

**TEACHER PARTICIPATION IN COMMUNITY
DEVELOPMENT IN THE INSIKAZI CIRCUIT IN
MPUMALANGA PROVINCE**

BY

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DECLARATION

I declare that mini dissertation hereby submitted to the University of Limpopo, for the degree of Master of Development in the Faculty of Management and Law has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Maseko T.E (Ms)

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DEDICATION

This dissertation is dedicated to my mother Emily and my late father Willy MbokodoMaseko.

ACRONYMS

NGO Non – Government Organization

HIV Human Immune Virus

AIDS Acquired Immune Deficiency Syndrome

UNDP United Nations Development Programme

UNESCO United Nations Educational, Scientific and Cultural
Organization

ABSTRACT

This study was undertaken with the purpose of investigating the involvement of educators in community development in the Insikazicircuit.

In terms of research design, the study used a case study, namely the Insikazi community. In-depth interviews were carried out with participants. Focus group discussions were also used to weigh the different standpoints of stakeholders and establish areas of agreement and disagreement. In line with the dictates of qualitative research, data analysis was done using the constant comparative method. Each interview was transcribed, labeled and appropriately coded using emerging themes.

The researcher found that educators should act as promoters of community education by inviting the community to school meetings and sensitizing them about the need for their children's' education. However educators do not get the opportunity to do so since the majority of parents do not honor such meetings. Some of the key findings include:

- Educators were seen as sources of information for the community by bringing awareness to the community but their busy schedules usually mitigate against their playing this role.
- Educators should be community mobilizers but they are not effective in this role as they are usually out of touch with community needs.
- Educators should play the role of as organizers and coordinators of the different stakeholders, but the majority of them indicated that they were not interested in community work as it is demanding.

Some of the reasons that hampered effective educator participation in community development include a lack of time, unresponsive parents/community and lack of monetary incentives.

It is therefore recommended that to overcome all these problems there needs to be regular interaction between the community and the educators. During such interactions, issues pertaining to community development and how community development should benefit both the community and the educators should be highlighted. It is the researcher's hope that through such interactions, it will be possible to build genuine partnerships between the community, educators and other stakeholders.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Educators are important players in the development of communities, especially rural ones. Indeed communities expect them to promote the importance of education among parents so that they enroll their children in schools, be part of the adult education programmes and be part of awareness programmes regarding vaccination, birth control measures, woman' health, and child birth, cleanliness in and outside home, contagious diseases and personal hygiene programmes. Community members, and especially parents of students, expect educators to play a role model for their children more than they are themselves. They thus expect them to avoid any behavior which might be bad for children to imitate. Among illiterate communities educators are looked at as guides, philosophers and counselors. Indeed community members generally approach educators for seeking solutions to their problems.

In view of the above observations, this study is structured to investigate educator participation in the Insikazi community. The community is located in the Insikazi circuit in Mpumalanga province, South Africa. It is a poor, rural community, with poor living conditions. According to the results of the community survey conducted by the Insikazi district council in 2009 statistics, the Insikazi circuit has 32 schools: 9 secondary schools and 23 primary schools. There are 15 villages and only one is a township. Most of the people in the villages are not employed and they solely depend on child grants. Most of the youth have completed matric and some of them are school dropouts, it is estimated that about 2000 children in the circuit between the ages of seven and 15 are not attending school. There are no income-generating projects which are initiated by the community, due to lack of guidance and knowledge among the community members.

To alleviate hunger among school children, the government introduced a school feeding scheme, but this serves only primary schools. Learners in secondary schools therefore have to go without food throughout the day, when at school and in certain cases even when at home. With regard to girl learners, the situation is even worse as they also face the possibility of dropping out of school due to early pregnancies, a phenomenon that is very common in the area.

In this research a brief literature review regarding educator participation in community development is attempted. But before that, the statement of the problem is identified and the research questions given. The aims of the study, research methods and ethics to guide the investigation are also explained.

1.2 STATEMENT OF THE PROBLEM

The role of educators in uplifting a rural community cannot be overemphasized. Educators may not only be instrumental in increasing the school enrolment rates, but could generally aid in alleviating poverty in the community and enhancing the community's development. If community development has to be realized, Educators have to engage prominently, either individually or through NGOs, in activities like literacy programmes, adult literacy, and poverty alleviation, community agriculture and HIV / AIDS prevention programmes. But the policies of Non-Governmental Organizations and action manuals in Insikazi do not mention the role of educators at all. It indeed appears that community development in the Insikazi circuit excludes teachers as if they were not part of, or not members of the community. If this anomaly is not addressed the community could miss out on educators' contribution to community development and thus be condemned to the vicious circle of poverty and underdevelopment.

1.3 AIMS OF THE STUDY

The aims of this study are as follows:

- To investigate the role of educators in community development.

- To explore the extent to which educators could be involved in community development.
- To suggest strategies by which educators could participate in community development.

1.4 OBJECTIVES OF THE STUDY

The objectives of this research are to:

- To determine the extent to which educators in the Insikazi circuit participate in community development.
- To establish the role of educators in community development in the Insikazi circuit.
- To recommend interventions aimed at enhancing educator participation in community development initiatives.

1.5 RESEARCH QUESTIONS

The following research questions will guide the study:

- What is the role of educators in Insikazi in community development?
- To what extent do educators in Insikazi participate in community development?
- What strategies could be used to enhance educator participation in community development?

1.6 DEFINITION OF CONCEPTS

1.6.1 PARTICIPATION

The concept “participation” can be defined from different perspectives. According to Mosoge in Isabirye (2002), participation means involvement and could entail among several other things task delegation, integration of individual and community goals. In

the context of this investigation therefore the term will be used to denote educator involvement in the community, planning and contributing towards community development projects. It will also denote educator initiatives that are designed to eradicate poverty within the community and thus increase the living standards.

1.6.2 DEVELOPMENT

The United Nations Development Programme (UNDP),(2008) defines development as 'to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community.' Human development is thus freeing people from obstacles that affect their ability to develop their own lives and communities. In this regard development can be equated to empowerment.

1.7 OUTLINE OF RESEARCH REPORT

Chapter 1: Introduction and background

Chapter one is an introductory chapter, giving the background to the problem, aims and objectives of the study and the research question. The significance of the study will be given and a summary of the research design and methods.

Chapter 2: Literature review

Chapter 2 is a literature review chapter. The literature review will highlight the extent to which previous research work has been done in educator's participation in community development by other researchers.

Chapter 3: Research methodology

This chapter highlights the research methods that similar studies have used and also describes the research methodology employed in this research.

Chapter 4: Data analysis and Interpretation

The chapter shows how the information from case study findings is represented.

Chapter 5: Conclusion and recommendation

This is the final chapter of the study and its main focus is to conclude this enquiry based on the data collected the researcher will recommend critical inputs to the research topic. Critical issues for further research will be identified and conclusion will be presented in this chapter.5.

1.8 SUMMARY

This introductory chapter focused on the background to the study. The research problem, aims and objectives of the study were stated, and the research question given. A limited literature review was attempted. It was indicated in this chapter that the research is of a qualitative design. Indeed a brief description of a qualitative research was rendered. In the next chapter a literature review is attempted.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

In chapter one the statement of problem, aims of the study, was discussed and conceptualized. In this chapter, the literature pertaining to educator participation in community development is rendered. A comprehensive definition of community development is given, and ways through which educators could participate in community development are explored. It is argued in this chapter that educators can participate in community development in several ways that include promotion of the importance of education among parents, participation in adult education programmes and participation in awareness programmes. But if they have to effectively participate in community programmes and thus bring about community development, educators must be service-minded, unselfish, conscientious, not money-minded, loving to people and sympathetic.

2.2 COMPREHENSIVE DEFINITION OF COMMUNITY DEVELOPMENT

It is not easy to give a common definition of community development, nor is it possible to come up with a universally agreed upon definition. Part of the confusion rests with the fact that community development is both process and product. Christenson (2009:120) note that the practice of community development is not one that is not focused solely on material resource development, nor is it devoted exclusively to systems for addressing community needs. On the contrary, it is an integrated process that entails community problem-solving and community building. This implies that community development is an integrated process through which community problems are assessed, identified and solved. Through the process, community capacity is enhanced as community problems are addressed.

