

Exploring town-gown developmental paradigms: A case of University of Venda's 'Univen Town Concept'

BY

MOFFAT FRANK

UNIVERSITY OF VENDA

2017



University of Venda

School of Environmental Sciences

**EXPLORING TOWN-GOWN DEVELOPMENTAL PARADIGMS: A
CASE OF UNIVERSITY OF VENDA'S 'UNIVEN TOWN CONCEPT'**

BY

MOFFAT FRANK

STUDENT NO: 11616958

SUPERVISOR: PROFESSOR G. ANYUMBA

CO-SUPERVISOR: DR E. INGWANI

CO-SUPERVISOR: MR T GONDO

**A MASTER'S DISSERTATION SUBMITTED TO THE DEPARTMENT
OF URBAN AND REGIONAL PLANNING IN THE SCHOOL OF
ENVIRONMENTAL SCIENCES, IN FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF URBAN AND
REGIONAL PLANNING (MURP) DEGREE.**

2017

Declaration

I Frank Moffat, hereby declare that the dissertation for the Master of Urban and Regional Planning degree at the University of Venda, hereby submitted by me, has not been submitted previously for a degree at this or any other university, that it is my own work in design and in execution, and that all reference material contained therein has been duly acknowledged.

Signed Date
Frank Moffat (11616958)

Signed Date
Supervisor Prof G. Anyumba

Signed Date
Co-Supervisor Dr. E. Ingwani

Signed Date
Co-Supervisor Mr. T. Gondo

Signed Date
Head of Department (HOD) Dr. J. Chakwizira

Dedication

This mini dissertation is dedicated to God Almighty who has given me the strength to complete this study. Secondly to my parents for the support they have given me in my life. Thirdly to my fiancée Betina Mawokomayi for her unwavering support.

Acknowledgements

The writing of this dissertation was not an easy task. During the process of writing it, I received support and help from many people. I am profoundly in debt to my supervisors; Prof G. Anyumba, Dr. E. Ingwani and Mr. T. Gondo, who were very generous with their time, expertise, insightful criticism and enthusiasm. Their guidance helped me in all the time of research and writing of this dissertation. I am grateful to the University of Venda, Thulamela Local Municipality, Vhembe District Municipality, VBS Mutual Bank, Madzivhandila College of Agriculture, Traditional Leaders for welcoming me and allowing me the opportunity to undertake a practical research in their communities.

I would also like to show gratitude to the Department of Urban and Regional Planning at University of Venda whose staff members teaching styles and enthusiasm are of great influence to this work.

My heartfelt gratitude also goes to my parents, Tichaona Moffat and Martha Mukange, for their continued love, encouragement, and support in all areas of my life and the willingness to further my studies. I am what I am today because of you.

I also express my gratitude to my fiancée, Betina Mawokomayi, thank you for your unwavering support and encouragement throughout my studies. You played several roles; as a mentor, editor, and an unofficial research assistant.

In addition, I thank my colleagues in the department who gave me moral support and guidance throughout the research project. God Bless you all for your support. Without your inspiration, it would have been very difficult for me to complete the research.

I extend my heartfelt gratitude to the University of Venda for affording me the opportunity to pursue my studies through the Work-Study Programme and for the financial support for research activities.

Most importantly, none of this could have happened without my family and my grandmother, Conillia Mukange for her unwavering support since my childhood. I am equally indebted to my friends and family. To my brothers, sisters, and friends, this Dissertation would not have been complete without your moral support and love.

