual Report 2012/2013 states that in order to achieve the Millennium Development Goals (MDGs), specifically the first two goals which focuses on reducing hunger and poverty by half and ensuring universal primary education by 2015, there is a need to change the traditional working modalities of international aid agencies and address the needs of the world’s biggest neglected majority-rural people.

2.5.1 Improving the level of planning
Planning is the management task which receives least attention Van der Westhuizen (1991:137). It takes a fair amount of time and may be regarded as a thinking activity that must take place. Blandford (1997:140) confirms that by saying planning may fail because educational leaders do not carry out the planning task with sufficient enthusiasm. Van der Westhuizen again regards planning as the management task which is concerned with deliberately reflecting on the objectives of the organization, the resources, as well as the activities involved, and drawing up the most suitable plan for effectively achieving these objectives. Planning can be regarded as one of the most important task of an educational leader and it forms the basis of all other management tasks.

Planning always implies planning for the future and it implies that planning should take into account what is going to be done in the future, when it is going to be done and by whom it will be done.

‘Planning is, in a certain sense, a bridging action between the present and the future’ (Blandford, 1997:143). The best use should be made of the knowledge, experience and capabilities of staff to achieve the desired ends. This means that all those concerned with planning should be well-informed and the situation should be clear cut. Furthermore, Blandford, (1997:151) argues that in any organisation, planning
requires cooperation and teamwork in order to achieve a wider and greater impact that combined effort and focused expenditure can yield. He further argue that without coordinated planning through links across directorates, policy implementation continued to be compromised as each directorate did their plans and activities separately.

Officials from the districts explained how they received instructions from directorates to perform different tasks at the same time.

### 2.5.2 The role of government in organising

The task of organising follows on the planning task, put differently it is the task of bringing about order and orderly structures. Organising is that management task which is performed to initiate planning and to establish connections with the various parts so that goals may be realised and attained effectively (Van der Westhuizen, 1991:162).

Blandford (1997:171) gives an even broader description of organising and states it as the management task which deals with arranging activities and resources of the institution by allocating duties, and the determination of the relationship between them to promote collaboration and to achieve the objectives of the undertaking as effectively as possible.

A district director who is a senior manager heads each district, and is responsible for ensuring service delivery and budget control. This means that districts will have full access to the department’s central financial, personnel, and provisioning systems. Districts will also formulate their own plans. The idea of decentralising administrative and implementation functions to the district level is appealing. Moreover, the plan is underwritten by good intentions such as making schools more accountable to the communities in which they are located.

### 2.5.3 Leadership in education institution

Leadership within educational settings is widely regarded as essential for organisational effectiveness and the improvement of learning outcomes. In educational organizations there is an assumption that leaders of educational change should be both leaders and managers. This idea may arise from district and schools structures whereby superintendents and principals are the primary administrator. For
example, in the case of school, a principal is often responsible for the school’s vision as well as the practical steps needed to attain that vision.

Blandford, S. (1997:83) states that every line of inquiry identifies school managers as a key ingredient for success, yet little is known about what makes a successful school manager or how to train one.

The principal of the education institution is the key to the human resource needs planning process. Hanson, M.E. (2003:89) agrees with the above by saying that, with a hands-on approach to management, he/she should have first-hand knowledge of increasing or decreasing learner number, capital available, cost factors, and projected staff needs.

Heystek, Ross, & Middlewood (2005:57) emphasise that, the principal not only deals with staff, learners and parents, but is also a liaison with the education department. Again, effective communication between the education department, the school governing body (SGB), staff, learners and parents is vital for the success of an education institution, and the principal is a valuable link in this process. Moreover, more schools in South Africa are moving to become self-managing schools. In these schools, the principals and SGBs have a greater influence on the human resource needs planning than in government-run schools.