Community development can therefore be defined as an intervention designed to bring about positive change within the community. It is a deliberate attempt by community

people to work together to guide the future of their communities and the development of a corresponding set of techniques for assisting community people in such a process Christenson (2009:123). It is an educational approach which would raise levels of local awareness and increase confidence and ability of community groups to identify and tackle their own problems. Maritz and Visagie (2010:91) view it in terms of a series of community improvements which take place over time as a result of the common efforts of various groups of people. Each successive improvement is a discrete unit of community development. It meets a human want or need.

Whichever way one looks at it, community development is all about the active involvement of people in the issues which affect their lives. It entails sharing of power, skills, knowledge and experience. It takes place both in neighbourhoods and within communities of interest, as people identify what is relevant to them. In the context of this investigation the term will be used to mean local people taking control of their own lives, expressing their own demands and finding their own solutions to their problems, transforming their community, enlarging their choices, acquiring knowledge, and having access to resources for a decent standard of living of the community. Indeed Van der Merwe & Van der Merwe (1999:5) have defined it in terms of programmes that change the process of economic development to ensure basic quality of life for all people, and protect the ecosystems and community systems that make life possible and worthwhile.

Through community development thus individuals and communities grow and change according to their own needs and priorities, and at their own pace, provided this does not oppress other groups and communities, or damage the environment. Maritz and Visagie (2010) adds that it involves citizens in collective activities aimed at socio-economic development. Community development is therefore a concept associated with advancement, betterment, capacity building, empowerment, and enhancement and nurturing within a given community and is identified by a number of characteristics as indicated below.

- Participation comes from a broad cross section of the community.
- Deliberations are made on the basis of well-informed participation.
- Decisions are the result of consensus or democratic majority rule decision-making.
- The process purposefully fosters group building, leadership development and capacity building (process objective) as an essential element, while striving to successfully address a substantive issue as well (product objective).
- Processes are largely focused on a purposeful and systematic approach to addressing a local concern(s).
- Community issues or problems are investigated holistically, linking issues and appreciating the complexities of the community in assessing and resolving the issue.
- Processes are flexible and not rigidly structured to only deal with an initial concern.
- The genesis of efforts is often a locally perceived crisis or potential crisis, although some initiatives arise from subtle mandates from broader units of government, opportunities to gain additional resources, or simply the pride of a key champion (*EPA/USDA, 1998*).

In light of the above definition and characteristics of community development, the question that now arises is: how can educators participate in community development? This will be explored in following sections.

2.3 EDUCATORS' PARTICIPATION IN COMMUNITY DEVELOPMENT

Research suggests that educators have a strong role to play in community development. But for them to take part in development activities they must have a clear understanding of the context in which non-formal community and action-based adult education is situated. Within the context of a grassroots community group, an educator is engaged in different activities, is seen by others as a different resource, and is faced with expectations arising from the role of schools in the community. When exploring educator participation in a poor community, certain ground realities must be kept in

mind. These include among several others, poor or low enrolment of learners in primary schools, low literacy rates, high rates of teenage pregnancies, economic backwardness, poor health and low women literacy.

Against the above context, an educator's role as a participant in community development is a very dynamic one. The various roles that an educator can play in such a community could include the following:

- Promoting the importance of education among parents, so that they enroll their children in schools.
- Participate in adult education programmes organized for educate adults who never had an opportunity to go to schools in their childhood.
- Participate in awareness programmes regarding vaccination, birth control measures, woman' health during pregnancy and child birth, cleanliness in and outside home, contagious diseases, personal hygiene.

Since they are the elite of communities, educators are expected to inform community members about proper sources of information like where to find doctors, clinics and sources of information on issues like HIV/AIDS and vaccination. Whether in urban or rural areas educators are expected to educate communities on important national issues like voting and census. Community members, and especially parents of students, expect a teacher to be a model for their children more than they are themselves. They want a teacher to avoid any behavior which might be bad for children to imitate. In a rural community where a majority of the adult population is likely to be illiterate, an educator acts as a guide, philosopher and a counsellor. Generally, people would approach an educator for seeking solutions to their problems, such as their children's education and civic issues.

From the foregoing paragraph, it can be seen that the expectations of the community of an educator, especially in a rural area are manifold. The educator's role therefore, is multi-dimensional and in order to successfully carry out these roles, the educator should have the following attributes:

- Service-mindedness;
- Self-lessness;
- Being conscientious;
- Not being too money-minded;
- Being loving to people; and
- Being empathetic.

With all the above attributes the educator will be able promote active and representative citizen participation so that community members can meaningfully:

- influence decisions that affect their lives;
- engage community members in problem diagnosis so that those affected may adequately understand the causes of their situations;
- help community leaders understand the economic, social, political, environmental, and psychological impact associated with alternative solutions to the problem;
- assist community members in designing and implementing a plan to solve agreed-upon problems by emphasizing shared leadership and active citizen participation in that process and
- disengage from any effort that is likely to adversely affect the disadvantaged segments of a community; and actively work to increase leadership capacity (skills, confidence, and aspirations) in the community.

Swanepoel (2007:122), and many others are quite practical in this subject and yet have not addressed the possibility of teachers taking part in community development activities. Their focus on community development efforts do not specify the role teachers can play. There is an emphasis on involving several structures in society, but teachers are not specifically mentioned. The operational definition of participation adopted for this research is that it is the action by which people are voluntarily taking part in community development activities to improve their living conditions.

2.3.1 PROMOTING THE IMPORTANCE OF EDUCATION IN THE COMMUNITY

Within the current social, economic, cultural and political context, educational institutions and educators are under pressure to demonstrate their usefulness to the communities in which they are located. Educators are therefore supposed to demonstrate their usefulness to the community and to emphasize the roles of their schools as change agents in communities by actively participating in the community development of their communities (Bond & Paterson, 2005). One way of doing this is for educators to emphasize to the community the usefulness of education to community members.

In this regard parents are encouraged to register their children at schools as they are also encouraged to work hand in hand with the educational institutions to ensure that teaching and learning takes place. Parents can act as a great resource if encouraged to actively participate in the delivery of their children's education. In this regard the role of the educator would be presenting them with ideas and activities they could do at home with their child to enhance their learning process.

As educators encourage community members to participate in the children's education, they can at the same time encourage community members to register more children at educational institutions. It is vital to note in this regard, that enrolment rates in primary schools in poor communities are still low. It is even worse when it comes to the enrolment of primary and secondary school girl students (<http://www.unicef.org/mdg/education.html>). Therefore if educators actively participated in communities by encouraging or promoting education, it will go a long way eliminating gender disparity in primary and secondary education. This will not only be contributing to the development of a specific community, but it will also be working towards the achievement of one of the Millennium Development Goals, namely achieving gender parity by 2015.

According to UNICEF, equal access to education is the foundation for all other development goals (<http://www.unicef.org/mdg/education.html>). What this implies is that for equitable development to take place in any community, educators have a role to ensure that there is equal access to education and that gender disparity is eliminated at all levels of education.

2.3.2 PARTICIPATION IN ADULT EDUCATION PROGRAMMES

Teachers have an important role to play as catalysts of adult education in their communities. According to UNESCO (2002), adult learners are central in literacy programmes. If learners do not come to the classes, then the programme cannot be successful.

In this regard, therefore, the educators' role would be to impress upon community members the importance of education. This would consequently ensure that community adult learners come to the classes. Educators could also play the role of facilitators in such programmes (UNESCO, 2002). Their role in this case would be creating a favourable environment that would ensure that achievements of the objectives of adult education programmes. This can be done, among several other ways, by promoting awareness.

This entails making the community members aware of the literacy programmes. This can be done by organizing literacy festivals for the community. In this case facilitators and potential learners from all over the community are invited to attend. They could be organized to play games such as mental mathematics, participate in quiz competitions based on local knowledge and participate in tugs-of-war. Games between different sections of the community may also be organized and winners are acknowledged and rewarded. It is during such community events that people are encouraged to enroll in the literacy programmes.