Abstract

University towns or town gown relationships are increasingly becoming an accepted developmental narrative between institutions of higher learning and their host communities. The University of Venda was mandated by the Honourable Minister of Higher Education and Training Dr. Blade Nzimande, in October 2014, to devise a university town strategy aimed at developing Thohoyandou and its rural environs to become a university town. The University of Venda in its approach towards the development of a university town has adopted the new governance approach of formulating innovative collaborative partnerships with its surrounding stakeholders that include Limpopo Premier's Office, Vhembe District Municipality, Thulamela Local Municipality, VBS Mutual Bank, Madzivhandila Agricultural College and Traditional leaders. The study approach adopted quantitative research method. Its centre piece was the Optimal College Town Assessment (OCTA) a quantitative tool which was utilized to gather data from the representatives of the university and Thohoyandou town stakeholders. To test the town and gown developmental paradigm, this study explored student housing development possibilities as a manifestation of university-community partnerships. The study findings highlight that existing town-gown relationships between the University of Venda and its stakeholders are categorized as traditional relationship type which is characterized by low effort and higher comfort level. Institutional context roles that the University of Venda should play in the successful development of town-gown partnerships were also established. The study identified the factors essential for the development of viable and functional innovative collaborative university-stakeholder's partnerships for the University of Venda and the town of Thohoyandou and its stakeholders. The study findings also show that there is potential for student housing development when there are positive town-gown relationships. This is in line with the calls from South Africa's Ministry of Higher Education and Training expectations to resolve student housing backlogs facing public universities. This study recommends the improvement of town-gown relationships and it provides a conceptual model indicating the building blocks that the university should adopt to develop successful, innovative, viable and functional town-gown partnerships.

Keywords: university town, stakeholders, partnership, collaborative, Optimal College Town Assessment.

	Page
Contents	Page
Dedication	iii
Acknowledgements	iv
Abstract	v
Acronyms and abbreviations	xv
1. CHAPTER ONE: INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Statement of the problem	6
1.3 The general and specific research objectives.....	7
1.3.1 Aim.....	7
1.3.3 Specific objectives.....	7
1.4 The hypotheses	7
1.5 Research design.....	7
1.6 Description of study area	8
1.7 The significance and justification of the study	9
1.8 Research limitations	10
1.9 Definition of key terms	10
1.10 Research chapter outline	10
1.11 Chapter summary	11
2. CHAPTER TWO: LITERATURE REVIEW.....	13
2.1 Introduction.....	13
2.2 Conceptual framework.....	13
2.3 Theoretical framework	14
2.3.1 New Governance Theory	14
2.3.2 Collaboration Planning Theory	15
2.4 Characteristics of existing relationships between town-gown stakeholders	16
2.5 Roles of the University and Community in the successful development of their partnerships.....	18
2.5.1 Roles for the college and university leaders:	18
2.5.2 The roles of the community	20

2.6 Factors that contribute to the establishment of viable and functional innovative collaborative university-stakeholder's partnerships	21
2.6.1 Sustainable town-gown relationships model by Russo et al (2007)	21
2.6.2 Model for developing University Community Partnerships.....	25
2.7 Student housing possibilities as a manifestation of town-gown partnerships.....	28
2.8 Case studies on town-gown relationships or university towns	30
2.8.1 Case of Clemson University Town, South Carolina, United States	30
2.8.2 Case of Stellenbosch Sustainable University Town, South Africa.....	31
2.9 Policy Framework in South Africa	34
2.9.1 The 1996 National Commission on Higher Education (NCHE 1996)	34
2.9.2 1997 Education White Paper 3: A Programme for the Transformation of Higher Education.....	35
2.10 Chapter Summary	36
3. CHAPTER THREE: RESEARCH METHODOLOGY.....	37
3.1 Introduction.....	37
3.2 Research Design	37
3.3 Research approach	38
3.4 Study Population.....	38
3.5 Sampling Procedure	39
3.6 Study sample.....	39
3.7 Reconnaissance	40
3.8 Data collection.....	40
3.8.1 Secondary data collection	40
3.8.2 Primary data collection.....	41
3.9 Methods of data analysis and presentation.....	42
3.10 Data collection with specific research objectives.....	44
3.11 Ethical Considerations	45
3.12 Chapter summary	45
4. CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, AND INTERPRETATION... 46	
4.1 Introduction.....	46