2.5.4 Improving accountability through control
Hanson (2003:107) explains control stage as ‘the work a manager does to assess and regulate work in progress and completed. The control is the manager’s means of checking up.’ From this it can be deduced that educational leader should plan and organise his activities as well as possible and provide the necessary guidance.

Hanson (2003) describes the control stage as the umbrella term which includes all management activities and has as its aim to determine whether the activities of the organisation still coincide with the goals of the organisation. This means that the educational leader ensures, by means of control, that all inputs are being used in optimum fashion to achieve the set objectives and that planning, organising and guiding are correctly implemented. The purpose of control is to realise planning, to evaluate planning and, if necessary, to make the necessary adjustments (Blandford, 1997:217). Control is therefore centred on achieving a common goal.
In addition, the task of controlling is necessary since educational management has a typical structure of authority which is reflected in a unique policy to be executed by means of management tasks and which requires the necessary responsible control.

Reed & Rae (2007:79) state that current administration of government views planning, monitoring and evaluation to be vital in terms of ensuring that the country effectively addresses the development needs of its citizens.

According to the Eastern Cape Department of Education Strategic plan of 2007-2011, different measures were introduced by the National Department of Education to ensure proper control and coordination of programmes. This involves identifying crucial areas and setting priorities, and ensuring that funding is available. Districts were given more decision making powers and were supposed to oversee the implementation of policy in schools, while at the same time providing necessary support.

The Annual performance plan 2012/2013, states that the province is responsible for policy implementation, service delivery and monitoring of districts. Districts are required to monitor and provide support to schools. These arrangements of systems, structures and responsibilities have created horizontal and vertical incoherence and at times confusion, because the centre is separated from the policy implementation sites (namely, provincial, district and school levels). Similar problems of control and ineffective mechanisms of coordination also plague province-district school relationship.

Willis, (2005:79) suggests that in order to maintain control the central state has created an institutional web of incentives and disincentives partly because of the need to maintain power and authority and to make the provincial, district and school levels act in line with central state agendas for redistribution and development, and its broader macroeconomic goals. It has tightened the screws over departments by issuing a stream of regulations to ensure intervention and control.

Willis (200) further argues that monitoring is a crucial function in planning. It enables planners to identify bottlenecks thus providing management with ways to resolve problems as they rise, it allows programmes and projects to be adjusted to enhance
delivery, and it provides a better understanding of impact of delivery on the ground (Willis, 2005:158).

Although the public finance management Act, which required the establishment of a performance management system, is there it is not yet fully operational within the department.

2.6 Summary
This section has discussed a number of strategies for addressing impediments to educational attainment and increasing primary school enrolment, attendance, and completion rates. Many countries, including South Africa, with compulsory education laws have provision in those laws that make education essentially free in public schools. Access to education is often not equitable. Children in rural areas and those belonging to marginalized groups are frequently more affected by location, cost and gender.

In South Africa, however a gap between theory and practice exists regarding the importance of education in the development processes as well as the protection of their rights. Many South African children bear substantial social-economic responsibilities and do not have luxury of adequate financial or social support systems. If however, educational development is regarded as a priority, then school enrolment rates become targets to be met. For example, it might be decided to raise the enrolment rate gradually in order to achieve universal compulsory education within a given number of years. The third chapter will deal with the research method and design that is used in the empirical component of this research.
CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction
The literature review in chapter two dealt extensively with the role of primary education in community development. The purpose of this present chapter is to discuss and explain the research methodology and design that was applied in the investigation. The research includes the study’s aims and objectives, and is then followed by the types of literature and the normative criteria that were used in the study.

Whilst the need for basic education for a child at an early age may have been well studied, there has been a limited amount of research that has actually looked at the role of the primary education in community development. Additionally the fact that this research has only been carried out in other provinces of South Africa; there was an apparent gap in the Eastern Cape based research in this area. It was therefore both of particular interest in this subject area, along with this chance to provide some locally-based research that became the driving force behind this research study.