2.3.3 PARTICIPATION IN AWARENESS PROGRAMMES

Development in a given community, especially poor communities is closely associated with the extent to which community members are informed about issues that directly affect their lives and health. As mentioned in section 2.3, communities need to be aware of matters regarding issues like vaccination, birth control measures, woman' health during pregnancy and child birth, cleanliness in and outside home, contagious diseases, personal hygiene, women and children rights and HIV / AIDS (<http://www.unicef.org/mdg/education.html>). As enlightened members of the community, educators could either formally or informally organize community members or educate them on the aforementioned issues as indicated in the sections that ensue.

2.3.3.1 ADVANCING THE RIGHTS OF WOMEN AND CHILDREN

Women, children and girls are normally the downtrodden groups in poor communities. In such communities, children start life without adequate means of nutrition, learning, and protection (UNESCO,2009)

Not surprisingly, in an investigation done by UNICEF in 67 countries, primary school attendance and enrolment rates for girls was less than 85 per cent. Statistics do also indicate that globally there are just 96 girls for every 100 boys in primary school, with disparities at the secondary level even more acute online. (<http://www.unicef.org/mdg/education.html>).

It is vital to note here that uneducated girls are more at risk than boys to become marginalized. They are not only more vulnerable to exploitation, but also more exposed to contract HIV/AIDS, which spreads twice as quickly among uneducated girls than among girls that have even some schooling.

Nearly a third of all adults living with HIV/AIDS are under the age of 25, and almost two thirds of these are women. As unschooled adults, these girls will be less likely to have a say socially and politically and to be able to support themselves. Women's rights and

access to land, credit and education are limited not only due to legal discrimination, but because more subtle barriers such as their work load, mobility and low bargaining position in the household and community prevent them from taking advantage of their legal rights. These problems affect their children, and the vicious circle continues.

Given the situation as painted in the preceding paragraph, educators as elites within their communities could introduce programmes to educate and change the status quo. Fourie (2003) indicates that this could be done through the introduction of non-formal education programmes within the community. Non-formal education here means organized learning outside the formal education framework, which does not usually lead to national qualifications.

It is education that is very important in communities with very high illiteracy rates, high poverty rates, and high levels of unemployment, practical skills shortages, and high HIV/AIDS prevalence rates. Indeed, in their book titled "Non-Formal Education in African Development", Sheffield and Diejomaoh (1972) detail several case studies from numerous African countries which show how non-formal education has contributed to the development of those countries.

Writing on the context in Africa, they indicated thus: "In Africa, as in other parts of the world, most people have traditionally acquired their skills, knowledge and attitudes from institutions other than formal schools. Even where formal school systems have been established, a relatively recent phenomenon, it is still difficult to separate the impact of schooling from that of one's family, community, cultural and social institutions, and training on-the-job.

But it has become increasingly apparent in all countries that learning acquired in a life-long process is of far greater importance than the more specific knowledge transmitted in schools” (Sheffield & Diejomaoh, 1972, p. IX).

In view of Sheffield and Diejomaoh’s observation, it can be maintained that educators should use non-formal education programmes to ensure that girls, learn and thrive in quality, child-friendly learning environments. They could also work hand in hand with NGOs like United Nations Girls’ Education Initiative (UNGEI) and organizations like UNICEF to coordinate efforts of a broad range of partners at global, regional, and national levels to meet the goals of gender parity and equality in education within the community. By working with these partners, by raising awareness within the community, by assisting governments with policy and problem solving when invited to, and by helping communities to mobilize around these issues, educators will be ensuring that girls’ rights to education are realized and will thus be contributing to community development.

2.4 EDUCATORS AS COMMUNITY MOBILIZERS

As facilitators of a non-formal education programmes for community awareness and development, educators must know something about the community and its people in order to obtain their support of any initiated development activities. UNESCO (2002) note that it will be extremely difficult for developmental programmes to succeed, unless the initiators of such programmes had the support of the community.

In view of the above observation, the educator should view community members as the most important resource to bring about community development. As a resource mobilizer his/her role would be to make sure that community members plan and take charge of transforming their community and their lives. The community is used to identify the resources for development and to organize such resources for development. Where there is a mechanism of local self-government, the educator ensures that important decisions are made at the local level by the local people themselves. The educators’ role would therefore be to help the community:

- identify needs and promote community interests;

- promote good leadership and democratic decision making;
- identify specific groups for undertaking specific problems;
- identify all the available resources in the community;
- plan the best use of the available resources and
- enable the community to better govern itself.

The question that now arises is: How does the educator identify and mobilize resources for community development? According to UNESCO (2002) the first thing would be for the educator to get complete information the community. This can be done with the help of community members and the chiefs. With the help of all these stakeholders, the educator should be able to identify the different houses, institutions, religious places, wells, ponds and other sites and items that could serve as resources in community development. If the development should be related to education the educational status of the village should be examined. In this regard information regarding how many people live in one house, how many children live in each house and how many are going to school; how many adults are illiterate; and the occupations of the family members and their income are examined and noted. By the end of the exercise, participating educators should be able to identify all the available local skills and resources to aid in development.

According to UNESCO (2009) obtained information from an exercise as described in the foregoing paragraph, can then be used to plan, mobilize resources and assign responsibilities for each participating stake holder. Resultantly appropriate solutions to the problems will be got. If the community has a problem with adult illiteracy for example, the participating educators could assist in executing the following actions:

- forming a community education committee;
- establishing a literacy centre after identifying a location;
- identifying local persons who can help in different activities at the centre;
- motivating community members make contributions in money and kind to repair the literacy centre building;

- conducting various activities to encourage adult learners to come to the centre and
- collecting used writing boards for learners.

2.5 EDUCATORS AS COORDINATORS

Apart from mobilizing resources, educators can also play the role of coordinators. As coordinators, they are charged with the responsibility of ensuring that effective linkages between community development programmes and other development programmes are established. As the educated members of the community, educators could in this regard contact government departments and government schemes for loans and training for more assistance to community members and programmes. Local banks can also be contacted for either donations or loans at a small interest. Such loans and donations could be used by enterprising community members in their businesses or for the established community programmes. Such financial assistance will help not only to keep the established programmes running, but will also help community members improve their financial status (Bond and Paterson, 2005).

From the preceding explanation, it can be maintained that educators as coordinators and facilitators of community development programmes can play the following roles:

- inviting the local development officials to the literacy centre for discussions;
- collecting and distributing information / materials about different development schemes that are suitable for the newly literate community members;
- responding to villagers who want help with projects they are undertaking;
- helping the newly literate to fill in forms and accompanying them when they go to development departments / agencies;
- organizing events for community involvement;
- organizing field visits to model centres of different development departments and agencies;
- sending community members for skill training conducted by different development departments and agencies;
- organizing camps and campaigns for community development and

- enrolling learners in youth clubs, social organizations or cooperatives; in the community, such as those in public health, irrigation, agriculture, banking and loans, small-scale industry and women's empowerment.

From the foregoing paragraph, it can be seen that educators can play various roles in a community to enhance development and that the community can hold high expectations of the educator.

2.6 FACTORS TO BE CONSIDERED FOR SUCCESSFUL COMMUNITY DEVELOPMENT

2.6.1 DEVELOPMENT INTERVENTION MUST BE SOCIALLY ACCEPTABLE

Interventions need to be socially acceptable and responsive to local priorities and community structures in order to be long-lasting and move beyond tokenistic participation. Engagement with communities should be culturally appropriate and strengthen or revalidate positive cultural mechanisms and traditions. The healthy aspects of community participation are negated when a 'one-size-fits-all' community participation approach or a set of 'best practices' is implemented without taking into consideration the local context (i.e. by including cultural mechanisms or social practices validated by the community).

2.6.2 PLANNING SHOULD BE FOR THE LONG TERM

It is important that a long term approach to development be adopted. This will imply a shift in roles for the community. Thus focus will no longer be on the operational aspects like contributing resources. Focus will rather be on the management and governance of the initiated programmes. With the support of local and international NGOs, some of the initiative programmes can be further developed and replicated on a larger basis. It is envisaged that if community members are trained as managers, these programmes can grow bigger, eventually evolving from being local community projects to becoming regional and national. With proper management, activities are bound to become more

coordinated. These changes in roles take place incrementally, and should be supported by training and guidance so that community members feel empowered and confident in these roles. There is need to note that this can be a challenge if funding of projects is only for the short-term.