4.2 Demographic information.....	46
4.3 Normality Tests for study constructs	47
4.4 Measurement scale analysis.....	48
4.4.1 Reliability analysis: Estimating internal consistency	48
4.4.2 Validity Analysis: Exploratory Factor Analysis.	50
4.5 Characterizing existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders.....	68
4.6 Regression analysis	79
4.6.1 Regression analysis: institutional context factors defining successful town-gown relationships.....	79
4.6.2 Regression analysis: factors accounting for building and sustaining successful town-gown relationships.....	83
4.7. Student housing possibilities as a manifestation of town-gown partnerships.....	88
4.7.1 Factors essential for the development of student housing as a manifestation of town-gown partnerships	88
4.7.2 Preference of the characteristics that student housing should possess as manifestation town-gown partnerships.	91
4.7.3 Perspective on role of student residences in the community	93
4.8 Chapter summary	96
5. CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	97
5.1 Introduction.....	97
5.2 Summary of research findings	97
5.2.1 Summary of findings on the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town and its stakeholders	97
5.2.2 Summary of findings on the roles of Univen in the successful development of town-gown partnerships	98
5.2.3 Summary of findings on the factors that contribute to the establishment of viable and functional innovative partnerships between Univen, Thohoyandou town and its stakeholders	99
5.2.4 Summary of findings on student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town and its stakeholders	100

5.3 Conclusions	101
5.3.1 Conclusion on the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town and its stakeholders.....	101
5.3.2 Conclusion on the roles of Univen in the successful development of town-gown partnerships	101
5.3.3 Conclusion on the factors that contribute to the establishment of viable and functional innovative partnerships between Univen, Thohoyandou town and its stakeholders ..	102
5.2.4 Conclusion on student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town and its stakeholders ..	102
5.4 The study hypothesis	103
5.5 Recommendations.....	104
5.5.1 Improving town-gown relationships	104
5.5.2 Institutional context roles to foster the development of successful town-gown partnerships	104
5.5.3 Factors to consider to establish viable and functional innovative collaborative town-gown partnerships	104
5.5.4 Student housing development possibilities	105
5.6 Conceptual model for the establishment of successful town-gown partnerships	105
5.7 Areas for future research	106
5.8 Chapter summary	106
6. REFERENCES	107
APPENDIX 1: RAOSOFT SAMPLE SIZE CALCULATOR	114
APPENDIX 2: QUESTIONNAIRE FOR UNIVEN COMMUNITY	116
Appendix 3: QUESTIONNAIRE FOR THOHYANDOU COMMUNITY.....	119
APPENDIX 4: UHDC PROPOSAL APPROVAL LETTER	122
APPENDIX 5: RESEARCH ETHICS APPROVAL CERTIFICATE.....	123
APPENDIX 6: RESEARCH SUPPORT LETTER	124
APPENDIX 7: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THULAMELA LM	125
APPENDIX 8: PERMISSION TO CONDUCT RESEARCH IN THULAMELA LM	126
APPENDIX 9: REQUEST FOR PERMISSION TO CONDUCT RESEARCH, VHEMBE DM	127
APPENDIX 10: VHEMBE DM PERMISSION TO CONDUCT RESEARCH	128

APPENDIX 11: TURNIT IN ORIGINALITY REPORT..... 129

x |

Table of Figures

Figure 1-1 Location of study area.....	8
Figure 2-1 Conceptual framework for the study.....	14
Figure 2-2 A four-Square Typology of Town-Gown relationship	16
Figure 2-3 Unbalanced town-gown relationships.....	21
Figure 2-4 Sustainable town-gown relationships model.....	23
Figure 2-5 University-Community Partnership Model	25
Figure 2-6 Framework for formulating town-gown partnerships.....	26
Figure 4-1 Scree Plot for Factors for Viable and Functional Town-Gown partnerships scale has 1 underlying factor.....	63
Figure 4-2 Effort levels as Personal and Community Contact.....	74
Figure 4-3 Effort levels as Personal and Community Comfort	74
Figure 4-4 A Four-Square Typology of Town-Gown Relationships characterizing existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders: Univen community perspective.	75
Figure 4-5 A Four-Square Typology of Town-Gown Relationships characterizing existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders: Thohoyandou community's perspective.	78
Figure 4-6 Mean scores for Characteristics of Student Housing against gender.....	93
Figure 5-1 Conceptual model for the establishment of successful town-gown partnerships	105