This study provides an opportunity to look at what the literature is saying about the significance of primary education on rural community development, factors limiting attainment of primary education, legislative framework for primary education and the role of government in providing this education.

Being able to share the study’s findings with local education professionals was fundamental to this research. This study intends to provide an insight to policy makers, government professionals about their role in education. It is anticipated that this insight may also help inform future preparation practices to ensure that the needs of the primary education learners within this particular King William's Town district, are met.

3.2 Study objectives
Using a descriptive design, the purpose of this study was to determine whether the geographic location had effects on attendance of school. This research also sought
to perceive gender discrepancy in primary education, to investigate whether the cost was a factor that contributes to a child’s access and attendance to primary education. More especially, the objective of this chapter is to determine the ways to make all the children between seven and thirteen years obtain primary education, in order to change the well-being of the rural communities.

3.3 Research design and research methodology

3.3.1 Research design
According to Flick Van Kardorff & Steinke (2004:146), the research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer the questions he or she has posed. MacMillan & Schumacher (1993:31) further stipulate that a research design refers to the plan and structure of the investigation used to obtain evidence to answer any questions the researcher might have. They further maintained that the purpose of a research design is to provide the most valid, accurate answers possible for research questions.

The problem facing King William’s Town district is so complex that it needs descriptive research, which will enable the researcher to make come up recommendations to solve it.

This study will consist of descriptive research design which implies that it deals with non-manipulated variables and simply selects out and measures from a pre-existing population, those variables of research interest. A literature study involving current literature on the subject of the role of primary education in community development is required.

Leedy (1993:139) believes that the choice of a research design and methodology is depended upon the nature of the data and problem for research. Singleton et al (1988:90) believes that the different types of research conducted, whether the study being conducted is exploratory, descriptive or testing relationships will have different implications for the research design.

Bless & Higson-Smith (1995:67) are of the opinion that a careful tailored research design that meets the exact needs of the researcher and the stated problem is a requirement of each and every research project. Blanche and Durrheim (1999:29) confirms the above statements by emphasising that the research design should
provide a plan that specifies how the research is going to be executed in such a way that it answers the research questions clearly.

3.3.2 Research methodology
As it has been mentioned in the research design, this type of study requires descriptive research, to quantify the outcomes of the study. Cooper D.R. & Schindler (2008:19) define descriptive research as a type of research that is mainly concerned with describing the nature or condition and the degree in detail of the present situation. This method is used to describe the nature of a situation, as it exists at the time of the study and to explore the cause/s of particular a phenomenon. Moreover, this method allows a flexible approach, thus, when important new issues and questions arise during the duration of the study, further investigation may be conducted. The choice is supported by Collis J & Hussey (2003:11) who state that the descriptive approach is used when the researcher is attempting to answer 'what is' or 'what was questions'.

Collis & Hussey (2003:11) agree with the above by referring to the descriptive research as ‘research which describes phenomena as they exist and it is used to rectify and obtain information on the characteristics of a particular problem or issues. This research sought to answer the one central ‘what is’ question by asking what is the extent of lack of access to primary education.

According to Salkind (200:10-11), non-experimental research includes a variety of different methods that describe relationships between variables. Included in such methods is the descriptive / historical research method, which describes the characteristics of existing and past phenomenon

Historical research, according to Salkind (2000:12), relates past events to each other and/or to current events. Historical research answers a question regarding the nature and extent of events that took place in the past. Researchers often accomplish historical research through the use of primary sources such as original documents and first-hand information as well as secondary sources that may originate from second-hand sources. Salkind(2000:11) stresses that not only can descriptive and historical research stand on their own, but it can serve as bases for other types of research in that a group=s characteristics often can be described from a descriptive / historical point of view in order to arrive at acceptable theoretical perspectives.
Leedy (1980) is critical of those academics who display a prejudice for a given research methodology:

“… It is difficult to defend the position of those who claim that unless research fits an arbitrary prejudice for a given methodology, it fails to be research. All highways are of equal excellence; each, however, traverses a different terrain, but they all converge on the same destination. In other words, when research is viewed as an offensive against ignorance of the truth, then the four principal research methodologies are merely separate avenues leading in the direction of enlightenment. No one methodology is superior to any other and they all converge at one coveted point: the point from which we are able to discern that of which we were hitherto unaware…” (Leedy 1980:3-9).