2.6.3 KEEPING COMMUNITY EXPECTATIONS REALISTIC

When any development project is initiated, it is important that communities are not promised more than what they will benefit from the programmes. If a community's expectations are unrealistic, there is bound to be dissatisfaction in cases of non-delivery of what was expected. This will eventually work against the development and smooth running of the project. Shedding light on this observation, UNESCO (2009) reveals a scenario in the Sudan where the Sudan Basic Education Program supported by the United States Agency for International Development (USAID) had difficulties in convincing communities to support the volunteer teachers and provide other in-kind contributions to schools. This was because communities were used to receiving payments or stipends from NGOs for similar in-kind contributions. What this implies is that if any community development project is to be started, the educator as a facilitator and initiator should create a shared sense of ownership around the project and should emphasize right from the beginning the benefits for the community. The interventions should also encourage locally-generated participation and should recognize stakeholders' contributions, and their limitations, so that expectations are appropriately managed.

2.6.4 BUILDING PARTNERSHIPS

It is important not only to build trust within communities, but also between communities and their partners. Genuine partnerships are based on an understanding that not all parties bring the same resources. A balanced understanding of what works and why it works is needed. For example, selecting educators from the local community who are known and accepted by the community is as important as providing teachers with the right training. UNESCO (2009) supports this observation with the Afghan experience where local educators were preferred in the Policy Guidelines on Community-Based

Education from the Afghan Ministry of Education. The guidelines prioritize local educator appointment to ensure that they are active within the community and will be supported by the communities. In addition, partnerships need to be developed incrementally with mutual gains and contributions from all partners.

2.7 SUMMARY

This chapter explored the educators' role and participation in community development. A comprehensive definition of community development was given and the roles the educator could play in the process of development were explored. It became evident that as elites of communities, educators play several roles in the development of their communities. Among several other roles, it was indicated that they can work as mobilizers of resources for community development, coordinators of development programmes, and facilitators of adult education programmes within the community. It also emerged from the literature that educators are well positioned to conduct awareness programmes on issues like HIV/AIDS, maternal health, child and women's rights in their communities. But if all their efforts have to yield the expected results, it was argued that in the development process, educators have to promote the use of existing positive community structures, work with existing community capacity and needs and integrate capacity development and training for communities. It was also argued that there was need to integrate education responses with broader community initiatives and to plan for long term community development.

In the next chapter the research design and methods used to answer the research questions are discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

Research design refers to the techniques and procedures that are used to collect data (De Vos & Fouchie; 2008:77). It is a plan that shows the entire procedure to be used to collect and analyze data with a view to answering the research question. Edward and Jones (2006) notes that the plan should be manageable, feasible and economic and should in the end produce data that is reliable. The manner in which a researcher structures the design is informed not only by the research problem but also by the data needed to answer the research question. A qualitative research design was used. Indeed it is this type of design that informed the type of data that was collected and the methods that were used to analyze the collected data (Henning et al., 2004:36). There is however a need to mention that there are several qualitative designs, each suitable for a particular research question Leedy & Ormrod, (2010:149). Thus the decision to use a particular design type and not another in this research was governed by the research question and aims of the study. In this particular work a qualitative case study research design was adopted.

3.2 THE CASE STUDY AS A DESIGN GENRE AND ITS SUITABILITY IN THIS INQUIRY

Case studies focus on single cases that are examined in detailed ways for periods that could range from as short as a single day to several years, (Denzin and Lincoln, 2005). Thus a researcher may adopt a single case or a multi-case design. Whilst single case studies are revelatory (Leedy and Ormrod, 2010:144), multi-case ones are suitable in instance where there is need for cross-case comparison, literal or theoretical replication. In addition to being designed to reveal significant aspects of a phenomenon. Single-case studies are also used in situations that require in-depth investigations to provide rich descriptions and understanding of a case in single settings.

In light of the research questions and the purpose of this inquiry, the researcher adopted a single case design study. Dooley (2002:336) notes that the case studied could be a person, an institution a group of people, or even a country but it must be a

contemporary phenomenon within its real-life context. The phenomenon investigated should be uniquely embedded within the context (Yin, 2004:13). In line with the foregoing observation, the researcher chose the community of the Insikazi circuit where two contemporary issues, community development and teacher participation were examined in the context of that community (Leedy and Ormrod, 2010). The choice of the Insikazi community as a case and the use of case study methods enabled the provision of descriptions and explanations to illuminate issues pertaining to educator participation and community development. Therefore, the justification of the case study design was based on the need to understand the role of educators as participants in community development.

3.3 CASE SELECTION AND POPULATION, SAMPLE AND SAMPLING TECHNIQUES

3.3.1 CASE SELECTION AND POPULATION

The Insikazi community constituted the case. The teachers within the community and the community leader constituted the population. Swanepoel (2007:34) notes that it is useful to select cases that are typical or representative of others. However, the author further observes that case study research is not sampling research; implying that there may be no need to select a typical case. Therefore, selection of the Insikazi community as case in this inquiry was due to:

- The researcher's desire as an educator to understand the role of educators in community development.
- The need to maximize what could be learned about educator participation in community development in the context of the selected community.
- The thinking that being an educator herself, the researcher would access the informants with ease and that, such informants would be hospitable to the inquiry (Stake, 1995:4).

3.4.2 DATA COLLECTION THROUGH FOCUS GROUP INTERVIEWS

Focus group interviews were also used to solicit the viewpoints and opinions of participants. According to Krueger (1994:6) "a focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment." The reason for choosing the focus group method of data collection was based on the value of focus groups for sharing ideas and perceptions and to create a thick description of the research phenomenon (Neuman, 2006:19). Secondly this form of data collection is a relevant method of data collection within a qualitative research design based on the intent of focus groups to understand not to infer, to determine range not to generalize and to provide insight about how people perceive a situation and not making statements about them (Neuman, 2006:21).

This was also a good method with regard to obtaining depth and detail from individuals, but the researcher in this case was also interested in letting the participants "spark off one another, suggesting dimensions and nuances of the original problem that any one individual might not have thought of" (Rubin & Rubin, 2005:140). Indeed at times a totally different understanding of the research problem emerged from the group discussion (Rubin & Rubin, 2005:140). Through this method of data collection groups created their own structure and meaning, in addition to clarifying arguments and revealing diversity in views and opinions. The focus group method was thus chosen as a source of validation in this research.

Four focus groups, of six participants were each used in this investigation. The researcher, who was also the interviewer acted as moderator, and guided the conversation.

With regard to the population, it entailed all the teachers in the community and community leadership. The community has 32 high and primary schools combined with a population of 680 teachers and 5 prominent community leaders. Not all schools and teachers are participants in community development projects. Consequently the researcher used a purpose sample to choose the sample as explained below.

3.3.2 SAMPLE AND SAMPLING TECHNIQUES

With information from the circuit office indicating which schools participated in community development projects, the researcher purposively and conveniently included the 10 schools that were very active in community development. According to Merriam (1998:61) a researcher who uses this form of sampling reaches out to those participants considered to have the information sought. Indeed in this investigation only educators who participated in community development activities were chosen.

This was done with the help of the ten principals of the active schools in the community. An initial ten participant educators were chosen. Additional participants to constitute the sample were traced through snowballing. Groenewald (2004) defines snowballing as a method of increasing the size of the sample by asking one information rich informant to recommend another who is also information rich. The full size of the sample was therefore informed by the result that the researcher was obtaining. Thus data were collected until a stage of data saturation, a point where no new data emerged. All the five community leaders were included in the sample.

3.4 DATA COLLECTION

3.4.1 DATA COLLECTION THROUGH THE SEMI-STRUCTURED INTERVIEW

Data was gathered through interviews with the selected participants.

The interviews were guided by open-ended questions and probes, but conducted in a conversational or discursive style (Henning et al., 2004:53). This method of data gathering was chosen because of its potential to yield big quantities of data from which the research questions were answered. According to Charmaz (2002:679-680) interviews with open-ended questions as proposed in this study, allow the participants to express their feelings without the restrictions imposed by structured interviews.