List of Tables

Table 3-1 Study population	39
Table 3-2 Summary of research design	44
Table 4-1 Demographic background of respondents	46
Table 4-2 Test for Normality for study constructs	47
Table 4-3 Cronbach's Alpha Reliability Results: -Univen community variable constructs	49
Table 4-4 Item-Total Correlation Statistics: Characteristics of student housing scale	49
Table 4-5 Cronbach's Alpha Reliability Results: Thohoyandou Community variable constructs	50
Table 4-6 Variable Coding: Existing Town-Gown Relationships.....	52
Table 4-7 Correlation matrix for Personal Effort Scale.....	53
Table 4-8 KMO and Bartlett's Test for Personal Effort Scale.....	54
Table 4-9 Factor loadings Matrix for Personal Effort Scale.....	54
Table 4-10 Correlation matrix for community effort.....	55
Table 4-11 KMO and Bartlett's Test for Community Effort Scale	55
Table 4-12 Factor loadings Matrix for Community Effort Scale.....	55
Table 4-13 Correlation matrix for personal comfort scale	56
Table 4-14 KMO and Bartlett's Test for Personal Comfort Scale	56
Table 4-15 Factor loadings Matrix for Personal Comfort Scale.....	56
Table 4-16 Correlation matrix for community comfort scale	57
Table 4-17 KMO and Bartlett's Test for Community Comfort Scale	57
Table 4-18 Factor loadings Matrix for Community Comfort Scale.....	57
Table 4-19 Summary of factor loadings for characteristics of town-gown relationships variable constructs.....	58
Table 4-20 Roles of town-gown stakeholder variables coding	59
Table 4-21 Correlation matrix for roles of town-gown stakeholders	60
Table 4-22 KMO and Bartlett's Test for Community Effort Scale	60
Table 4-23 Factor loadings Matrix for Roles of University (RU) Scale	60
Table 4-24 Viable and Functional Town-Gown Partnerships Variables Coding	61

Table 4-25 Correlation matrix for Viable and Functional town-gown partnerships scales	62
Table 4-26 KMO and Bartlett's Test Viable and Functional town-gown partnerships scales	62
Table 4-27 Factor loadings Matrix for Viable and Functional town-gown partnerships scales	63
Table 4-28 Student housing possibilities variables coding.....	64
Table 4-29 Correlation Matrix for Student Housing (SH) scale	65
Table 4-30 KMO and Bartlett's Test for Student Housing scale.....	65
Table 4-31 Factor Loading Matrix of Student Housing scale	66
Table 4-32 Correlation Matrix of Characteristics of Student Housing scale	66
Table 4-33 KMO and Bartlett's Test for Characteristics of Student Housing scale.....	66
Table 4-34 Factor Loading Matrix for Characteristics of Student Housing	67
Table 4-35 Correlation Matrix for Roles of Student Housing (RSH) scale.....	67
Table 4-36 KMO and Bartlett's Test for Characteristics of Student Housing scale.....	68
Table 4-37 Factor Loading Matrix for Characteristics of Student Housing	68
Table 4-38 Personal effort responses of respondents from Univen community	69
Table 4-39 Community effort responses of respondents from Univen community	70
Table 4-40 Personal comfort responses of respondents from Univen Community.....	70
Table 4-41 Community comfort responses of respondents from Univen community	71
Table 4-42 Summary of level of effort and level of comfort.....	71
Table 4-43 Correlation of Personal effort and Personal Comfort	72
Table 4-44 Correlation of community effort and community comfort.....	72
Table 4-45 Correlations of personal effort and community effort	73
Table 4-46 Correlations of personal comfort and community comfort.....	73
Table 4-47 Descriptive statistics of Thohoyandou community responses on characteristics of existing town-gown relationships.....	76
Table 4-48 Correlations for PEREEF & COMEFF	77
Table 4-49 Correlations for PERCOMF & COMCOMF	77
Table 4-50 Correlation matrix depicting association between institutional context independent variables of successful town-gown relationships.....	80