According to Salkind (2000:188), the descriptive / historical researchers proceed in terms of six different steps, which correspond closely to those of other types of research. The six steps are explained in the paragraphs that follow.

First, the historical researchers define a topic or a problem that they wish to investigate, in this instance, the ethical foundations of service quality in tourism and hospitality management: a theoretical perspective.

Second, the researcher formulates a hypothesis (es), which is expressed as a question, or questions.

Third, the researcher sets out to utilise a variety of sources to gather data. Salkind (2000:188) emphasises that while these sources may differ markedly from those in other research methodologies, the analysis of written documents are usually the domain of the historical researcher.

Fourth, the evidence gathered needs to be evaluated both for its authenticity as well as for its accuracy. The researcher therefore needs to establish the value of the data from primary as well as secondary sources that underlie the salient arguments of the research. This requirement is concomitant to the researcher developing a critical and evaluative attitude towards the collected information. Salkind (2000:191) holds that the evaluation of primary and secondary data is accomplished through the
application of two separate criteria: authenticity (external criticism) and accuracy (internal criticism).

In light of the foregoing, the research methodology for this research will be of descriptive / historical nature which will focus on a theory search and literature review and which will entail examining of existing primary and secondary literary sources, followed by particular recommendations. The extent of the literature review is explained in following section.

3.4 Literature search
Babbie, E. (2007:89) refers to literature search as a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic. The aim of this literature search was to identify as many items of secondary data as possible which are relevant to the topic. Barbie (1983:210) once said that exploring what others have contributed to your area of interest, you will be able to find out what is already known, identify any gaps, see how your ideas compare with what has gone before, and develop existing ideas or create new ones.

3.4.1 Types of literature
The researcher has looked at different types of literature that was used in chapter two of this study. Hofstee (2006:96) once said that literature is a well-considered form of a language that influences the minds of readers of all ages. Bailey E. (1987:103) state that information obtained from different types of literature enables researchers to structure research problems and pose relevant questions for their studies.

For this research, one type of data that was collected is secondary data. The secondary data was obtained from published documents and literature that were relevant to the study. By reviewing prior studies, one can identify methodologies that proved successful and unsuccessful; solutions that didn’t receive attention in the past due to different environmental circumstances are revealed as potential subjects.

The researcher would describe the types of literature and give a brief explanation of the significance of each type to this study. Examples of sources of literature that was used in this study are books; journals, government documents and internet, and the researcher will explain the relevance of each type of source to the study.
The main sources of literature explored in this study was mainly searches in published hard copy and online research reports and articles in accredited journals using a few key words, for example, primary education and community development. Some important information in society are not easy to get in touch with, they can only be court their views or comments in journals. These documents are of high quality because they are written by skilled social commentators.

The point of departure was the National Department of Education report that was produced by the department of education. Other sources covered a wide spectrum of contexts and environments ranging from developing and developed countries both regionally and nationally on the subject of primary education and community development and factors influencing it.

A wide range of books on educational research were also explored. In addition, Internet searches were also conducted using the identified search key words for this study.

King William’s Town district was chosen because it has a large population of rural underdeveloped people. Official, public and private documents were consulted. Because the analysis of policies was based on documentary sources, it was necessary to review a variety of documents from different sources. Among the official, public documents reviewed were those produced by the government for its own purpose, which include government gazette, White paper and other government working papers produced by the department of education, commissioned research reports by the department of education, reports on parliamentary proceedings, department of education annual reports and research reports.