Resultantly views about the participants' roles in community development were brought to the fore. Isabirye (2005:36) observes that it is this discovery of the participants' views,

emotions and values that enable the researcher to construct an explanation for the problem under examination. The interviews were arranged at the participants' suitability and lasted almost 60 minutes for every participant. Each interview was recorded and transcribed verbatim for analysis. In the event of ambiguity and vagueness of any participant's statements, clarity was sought through probing questions. Data collection continued until saturation stage. This is a stage where extra collected data made no change in the emerging findings.

3.4.2 DATA COLLECTION THROUGH FOCUS GROUP INTERVIEWS

Focus group interviews were used to solicit the viewpoints and opinions of participants. A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. The reason for choosing the focus group method of data collection in this case was based on the value of focus groups for sharing ideas and perceptions and the need to create a thick description of the research phenomenon (Neuman, 2006:79). Focus groups are also a relevant method of data collection within a qualitative research design based on the intent of focus groups to understand not to infer, to determine range not to generalize and to provide insight about how people perceive a situation and not making statements about them (Neuman, 2006:87). This indeed contributed to the decision to use this data collection method in this case.

Indeed, during the interviewing process totally different understanding of the research problem can emerge from the group discussion at times (Rubin & Rubin, 1995:140). According to Yin (2004:197) groups create their own structure and meaning and a group interview provides access to their level of meaning, in addition to clarifying arguments and revealing diversity in views and opinions. The focus group was therefore chosen for validation in this research.

In these investigations four focus groups, two from the community and two from the educators, were used. Each group consisted of 6 participants who had certain characteristics in common that related to the topic of the group (Neuman, 2006:6).

The researcher conducted the interviews and encouraged sharing of ideas between participants (Neuman,2006:6). The interviewer labels herself as a moderator, "a person who is going to guide the conversation of others" (Rubin & Rubin, 1995: 140).

3.5 DATA ANALYSIS

Data analysis constituted the final stage of finding out what the respondents had said (Rubin and Rubin, 2005:225). The process of data analysis entails organising and re-arranging the data. In line with the dictates of qualitative research, data analysis was done using the constant comparative method. Each interview was transcribed and labeled as soon as it was finished. The data was then be subjected to coding, a process, through which data was compiled, labeled, separated and organized (Charmaz; 1998:112).

Coding was done in three stages, namely open, axial, and selective coding (Strauss & Corbin, 2008). During open coding, the researcher undertook a line by line reading of the transcripts, identifying highlighting and comparing phrases and words (units of meaning) that carried certain meanings. Units that carried similar meanings were grouped together in provisional categories (Leedy and Ormrod, 2010:128).

During axial coding the process of relating categories to their sub categories to establish relationships between the data continued. Questions regarding what gave rise to the identified categories, conditions under which such categories arose and with what consequences were asked; noting how one category illuminated another (Henning et.al., 2004:115).

Selective coding involved refining the axially coded categories, with the aim of identifying or constructing a central category that epitomized the main theme of the investigation. Mellion & Tovin (2002:117) indicate that the central category should have explanatory and analytic power. To ensure this explanatory and analytic power of the central category, the categories were re-examined and refined. Mellion & Tovin (2002:117) note that this is a stage where the researcher should aim for internal

consistence of the categories, develop poorly developed ones and do away with those categories that do little to answer the research questions. Once all the sets of collected data had been coded and categorized, it was possible to note the relationships between all the formulated categories, what the categories jointly indicated and how they addressed the question of educators' participation in community development research questions (Henning et al., 2004:106). The identified categories constituted the preliminary findings of the investigation.

3.6 TRUSTWORTHINESS

Issues related to validity and reliability in qualitative designs, are described through strategies for trustworthiness (Maritz and Visagie, 2010). A research is trustworthy if readers of the research findings trust and believe in them (the findings). In this investigation Guba's Model of Trustworthiness as described by Maritz and Visagie (2010) will be used to ensure trustworthiness. According to Guba's model, readers will trust in a research findings if they are credible, transferable, consistent (dependable), confirmable and authentic.

3.6.1 CREDIBILITY (TRUTH VALUE)

A research work is credible if its findings have a truth value or reflect reality. Any research should therefore be executed in such a way that the likelihood of the findings being found credible is improved. Readers of the findings should agree that the findings are a reflection of reality.

To ensure credibility in this investigation, the researcher bracketed all personal assumptions and beliefs right from the outset of the investigation (Patton 2001). Credibility will also be achieved through the peer examination strategy. In this regard opinions of the researcher's peers and supervisor were sought to ascertain whether the researcher had constructed an appropriate interview guide and formulated the right questions. The strategy was also being applied to all the chapters in the study

3.6.2 TRANSFERABILITY (APPLICABILITY)

Transferability refers to the ability of the research to be applied in similar contexts. A researcher needs to indicate clearly how a research has been carried out and how conclusions have been made to ensure applicability.

In this inquiry, the researcher described the entire research process in such a way that other researchers can follow similar steps. The findings were described in depth and where need be, were punctuated with direct quotations from the interviews (Henning et al., 2004; Maritz and Visagie; 2010).

3.6.3 DEPENDABILITY (CONSISTENCY)

Findings of an investigation are deemed dependable if they remain consistent if an independent researcher comes to the same conclusions if he analyses the raw data (Maritz and Visagie, 2010). In this investigation consistency will be achieved through triangulation. In addition all aspects and processes of the research, including methodology, characteristics of sample, data collection and data analysis will be fully described (Henning et al., 2004).

A clear, defensible and traceable audit trail, (from raw data to the findings), indicating each step and justifying the links between each step in this investigation is described. After data analysis, information is presented and interpreted in a coherent manner against the backdrop of the empirical information that had been collected.

3.6.4 CONFORMABILITY (NEUTRALITY)

Conformability focuses on whether the results of the research could be confirmed by another person. In this research conformability will be achieved through a conformability audit trail, reflexivity and triangulation. The researcher carried out member checks. This involved opening up channels of communication with the participants, requesting them to clarify uncertainties and to confirm what could be emerging out of the collected data.

The provisional findings were shared with the research participants. Their views were solicited to confirm or reject what had emerged (Henning *et al.* 2004).

3.6.5 AUTHENTICITY

A research is authentic if the researcher is able to show (in the final report) a range of different realities as expressed by all the participants. A research is also authentic if the researcher has been fair to all the informants. Not surprisingly, Guba and Lincoln in Denzin and Lincoln (2005) describe the aspect of fairness as the hallmark of an authentic inquiry. In this inquiry authenticity or fairness were achieved by honouring all voices that had been interviewed. Thus all views, perspectives, claims and concerns that were expressed were reflected in the text. Debriefing, researcher interviews and researcher follow were also used as extra strategies to ensure fairness.

3.7 ETHICAL CONSIDERATIONS

A research of this nature is usually guided by a set of principles or rules that govern the involved parties. Strydom (1998:24) notes that such rules and guidelines are acceptable to individuals or groups of individuals involved in the research. These rules are called the ethics of research. Indeed if a researcher disregards such ethics it becomes harmful or potentially harmful to the involved parties.

The following are therefore the ethics that guided the researcher:

- Permission from the circuit management to allow me conduct the research was requested.
- Consent to audio record all the involved participants was sought.
- The research participants were assured that the given information would remain anonymous and that the collected information would not in any way be used against them: and that such information was for purely the completion of the

research only. Participants were thus requested not to fear any victimization from the authorities.

3.8 SUMMARY

This chapter focused on describing the process followed in gathering data. The research design was unpacked and why this particular design was selected. The research population was described and the sample and sampling methods given. The method of data collection was discussed. It was indicated that the semi-structured, one-to-one interviews guided the interviews. The steps of ensuring trustworthiness of research findings were presented in accordance with Guba's model. This model has the following topics truth value, applicability, consistency and neutrality. Lastly, the ethical and legal considerations that were observed by the researcher were presented as well as how, practically, the researcher ensured that these ethical and legal considerations were respected.