Table 4-51 Key for institutional context variables defining successful town-gown partnerships	80
Table 4-52 Model summary for influence of institutional context roles town-gown relationships.....	81
Table 4-53 ANOVA test for influence of institutional context roles town-gown relationships 81	
Table 4-54 Coefficients for influence of institutional context roles town-gown relationships. 81	
Table 4-55 Correlation matrix for factors accounting for building and sustaining successful town-gown relationships.....	84
Table 4-56 Model summary for factors accounting for building and sustaining successful town-gown relationships.....	85
Table 4-57 ANOVA test for factors accounting for building and sustaining successful town-gown relationships	85
Table 4-58 Coefficients for factors accounting for building and sustaining successful town-gown relationships	85
Table 4-59 Descriptive statistics of variable measures of Student Housing (SH) possibilities	88
Table 4-60 Responses on factors for Student Housing possibilities	88
Table 4-61 Comparative means between responses from Univen community and Student Housing scale	90
Table 4-62 Model summary for influence of town-gown relationships on development of student housing.....	90
Table 4-63 ANOVA for influence of town-gown relationships on development of student housing	91
Table 4-64 Coefficients for influence of town-gown relationships on development of student housing	91
Table 4-65 Descriptive statistics of characteristics of student housing scale (CSH).	92
Table 4-66 Responses on preferred student housing characteristics	92
Table 4-67 Descriptive statistics for responses on roles of student residences in the community	94
Table 4-68 Responses on roles student housing should play in communities	94
Table 4-69 Model summary for the influence of town-gown relationships on the roles of student residences in the community	95
Table 4-70 ANOVA for the influence of town-gown relationships on the roles of student residences in the community	96
Table 4-71 Coefficients for the influence of town-gown relationships on the roles of student residences in the community	96

Acronyms and abbreviations

ANOVA	Analysis of Variance
CBD	Central Business District
COMCOMF	Community Comfort
COMEFF	Community Contact
COPC	Community Outreach Partnership Centre
CRDP	Comprehensive Rural Development Programme
CSH	Characteristics of Student Housing
DHET	Department of Higher Education and Training
DRDLR	Department of Rural Development and Land Reform
EFA	Exploratory Factor Analysis
HK 2030	Hong Kong 2030 Planning Vision and Strategy
ICIC	Initiative for a Competitive Inner City
IIC	Infrastructure Innovation Committee
IPC	Integrated Planning Committee
ITGA	International Town and Gown Association
JCUAB	Joint/University Advisory Board
KMO	Kaiser-Meyer-Olkin
LM	Local Municipality
LP	Limpopo Province
MOU	Memorandum of Understanding
MSC	Matié Community Service
NCHE	National Commission on Higher Education
NDP 2030	National Development Plan of South Africa Vision 2030
NGP 2010	National Growth Path
OCTA	Optimal College Town Assessment
OUP	Office of University Partnerships
PAF	Principal Axis Factoring
PERCOMF	Personal Comfort
PEREFF	Personal Contact
REMF	Rector-Executive Mayor Forum
RSH	Roles of Student Housing

RTS	Roles of Town Stakeholders
RU	Roles of the University
SH	Student Housing
SM	Stellenbosch Municipality
SMART	Specific, Measurable, Attainable, Realistic and Time-bound
SPSS	Statistical Packages for Social Sciences
Stats SA	Statistics South Africa
STGR	Sustainable Town Gown Relationships
SU	Stellenbosch University
TOTCOMF	Total Comfort
TOTEFF	Total Effort
Univen	University of Venda
USA	United States of America
VDM	Vhembe District Municipality
VFTGP	Viable and Functional Town-Gown Partnerships

1. CHAPTER ONE: INTRODUCTION

1.1 Introduction

University towns or town-gown partnerships are increasingly becoming an accepted developmental narrative between institutions of higher learning and their host communities (Massey et.al 2014; Brown-Luthango 2013; Bowman 2007; Russo et.al 2007; Bruning et.al 2006; Martin et al 2005; ICIC 2002; Stevenson 1999; Young 1995). Universities play a key role in the economic, social and physical development of their host communities, (Bownam, 2007; Russo *et al.* 2007; Sungu-Eryilmaz 2009). The South African Minister of Higher Education and Training Honourable Dr. Blade Nzimande, in October 2014, officiated the opening of on campus female Student Residential accommodation at the University of Venda (thereafter Univen). Univen is a rural-based university located in Thohoyandou town, the administrative centre of Vhembe District Municipality (VDM) in Limpopo Province (LP). During the above referred October 2014 ceremony, the minister tasked Univen to devise a university town strategy aimed at developing Thohoyandou and its rural environs, (Univen University Town Concept, First draft 2014). However, Dr. Nzimande did not articulate what a university town is, or how it is to be developed from a government perspective. The minister left it to Univen to determine the way forward.