Firstly, a brief synopsis of research on The Constitution is provided (2.2.1); hence, government documents like South African Constitution Act of 1996 were used. This kind of document gives some insight into local interpretations of the official or stated interpretations of local actor’s responsibilities. In 2.2.3 this research made reference to White paper of 1996, although this paper is 16 years old, much of the information is still relevant especially with regards to basic education. A focused discussion on relationship between primary education and community development in 2.3 was used successfully through the use of different books.
3.4.2 Searching for normative criteria in the literature

Through literature, the researcher has been able to explain how primary education should be attained and how to value it so that there may be community development in rural areas.

The researcher uses the South African Constitution Act of 1996 from the National policy document. After the democratic elections on 27 April 1994, members of the National assembly and Senate, as the elected public representatives at the time, met as a body called the Constitution assembly to write a new Constitution. In 1996, after public consultation and much debate, the new Constitution was finally adopted.

The Constitution lays the foundation for an open society based on democratic values, social justice and fundamental human rights and was hailed worldwide as progressive.

It is the supreme law of our country and ensures government by the people under the Constitution. In other words, it is the highest law of the land and everyone must act according to its provisions and principles, even parliament.

A focused discussion on legislative framework in primary education (2.2), the National Schools Act of 1996 states that there must be a strong relationship between organs of government in three spheres. And lays down the principles requiring them to cooperate in good faith and act in best interest of the people. This document does not say what steps to take when there is no interrelationship between these spheres.

The Constitution affirms the right of the child to be at school at all times (2.2.4) but it does little effort if any to monitor and evaluate the situation at the ground level. The Constitution also talks about free compulsory education, which is not like that, as there are hidden costs in education. This shows that in South Africa there is a large gap between the Constitution law and the way thing are at grass root level. The selected factors limiting attainment of primary education in 2.4 are the evidence that shows that there are things that are happening in South Africa that are against the Constitution.

3.5 Summary

This chapter has outlined the research design and methodology followed in gathering information from the study. The interpretation of data was done in relation to the
existing secondary information on the ways of attaining the basic education at a right

time. The logical link between the literature review and the research methodology

has been established.

As a study, it intends to provide a piece of the discharge planning ideas that is not

known, it is this ‘piece’ that may also help inform future discharge preparation

practices to ensure that the study meets the needs of these children within King

William’s Town district area. It is anticipated that these study findings will provide

what (Leedy P.D: 1993:173) refers to foundational research, as the researcher move
towards discussing these recommendations in the next chapter.

The following chapter will draw recommendations and conclusion based on the

research findings on improving levels of knowledge and the importance of primary

education in community development.
CHAPTER 4
RECOMMENDATIONS AND CONCLUDING REMARKS

4.1 Introduction
This forms the last chapter of the work that the researcher has chosen to embark upon. The aim, of this chapter is to present the findings, summary, conclusion and recommendations from the literature review that emerged in chapter 2. The researcher has summarised the study and made recommendations that relate to them. These recommendations concern the roles of the national, provincial and local government, formulating and ensuring school policy, management of education institutions. The researcher has summarised the findings by relating them to the theoretical framework that was raised in chapter two and in conclusion the researcher has indicated what he thinks are the areas for future research.

4.2 Summary of research contents
Chapter one sought to provide a framework for the study. It attempts to place the research in context, and discusses the background, research design and research methodology. Problem statement and its setting are also discussed in this chapter, further indicating the sub-problems that form the main research question, as indicated in this research. The chapter indicated how the research was structured to facilitate a free flow of concepts, to arrive at a logical conclusion and to provide recommendations and suggestions for further research in this area.

Chapter two tried to source literature review as a mechanism that can assist in the education department and local government. This chapter reviews in depth the role of primary education in community development and offers some policy directions for improvement.

Chapter three involves the research methodology and research design used in this study. The research design involves descriptive research method.