CHAPTER FOUR: DISCUSSION OF RESEARCH FINDINGS

4.1 INTRODUCTION

According to Rubin & Rubin (2005:226) data analysis constitutes the final stage of hearing what the respondents have said. It entails the interpreting making sense of the collected data. Data analysis in this investigation was informed by the type of design and the methods used. This research is qualitative. Therefore the constant comparative method was used.

4.2 THE PROCESS OF DATA ANALYSIS

In line with the comparative method of data analysis, data analysis in this investigation was done through a number of stages. First, data was collected from the ten initially selected educators and the five community leaders (see section 3.3.2). All the participants understood the dynamics of community development and willingly participated in the investigation. As indicated in the methodology chapter, the semi-structured interview was used to collect data.

All interviews were audio taped and transcribed verbatim. Data analysis was simultaneous with data collection. Each interview was transcribed and labeled as soon as it was finished. The researcher used a process called coding during data analysis. Through this process data was compiled, labeled, separated and organized.

The researcher commenced data organization and labeling by coding pages to their sources. A code was placed on top of each page of a transcript for the typed data and a page number of a particular data set was indicated. Data secured from the first interviewed teacher was for example, coded to the sources as ED1T1 – 1, meaning Educator 1 (ED1), transcript 1 page 1 (T1 – 1). (See table 4.1).

After coding, the researcher read through each transcript, noting similar phrases and words that carried the same meaning. Maykut and Morehouse (1995) refer to such phrases as units of meaning. Each identified unit of meaning was then highlighted and

alongside it the researcher wrote a phrase or a word, which contained the essence of the unit of meaning. The units of meaning were further coded to enable easy access to them in the transcripts. All the highlighted units of meaning were cut out from the original transcripts and pasted on A5 size cards, enabling the researcher to compare the different units with each other. Through such comparison, it was possible to put each identified unit in a preliminary category. Such categories were written down in a notebook.

Table 1: Example of codes used to code data pages and participants

Code	Meaning
ED1T1	Educator 1 or first educator to be interviewed transcript 1
ED1T1- 1	Educator 1, transcript1 Page 1
ED1	Educator 1

Participating community leaders were coded as **CL1**, meaning the first community leader to be interviewed, **CL2**; second community leader to be interviewed and so forth.

From the interview with **ED1**, a number of provisional categories regarding teacher participation in community development emerged. Some of these categories are reflected in table 2.

Table 2: Reasons why educators in the Insikazi circuit participate in community development

Promotion of community education	Community teachers
Inform the community	Women and children rights advancement
Encouragement of adult education	Community mobilization
Coordinate community projects	Building partnerships

Each of the coded unitized data was grouped under an appropriate provisional category. The researcher used the look / feel-alike criteria as put forward by Maykut and Morehouse's (1994:137). This assignment of unitized data to categories continued until the remaining data could not fit in the identified categories. Data that could not fit into the identified provisional categories used to begin or form new ones. These categories formed the basis of the research findings in this investigation. In several cases, when the situation demanded, names assigned to the initial categories were changed as more appropriate ones were developed in the course of data analysis.

The method of data analysis as described above was used to develop categories related to all the areas covered by this investigation namely: to determine the extent to which educators in the Insikazi circuit participate in community development and to provide a rationale for educators' participation in community development. The categories that emerged out of the data analysis process with regard to the above mentioned areas are indicated in the tables below.

4.3 PRESENTATION AND INTERPRETATION OF THE RESEARCH FINDINGS

4.3.1 INTRODUCTION

A qualitative method was applied to analyze the data. Data was obtained from ten educators and five community leaders from the Insikazi circuit. Several different questions were asked to enable the researcher answer the research question and achieve the aims of the study. Questions were designed to get the respondents' views with regard to what was the role of educators in community development and the extent to which the educators participated in community development in the area. The findings as extracted from the analyzed data are now presented.

Table 3: THEMATIC SUMMARY OF THE RESPONDENT'S VIEWS

RESPONDENT	WHY SHOULD TEACHERS PARTICIPATE IN COMMUNITY DEVELOPMENT	CONSTRAINTS IN TEACHER PARTICIPATION IN COMMUNITY DEVELOPMENT	STRATEGIES TO IMPROVE TEACHER PARTICIPATION IN COMMUNITY DEVELOPMENT
ED1	Promote community education	Lack of trust by some people	Teachers should be sources of information
ED2	Inform the community	Time factor	Mobilising the community
ED3	Coordinate projects	Economic factor	Coordinate different activities
ED4	Because they promote education	Lack of commitment by parents	Involve activities
ED5	Building partnership	Teachers are often busy	Use of development agencies
ED6	Can help in community mobilisation	Other teachers come from other areas	Involve parents in school activities
ED7	Can enlighten the community e.g. adult education	Lack of coordination	Involve community leaders
ED8	Advancement of community needs	Time and economic factor	Involve NGO's and well wishers to coordinate
ED9	Inform and educate	No incentives for such activities	The local leadership should take positive steps
ED10	Teachers are by nature community educators	Lack of incentives e.g. travelling to meetings for nothing	Organise constant development meetings

4.4. FINDINGS

4.4.1 EDUCATORS SHOULD ACT AS COMMUNITY TEACHERS

It emerged from the analyzed both the educators and community leaders feel that the former should act as educators or teachers for the entire community instead of confining themselves to the school environment. In a response to a question, for instance, that solicited to find out what educators should be doing to enhance community development, ED1 stated thus, "... obviously as teachers we need to teach not only the children at school but also the whole community". Echoing the sentiments of ED1, community leader CL5, in a response that epitomizes the views of all the interviewed leaders, indicated that educators are individuals who are more educated than the rest of the community in which they operate. Consequently the leaders felt that they (the educators) should pass on some of this knowledge to the community. The above finding is in line with the views as expressed by Bond and Paterson (2005) in section 2.3. The two authors indicate that educator are not only supposed to be community role models but also expected to educate communities on important national issues like voting and census.

But though educators in the Insikazi circuit are supposed to play their role as community teachers, responses from both the community and participating educators indicated that not many were doing so. Asked whether they looked at educators as role models in the community, CL2 replied thus, "... not at all. You see here we have teachers from other parts of the province. These teachers do not care about the community. Some of them do not even know the Induna (chief) and do not mix with the community."

4.4.2 EDUCATORS SHOULD ACT AS PROMOTERS OF COMMUNITY EDUCATION

All interviewed educators agreed that they were supposed to encourage community members to send their children to school while at the same time emphasizing the roles of their schools as change agents in communities. In the words of ED9, "We as educators should be summoning community members to meetings at school and during

such meetings we should be telling them to ensure that they send their children to school and make sure that they stay in school by actively." In line with ED9, ED5 indicated that she saw the teachers' role as showing the community the importance of education. But asked whether educators in the Insikazi circuit were effectively playing this role, CL4 revealed that in most cases parents (the community) did not attend meetings called by the school. In his own words, "these meetings take hours and hours to end ... and we have many other things to do." What this implies is that educators do not get opportunities to pass on the messages to the community as they would have loved.

4.4.3 EDUCATORS SHOULD ENCOURAGE ADULTS IN THE COMMUNITY TO PARTAKE IN ADULT EDUCATION PROGRAMMES.

The literature explored in section 2.3.2 indicated that teachers have an important role to play as catalysts of adult education in their communities. Indeed both all respondents in this investigation were in agreement that there was need for educators to ensure that adults in the community that surround the school, who may have missed out on formal education could be assisted through adult learning programmes. ED3 reveals in this regard that educators rarely meet community members as a group, when they do so they normally encourage them to register at school as adult learners. Requested to indicate how he participates in community development, respondent ED7 reveals that in many cases teachers are required to attend community events and literacy functions. During such events, potential adult learners from all over the community are invited to register in literacy classes. But the respondent noted that, "...though many parents do register for such classes not many do attend the real teaching sessions."