This study seeks to explore the town-gown developmental paradigms of universities and their host towns. To propel the development of Thohoyandou and its rural environs requires the conceptualization of a framework to guide how innovative and collaborative university-community partnerships can be established between Univen, Thohoyandou town, and its regional stakeholders.

The Office of the Vice-Chancellor and Principle of the University of Venda is ultimately responsible for the programme. The day to day running of the concept is managed by the School of Environmental Sciences. To date, there have been several meetings (December 2014, February 2015, June 2015, August 2015) held with stakeholders that are interested in undertaking partnerships with Univen. At the time of writing, ‘Univen-Town Concept’ stakeholders included the Limpopo Province Premier’s Office, Vhembe District Municipality, Thulamela Local Municipality, VBS Mutual Bank, Madzivhandila Agricultural College and a traditional leader (Chief Tshivhase) who has lately indicated interest in this concept. The concept was also presented to the highest organs of Univen, the University Council in November 2015.

Despite a relative abundance of published work, the literature on university towns is still viewed as ‘terra incognita’ unknown and unexplored territory, (Gumprecht 2003; Gumprecht 2010). With regards to the definition of a university town or college town, one view is that it is

a place where a college or university influences the character of the community where it is founded, (Gumprecht 2003; Gumprecht 2010). A second view is that a university town is a place where a university plays a key role in strengthening the community, (Spaniolo cited in Carter 2009). A third view is that a university town is a place where the university is a major engine driving the town or regional economy through mobilisation of its resources in collaboration with local stakeholders, organizations and businesses networks, based on viable actions and strategies, (Univen University Town Concept, First draft 2014). In short, there is no universal definition of what a university town is, but common in all the above definitions indicates that a place to be a university town, the university is regarded as a major role player in influencing the social and economic character of their host towns through town-gown partnerships.

It may be stated that the social and economic diversity of bigger cities that hosts universities reduces the influence of the university over the community culture and therefore they are not university towns. Contrary of the influence of universities in large cities, such institutions in smaller towns have the opposite impact. In this case study, Thohoyandou, a small rural town (69 453, Statistics South Africa, 2011) which host Univen. This case presents what Gavazzi (2016) posit as a smaller university that is within the boundary of a small town. Univen despite being a small university, it is one of the major anchor institutions in Thohoyandou town. This study intends to prove that the university has a major role to play in influencing the development of Thohoyandou and its rural environs. Thus, the question is how further innovative and collaborative university-community partnerships can be established between the University of Venda, Thohoyandou and its stakeholders beyond its current standing?

Literature indicates that the context in which university towns are developed differs from one place to the other and can be categorized in two forms. In the first example of traditional university towns such as Oxford, Cambridge, and Stanford. It is argued that significant urban development took place first and later university towns evolved organically, because of scholars and students that gathered over time during medieval era (Hong Kong 2030 Planning Vision and Strategy (HK 2030) 2003; Li et.al 2014). In the second example, around 1900 in the United States, the nucleus of university campuses were located in the countryside as government initiatives, copying after the idea has emerged already in Europe. Relatively large scale urban settlements grew around them over time and space. Thus, the walled medieval university was typically separated from the rest of society, (HK 2030, 2003; Gumprecht 2003; Li et al. 2014).

In the first decade of the 21st century, the developmental approach of the “new generation of university towns” has taken a different path (Kemp 2013). It has entailed the formulation of

innovative and collaborative town-gown partnerships between a university and its host community to influence the social and economic character of their community and beyond. The developmental paradigm of the evolution of university towns has transitioned with time from the medieval era where university towns organically evolved, to the 1900 era where they developed as objects of government promotions. This was essentially a top down approach to the founding of universities that were physically and socially segregated from the town.

The contemporary 'New Governance' approach is a developmental paradigm that is guided by the social contract theory (Martin *et al.* 2005). In this approach, the university is positioned as a central role player utilising its resources in a knowledge based economy and in collaboration with stakeholders in the host community. The New Governance takes place through the formulation of innovative collaborative partnerships to drive the social and economic developmental agenda of their communities. This approach in literature is also known as 'town-gown partnerships' which is used interchangeably with 'university-community partnerships' in this study (Bowman 2007). The move to the New Governance approach has contributed to the need to understand "how innovative university-community partnerships are formed, how they operate and what they accomplish" (Rubin 2000 cited in Martin *et al.* 2005).