This last chapter entails the conclusion of the study, recommendations. It must be remembered that the whole study centres on descriptive type of research. It is a requirement of a study of this nature to conclude with recommendations and suggestions for further study.
This chapter will endeavour to answer the research questions that the researcher formulated in chapter one. The chapter will also include a summary of the research and a discussion of the results which will highlight what has been learned from the research and what recommendations might be for further research and practical adjustments.

4.3 Findings
The findings of the study are meant to serve not as models but rather as points of reference for all those who are seeking ways of developing education in rural areas and contributing more effectively to rural development.

4.3.1 Discussion of the findings
The researcher discusses how the findings relate to the literature review with reference to the selected factors limiting attainment of primary education and South African Constitution. As indicated in chapter two of the study, the South African Schools Act 84 of 1996 stated that school attendance is compulsory for all children aged seven to fifteen. This Act also states the aim of partnership between the state, parents, learners, educators and other interested community members is for all to accept their responsibilities. These responsibilities are concerned with the organisation, governance and funding of schools. Members of the partnership in education must give whatever is necessary to ensure that schools provide good education and that they function properly.

While education alone cannot erase the high level of poverty and inequality in society, it is evident that quality education underpins the entire set of Millennium development goals (MDGs) with improved levels of education having a multiplier effect for key developmental outcomes such as lower morbidity, women’s empowerment, access to better employment opportunities and increased participation in decision-making processes.

The physical dispersion of Head office militated against coordinated planning. The Head office of the department of education is dispersed in Zwelitsha, East London, Bisho and King William’s Town. This occurred because the Department of Public Works and Roads could not accommodate the Provincial Department of Education in one government building to enable it to establish a single physical Head office. This
factor complicated the management of the department and the education functions especially in King William's Town district.

Lack of coherence and coordination of programmes and activities implemented at different levels led to contradictions and conflicts and deviations from goal of the transformation agenda. The situation was aggravated by lack of capacity in the senior and middle management levels. Lack of adequate financial resources coupled with unqualified financial managers led to non-implementation of important curriculum delivery programmes. The situation is worsened by the fact that the province has the highest number of backlogs in the country.

In King William’s Town district, although responsibilities were not delegated to officials in the regions and this district, this was not accompanied by concurrent authority of allocating and directing resources necessary to execute the delegated responsibilities.

4.3.2 Summary of the findings
From the literature study, the following can be regarded as the major findings:

- Even if enrolments are not the primary challenge for the schooling system, it is important to note that day to day attendance of learners is below what it should be, which lead to drop outs.
- A large part of the problem with existing policies is that they are not communicated well to the people who should implement them and that occasionally policies appear to contradict each other.
- The education department has a tendency of putting in place good business plans but did not adhere to them. This is an area where the departmental officials advised that the department should adhere to its original plans and refrain from implementing unplanned at the expense of planned projects.
- Non-compliance with legislation
- Inadequate Major over spending in the department resulting in poor delivery of services.
- Inadequate monitoring and evaluation
- Poor performance management
- Indecisiveness on financial matters, unethical conduct and non-adherence to good governance principles.
4.4 Recommendations
Looking at the research findings, the researcher suggests the following recommendations will assist in improving levels of governmental involvement in accessing primary education in previously disadvantaged primary schools in King William’s Town district area.