4.4.4 EDUCATORS SHOULD BE SOURCES OF INFORMATION FOR THE COMMUNITY

All educators and community leaders who participated in this investigation were in agreement that educators can contribute to community development by acting as sources of vital information to the community. CL3 for instance indicated that, “what we as a community need from teachers is information... I mean they should tell us what is happening in the world. They should teach us about these new diseases (HIV/AIDS) and help our children avoid them” (the diseases). This response is in line with the literature as explored in section 2.33. It indeed indicates that educators in the community play the role of bringing awareness regarding important issues like the management and avoidance of HIV/AIDS, advancement of women and children rights (see section 2.3). Asked whether he saw bringing awareness to the community as one of the important roles he had to play, respondent ED2 aptly responded affirmatively, adding “ ... but we normally do not do it because of time constraints and the teaching loads that we have.” The respondent went on to explain that working with the community should be a full time job. It was therefore difficult for most educators to play the roles expected of them as community developers when at the same time expected to be at school for eight hours a day. CL2’s response to a question that solicited to know whether educators brought awareness to the community, confirmed ED2’s response. CL2 indicated, “... well when we invite these teachers to community forums, their answer is always we are busy.”

4.4.5 EDUCATORS SHOULD MOBILIZE THE COMMUNITY TO WORK TOWARDS IDENTIFIED COMMON GOOD

One category that strongly came out with regard to the role of educators in community development was that of educators as community mobilizers. All interviewed respondents indicated that educators as more enlightened individuals compared to other members of the community should be able, with the cooperation of the community, to identify community needs, promote community interest, help organize available resources and help plan the best use of such resources. This finding in

agreement with UNESCO's (2002) observation that success of community development programmes hinges upon the support given to the initiators by the community (see section 2.4). Emphasizing the role of educators as community and resource mobilizers, ED6's views aptly summarize those of other respondents. The educator states thus, "we as teachers have the knowledge, are exposed and can contact any organization in the country for community development resources, but this we can do only if we partner with the community and find out their needs and how we can help them". But asked how many of his colleagues tried to find out what the community needed and how they helped the community, the educator, like many others, indicated the lack of liaison between the community and the teachers. In his own words, "we are unable to help in this regard because we seem to be divorced from the community. We do not know what exactly they need." What this implies is that the separation of the educators from the community hampers them (the educators) from fulfilling their role as resource mobilizers for the community.

4.4.6 EDUCATORS AS ORGANIZERS AND COORDINATORS OF THE DIFFERENT STAKEHOLDERS

The two groups of respondents in this investigation, educators and community leaders, perceived the role of educators in community development as that of being organizers and coordinators of the different stakeholders involved in community development. This confirms Bond and Paterson's (2005) assertion that owing to their superior knowledge educators are seen as individuals who should link up banks, NGOs government departments and other development agencies with the communities. ED6, indicates that "... in an illiterate community like ours, educators should get in touch with all potential donors, help write business plans and initiate development projects." Indeed CL4 confirms that, "... we rely on them (educators) because they have gone to school, they know how to write good letter to ask banks for money and they can even phone the ministers to ask for help". These responses indeed confirm the role of educators as coordinators of different stake holders (see also section 2.5).

Unfortunately in the Insikazi circuit it is evident that the majority of educators are not interested in coordinating community development. Apart from a single case out of the ten interviewed educators, none of them indicated that he / she had played the role of a coordinator. ED5, in a response that reflected the views of the majority of the interviewees declared that that mobilisation and coordination of all stakeholders for community development, "is hard work especially if one is not rewarded for the work done." Echoing the sentiments of ED5, CL5 indicated that most of the educators required some form of payment before they could effectively participate in community development activities. With regard to what the educators and the community perceived as the ideal strategies to enhance community development, a number of categories as reflected in table 4.3

Table 4: Some examples of provisional categories from the interview with CL1: strategies to enhance community development

Acceptable interventions	Keeping community expectations realistic
Long term planning	Building genuine partnerships
Initiate long term planning	Coordinate community projects

In order to find out what the respondents thought were the most effective strategies to bring about community development, the researcher asked the question: What, in your view, should be done to bring about economic development in this community? Five major categories emerged from the given responses. These categories are now explained in section 4.6. In section 4.5 the results as obtained through the focus group interviews are discussed.

4.5 DISCUSSION OF FOCUS GROUP RESULTS

The participants were generally quite responsive when answering to the question: "What do you think the educators' role in the community should be?" Very few people hesitated or chose not to answer. Several of them, however, began their response by saying, "I don't know....." It was often a very detailed opinion.

The most common responses were related to educators acting as community leaders. The following are representative responses:

"I think as educated members of the community teachers should act as community leaders."

"I also think that in a community like ours the only leaders we look up to are teachers"

But several respondents did also refer to educators as catalysts to enhance adult education programmes in the community. If the responses given, the most common word given for enhancing adult education programmes was "support". Others included "help adult programme developers" and "increase".

Asked if educators should be viewed as sources of information for the community, many of respondents answered in the affirmative. A handful from the community countered the view indicating that some of the teachers in the community were less informed by the community members. Such respondents believed that less informed people cannot provide information to the community. They also indicated that teachers were involved in "survival wars" and did not have time to organise community meetings to give out information. The excerpt below encapsulates the sentiment:

A person who is not well paid like a teacher has no time for the community. The community will not feed him... he has to pay rent, car installment; school fees ...and is always worried...People who worry are emotionally stressed, angry and have no time for others.

The majority of the participants responded "yes" when asked, "Do you think educators should play a part in community mobilization towards a common good?"

Many stated that "educators are part of the community and it is only logical that they assist in mobilizing community resources. Exercising, in this regard participants indicated that tasks like writing proposals for community development and soliciting for funds for community programmes had better be left to educators.

With regard to the question that attempted to establish the role of educators as organizers and coordinators of the different stakeholders, many participants responded by indicating that it was important that as the “light” of the community, educators had to show the way. In light of the fact that many community members were not educated, respondents both in the community and those who worked as educators were in agreement that the latter needed to organize and coordinate community projects.

Overall, all groups were in agreement that there was need for viable strategies to enhance community development. Such strategies entailed ensuring that communities were in support of any initiative concerning staff development, should be long term, with realistic expectations.

High community expectations are a major reason for community riots which normally lead to destruction of community property. It is therefore important that to enhance community development, community leaders and politicians keep community expectations realistic. When any development project is initiated, it is important that communities are not promised more than what they will benefit from the programmes. All respondents emphasized the need for moderate promises when community projects are initiated.

4.6 STRATEGIES NEEDED FOR COMMUNITY DEVELOPMENT

4.6.1 INITIATE CULTURALLY SENSITIVE AND ACCEPTABLE INTERVENTIONS

It emerged from the response of all the five community leaders that if development had to be successful, initiators of such development, whether teachers or outsiders like NGOs should respect the communities’ ways of living. What this implies is that development should not be done to the detriment of the peoples’ established ways of living. CL5, for instance revealed that that, “people here are against any development that may negatively impact on the way we have been living.” This means that if

community development has to succeed, interventions should be socially acceptable and responsive to local priorities and community structures.

TABLE 5: SYNCHRONISED VIEWS OF COMMUNITY LEADERS IN TEACHER PARTICIPATION IN COMMUNITY DEVELOPMENT

RESPONDENTS	VIEWS OF THE 5 COMMUNITY LEADERS
CL1	Teachers are the light, they should help educate the community in various ways
CL2	Teachers should spearhead community projects e.g. write business plans and initiate development plans
CL3	What we need from teachers is information. Teachers should tell us what is happening in the world and help our children avoid HIV/AIDS
CL4	Teachers are catalyst who should help us grow
CL5	Teachers are more educated than us and they should educate the community

4.6.2 PLANNING SHOULD BE FOR THE LONG TERM

It was revealed in section 2.6.2 that a long term approach to development is bound to lead to the success of community development. Indeed community leaders and the interviewed educators indicated that they preferred programmes that would last forever or for at least ten years. ED6 indicated that in his case, he believed community development would succeed if residents were equipped with the skills to run these projects. In his words “success is ensured when these unemployed matrices are taught to run the established projects permanently.”

4.6.3 KEEPING COMMUNITY EXPECTATIONS REALISTIC

All respondents emphasized the need for moderate promises when community projects are initiated. This is in line with UNESCO's (2009) observation that if a community's expectations are unrealistic, there is bound to be dissatisfaction in cases of non-delivery of what was expected. This is bound to impact negatively on future community development.