Historically town-gown relations were characterized as strained or conflicted (Gumprecht 2003; Martin *et al.* 2005; Bruning *et al.* 2006; Wright 2009; Gavazzi *et al.* 2014) and partnerships between institutions of higher learning and host communities were non-existent (Martin *et al.* 2005). Recently quite several colleges or universities in the United States have formulated collaborative and innovative partnerships with their host towns to collectively address the socio-economic challenges faced by their communities. This is evidenced by Kemp's (2013) edited volume titled *Town and Gown Relations: A Handbook of Best Practices*. He discusses the current and evolving trends of relationships between institutions of higher learning and their host communities and beyond, providing more than forty best practice case studies of town-gown partnerships from nearly half of the States in the USA including cities with outstanding and complex collaboration initiatives such as Boston. Furthermore, in the United States through the Housing and Urban Development Department, various organizations and programmes have been established to support university-community partnerships such as the Office of University Partnerships (OUP), Community Outreach Partnership Centres (COPC) program (Martin *et al.* 2005; Cox 2000). The International Town & Gown Association (ITGA) is possibly the leading global virtual resource centre of all matters concerning the subject of this study. The above are the attributes to the success of most university-community partnerships in the United States of America that provide the platforms that offer financial support and experiential learning on what approaches have proven to work and what does not function.

In Africa, there is a lack of literature regarding university towns, this sets the stage for the need to generate new information and new knowledge about the framework to guide the development of university-community partnerships from an African perspective, as is expected in this study. However, despite the 'terra incognita' situation in Africa, there are exceptions that include the towns of Bloemfontein, Pietermaritzburg, Stellenbosch, Grahamstown, and Alice in Eastern Cape, which are regarded as university towns in South Africa (Hephaestus Books 2011).

Stellenbosch University and the Stellenbosch Municipality represents from an African perspective "the new generation of university towns" as coined by James & James cited in Kemp (2013). Unlike in U.S.A, there are no organizations or programmes established specifically for supporting town-gown partnerships in the South African context, except for Stellenbosch. Driven by the pressing challenges of the legacy of its privilege during the apartheid era and the urgent need to face its socio-economic problems, infrastructural backlogs, ecological challenges, the great disparities between the wealthy and the poor, Stellenbosch concluded that establishing town and gown partnerships was the way forward (Swilling et.al, 2012).

In 2007 Stellenbosch University partnered with Stellenbosch Local Municipality and signed a Memorandum of Understanding (MOU) visioning Stellenbosch as a "Sustainable University Town" (Memorandum of Understanding Stellenbosch: A Sustainable University Town 2007). This partnership has been a success in driving the local character of Stellenbosch through various initiatives such as the HOPE Projects. The Stellenbosch developmental approach of university towns is through innovative collaborative town-gown partnerships which can point to a number of successful initiatives (Swilling et.al 2012). The formulation of these innovative collaborative town-gown partnerships differs from one place to the other. These differences are due to differing socio-economic characters of places, hence what has been particularly successful in other areas cannot be generalized in another area. Therefore, this study seeks to explore how the University of Venda, Thohoyandou town and its stakeholders can formulate innovative collaborative partnerships to propel the development of Thohoyandou and its rural environs.

Univen is a rural-based university that was established in 1982 to cater for the educational needs of the people residing in the area during the Homeland and the Republic of Venda (1979-1994) period. Univen has experienced tremendous growth structurally and administratively since its establishment (Adewale & Esther 2012). When the university was established in 1982 it had only one faculty, the School of Education, with a student population of 181 (Univen Strategic Plan 2009-2013). Now, in 2016, Univen consists of 8 schools;

namely, the School of Education, School of Agriculture, School of Health Sciences, School of Human Sciences, School of Mathematical and Natural Sciences, School of Environmental Sciences, School of Management Sciences, and School of Law and other university support units.