- The department needs to consider shortening the bureaucracy which results in the delay of decision-making and slows down authorisation and as such the flow of money from the department’s coffers to the ultimate service providers.
- There is a need for the Department of education to establish and implement a strong and independent internal audit function to follow up on the issues raised by the Auditor-General.
- Schools should increase their involvement in the community especially in the community development activities that should be connected to student learning. Student and teachers should be able to identify activities in the community that can be incorporated in the curriculum so that as learners get experiential learning, they should also develop the communities together with the members of their communities. The Easter Cape government, through the department of education, should take a deliberate step to facilitate this kind of involvement by turning this kind of involvement by turning this idea into one of the policies for rural primary schools.
- Policies should be formulated that will enable skilled people in the local communities to be formally incorporated in the primary education system so that they work with teachers to impart skills that are necessary for the rural children to survive in their communities even if they fail to go on to secondary schools.
- The South African Constitution guarantees children’s right to education, but this does not ensure the quality of that education. The education department needs to provide minimum essentials, especially for poor children, such as decent properly furnished classrooms, sufficient up to date textbooks for each learner and supplemental food.
- Higher levels of enrolment and longer retention in school can be stimulated by focusing on interventions to reach out-of-school children, increase educational opportunities for girls and women, and increasing access to primary education.
Expanding access to and completion of primary schooling implies reaching children from households at society’s margins.

- A commitment to compulsory primary education signals that the nation’s leaders place high priority on education as a central pillar of development and supports healthy debate about what constitutes education and how it can be funded. Having a strong national framework for primary or basic education is a necessary, although not sufficient, condition for the full set of institutional changes required to accelerate progress. This means that there is a need to strengthen the national commitment.

- Another solution will be parental and community involvement in education, which anchors education in the social fabric of the community, fosters demand, and ensures that schooling provides social benefits and economic returns that reflect local priorities and values. Whether parents and communities provide financial support, administrative support, or simple play an oversight role, local engagement, commitment, and support remain vital to ensuring that schooling is a priority for the community. This shows that there is a need to improve accountability through local control.

- To improve the information at a local level, especially for parents and communities. Information is an essential element in local control and accountability. Parents and school administrators need information about the effectiveness of their local schools. Simple indicators of relative performance – spending per child, preparation of teachers, educational outcomes compared with other schools are essential. Such information is generally unavailable to parents, particularly parents who are most likely to face failing primary schools.

- In order to achieve the MDGs, specifically the first two goals, which focuses on reducing hunger and poverty and ensuring universal primary education in 2015, we need to change the traditional aid agencies and address the needs of the World’s biggest neglected majority-rural people. This can be achieved through partnership among aid specialists working in education and those working in Agriculture and rural development.

- Finally, to attract and retain learners and to meet their needs effectively, there must be a simultaneous commitment to improve the quality and relevance of basic education programmes. In many instances, this will entail designing and
running the programmes in close harmony with other development activities organised in the rural areas, to ensure that learners can put their knowledge and skills to good use.

4.5 Suggestions for further research
The research model used in this study has proven to be extremely helpful in determining the primary issues of attaining primary education. In addition it has allowed for the creation and future use of primary education in order to have community development which may serve as background material for subsequent research in this area. However, further refinement or redesign of this model in future research might allow for additional important insights regarding the implementation of primary education in developing rural communities.

Based on the research completed for this study, the following questions have been generated for future research possibilities.

- What is the best approach to strategic planning for universal primary education?
- What should primary education for local government look like?
- Does individual expertise have an impact on primary education implementation effectiveness?

In addition to the questions proposed above, some technical differentiations might be useful in making this kind of study more representative and generalizable.

Finally, for further study, it might prove preferable to engage in individual interviews with each respondent as opposed to a standard descriptive method. The nature of the information seems to require detailed explanation and a degree of ‘drawing out’ the respondent.

4.6 Conclusion
The researcher has made the recommendations which are a synthesis of guidelines in the literature review and findings of the document analysis and the research’s informed opinion. It is hoped that the comments and suggestions made in this research will prove useful for the promotion of attaining primary education in the Eastern Cape and South Africa in general.
Overall, the findings of the study have shown that various factors have led to setbacks and contradictions in the attainment of primary education. Furthermore, major socio-economic obstacles continue, however, to retard progress on the provision of quality education. While education alone cannot erase the high poverty and inequality in society, it is evident that quality education underpins the entire set of MDGs with improved levels of education having a mortality, women’s empowerment, access to better employment opportunities and increased participation in decision-making processes.
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