4.6.4 BUILDING PARTNERSHIPS AND TRUST AMONG STAKEHOLDER

In response to a question regarding what he thought was one of the major strategies to enhance community development; ED7 indicated that there was need to create genuine partnership between the communities and the educators. The educator indicated that one reason why development in the Insikazi circuit was slow was that, "the elders here do not trust us. When there are donations from outside the community, the government and teachers are excluded from the planning committees". Several other educators expressed the same views with ED7. This is contrary to the contents of section 2.6.4. The literature explored in this section revealed that if community development was to be realized, it is important not only to build trust within communities, but also between communities and their partners.

4.7 SUMMARY

This chapter dealt with the process through which data was analyzed and interpreted the results. It also presented the findings as got from the data analysis. The data was interpreted against the theoretical background of the research, emerging from the literature review in chapter 2. The findings indicated among several other educators have to act as not only teachers in their respective schools but also community teachers. They also face the responsibility of ensuring that adults in the community are encouraged to partake in adult education programmes and that they work as organizers and coordinators of the different stakeholders. Unfortunately it emerged that though the respondents acknowledge the roles of educators in community development the

participation of educators in the Insikazi circuit in community development was minimal. With regard to strategies that could enhance community development in the area, it was revealed among several other things that planning should be for the long term and that successful community development is built on genuine partnerships and trust among all those involved.

CHAPTER FIVE: CONCLUSION, SUMMARY OF FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study was to examine the role of educators in community development, the extent to which they participated in the community development in the Insikazi circuit and the strategies to ensure community development in the area. The questions that were posed by the researcher made it possible for her to come up with an explanation with regard to the educator's role in community development and the extent to which they participated in the development of the community. Furthermore it was also possible to come up with strategies for effective development. Data to answer the research questions were collected from ten educators and five community leaders in the Insikazi circuit in Mpumalanga. All participants were conversant with the dynamics of the community and community development. The researcher purposely included them in the sample because they had the sought information to answer the research question. The three main questions in the inquiry addressed their views with regard to what they thought was the major roles of educators in community development, the extent to which they thought educators were participating in community development and the strategies that would enhance community development.

The necessity of investigating the educators role in community development was based on the researcher's assumption that unless a teacher assumed an active role in the development of poor communities where they worked, such communities are bound to lag behind in terms of development.

The major research questions that guided the investigation were:

- What is the role of educators in the Insikazi in community development?
- To what extent do educators in Insikazi participate in community development?
- What strategies could be used to enhance educator participation in community development?

Data to answer the above stated questions were collected following the dictates of qualitative research. Through the use of semi-structured interviews the researcher collected and analyzed data in order to answer the research question and sub-questions.

The study was divided into five chapters. In chapter 1, the problem statement, aims of the study, research design and methods and sampling of the study were discussed and conceptualized. Chapter 2 explored the literature concerning community development and teacher participation providing a theoretical framework against which respondents' opinions were investigated.

The focus of Chapter 3 was on the research design and methods used to collect the data. A qualitative research design of a case study genre was used in the planning and execution of the investigation. Data was thus collected and analysed following the requirements of qualitative research.

Chapter 4 dealt with the interpretation and analysis of data and presented the findings obtained from the data analysis. The data was interpreted against the theoretical background of the research, emerging from the literature review in chapter 2. The findings in this chapter confirmed the necessity of educators participating in community development since they are looked at as models in the communities where they work. However it emerged that if they have to execute their roles effectively, they have to form and build genuine partnerships with the communities. The present chapter 5 serves as a summation of the study and presents a summary of findings, a conclusion, and recommendations.

After the investigation, a number of findings emerged. The first set of findings pertained to the role of educators in community development, while the second set of findings pertain to the strategies that can be used to enhance community development. A summary of these findings is now given below.

5.2 SUMMARY OF RESEARCH FINDINGS

5.2.1 FINDINGS PERTAINING TO THE ROLES OF EDUCATORS IN COMMUNITY DEVELOPMENT AND THE EXTENT TO WHICH EDUCATORS PARTICIPATE IN COMMUNITY DEVELOPMENT

- All interviewees, educators and community leaders agreed that educators should act as community teachers, though the majority of them were not playing that role because they are divorced from the community.
- It was also found out that educators should act as promoters of community education by inviting the community to school meetings and sensitizing them about the need for their children's' education. However educators do not get the opportunity to do so since the majority of parents do not attend such meetings.
- All respondent indicated that educators should encourage adults in the community to partake in adult education programmes. But in many cases though adults register for such programmes, rarely do they attend classes.
- Educators were seen as sources of information for the community by bringing awareness to the community but their busy schedules usually mitigates against their playing this role.
- Educators should be community mobilizers but they are not effective in this role as they are usually out of touch with community needs.
- Educators should play the role of organizers and coordinators of the different stakeholders. But the majority of them indicated they were not interested in community work as it is demanding on them.

5.2.2 FINDINGS PERTAINING TO PROPOSED STRATEGIES TO ENHANCE COMMUNITY DEVELOPMENT

The general consensus among all respondents was that:

Enhancing community development requires that a project initiator comes up with interventions that are acceptable within the community and that planning of such

interventions should be for the long term to enable community leaders take over the projects themselves. It also emerged that if projects are to succeed, communities' expectation regarding the benefits to be gotten out of such projects should be pitched at a realistic level. Finally, it is vital that genuine partnerships and trust should be established among all the stakeholders if the projects established have to succeed.

5.3 RECOMMENDATIONS

It is evident from the contents of the preceding sections that though educators should be instrumental in bringing about community development a number of factors hinder their proper execution of their roles. Against this backdrop, a number of recommendations are proposed in this section. Hopefully when these recommendations are implemented educator participation in community development will yield the expected results. Reason that hampered effective educator development in community development ranged from, lack of time, unresponsive parents / community, and lack of monetary incentives. It is therefore recommended that to overcome all these problems there needs to be regular interaction between the community and the educators. During such interactions issues pertaining to community development and how community development would benefit the community and the educators are highlighted. It is the researcher's hope that through such interactions, it will be possible to build genuine partnerships between the community, educators and other stakeholders. It is also envisaged that through such partnerships and regular interactions, a balanced understanding of what works and why it works will be reached among all stakeholders. In cases where educators from the other parts of the province are uncooperative, only those from the local community, who are known and accepted by the community, could be brought aboard.

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INTERVIEW QUESTIONS FOR EDUCATORS

1. What is your role as an educator in community development?
2. To what extent do you involve yourself in community development programmes?
3. Do you attend any community meeting?
4. How often do you attend such meetings?
5. As an educator do you think that educators should involve themselves in community development?
6. Do you believe that educators should act as community leaders? Explain your response.
7. What challenges face educators in participating in community development?
8. Are community expectations realistic in terms of educator's participation in development?
9. What do you think can be strategies to promote educators participation?
10. Educators as source of information, how would you reach out to community for information sharing?
11. Are parents getting full involvement in the education of their children?
12. How often do parents attend to school meetings?
13. What is the relationship of the school and community in which they exist?

INTERVIEW QUESTIONS FOR COMMUNITY LEADERS

1. According to your understanding what is the role of educators in community development?
2. Do you think educators understand their responsibilities in terms of community development?
3. What are your expectations from educators?
4. In which community project do educators need to involve themselves?
5. List programmes which you expect from educators?
6. Why do you view educators important in community development?
7. As a parent do you involve yourself in school activities?
8. What is your relation with the school?
9. How often do you attend to school meetings?
10. What challenges hinder your participation in school activities?

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6 Nov 2012

TO WHOM IT MAY CONCERN

This is to confirm, that I, Dr Lutz Ackermann, have read the Research Mini-Dissertation entitled

“PARTICIPATION OF TEACHERS IN COMMUNITY
DEVELOPMENT”

by Mrs MASEKO THANDI EUNICE

(student number 201015352) and that I am satisfied with the quality of work she has produced in terms of structuring the document, in terms of style, grammar and spelling. Suggestions for suitable corrections and improvements have been made to the candidate.


(Revd Dr Lutz Ackermann, Mondeor)