Univen was established to accommodate only 5 000 students, currently, the student enrolment has doubled and is exceeding 11 000 students (Univen Strategic Plan 2012-2016). The increased demand for access to higher education forced the university to increase its student enrolments to such an extent that its infrastructural carrying capacity has been exceeded. Consequently, it has resulted in inadequate infrastructure to accommodate the needs of the increasing university population (Univen Strategic Plan 2012-2016). The university has been renovating and upgrading its existing infrastructure, still, this is considered inadequate to address the needs of the university such as student and staff accommodation (Univen Strategic Plan 2009-2013; 2012-2016).

In 2011 The Department of Higher Education and Training (DHET), indicated that public institutions of higher education in South Africa such as Univen are faced with huge “backlogs in the provision of student accommodation and that in some instances students are living in appalling conditions”. DHET (2011), indicated that there is need of massive investments to address this existing backlog because government “funds allocated thus far are inevitably still insufficient to address all the backlogs”. Though it is primarily the responsibility of the State to fund student accommodation, where feasible the universities themselves were being encouraged to explore how they can collaborate and form partnerships with their host cities and private sectors to address the gap that exists in the provision of affordable student accommodation (Department of Higher Education and Training 2011). DHET (2011) also supports partnerships between universities and local governments in building student residences that can potentially revitalize these towns. Thulamela Local Municipality's Urban Development and Revitalization Framework (2011) states that housing can be used as an urban regeneration tool for the Thohoyandou CBD.

The current Univen Strategic Plan points out that the university has the opportunity to establish partnerships with the public and private sector and the University Management is willing “to openly discuss challenges the University is facing” (Univen Strategic Plan 2016-2020). The preceding Univen Strategic Plan (2012-2016) indicates that, although there were various existing partnerships that had been “developed in an ad-hoc basis, without any structured criteria or framework to define the kind and types of partnerships”. Consequently, many of these partnerships, “have remained no more than paper agreements with little or no real benefits accruing to the university” (Univen Strategic Plan 2012-2016). This study is essential

as it seeks to propose a viable and functional conceptual model on how to develop possible innovative collaborative-stakeholder's partnerships for Univen, Thohoyandou town, and its stakeholders. As well as to contribute to addressing student housing challenges through assessing student housing development possibilities through collaborative town-gown partnerships between Univen, Thohoyandou and its stakeholders as recommended by DHET (2011).

The University of Venda has positioned itself to take the contemporary approach of developing a university town through the formulation of partnerships with its surrounding stakeholders as indicated earlier on. This approach is in line with the current call from the South African Government that institutions of higher learning should elevate their roles in finding workable solutions to the myriad of post-apartheid social and economic development challenges being faced by their host communities, (National Development Plan of South Africa 2030, NDP 2030). Various policy initiatives in South Africa have been developed to facilitate the role of higher education institutions in redressing these socio-economic ills. These policies include the 1997 White Paper on the Transformation of Higher Education, the National Commission on Higher Education (NCHE 1996), the 1997 White Paper on Higher Education and the White Paper on Science and Technology, (Lazarus *et al.* 2008; Brown-Luthango 2013).

This study acknowledges that innovative university-community collaborative partnerships are needed to address the post-apartheid socio-economic challenges, to promote the development of resilient and sustainable towns. There is also a knowledge gap on how the partnerships can be formulated, as well as their nature and dynamics to drive the social and economic character of their communities, (Cox 2000; Bowman 2007; Melfi 2008; Lederer 2007; Martin *et al.* 2005). The study further acknowledges that there is a knowledge gap on how Univen -Thohoyandou town stakeholders can formulate the required mutually beneficial partnerships.

1.2 Statement of the problem

There seem to be no clear and practical and pragmatic conceptual model that can inform the approach to the development of town-gown partnerships. This study seeks to determine town-gown developmental approach on how the University of Venda and its stakeholders can form collaborative partnerships to propel the development of Thohoyandou and its rural environs'.

1.3 The general and specific research objectives

1.3.1 Aim

To explore town-gown developmental paradigms for the development of successful, viable and functional partnerships between the University of Venda, Thohoyandou and its other stakeholders.

1.3.3 Specific objectives

The above research aim will be addressed through the following specific objectives which seek to;

- Highlight the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town, and its stakeholders;
- Establish the roles of the University of Venda, Thohoyandou town, and its stakeholders in the successful development of their partnerships;
- Determine the factors that contribute to the establishment of viable and functional innovative collaborative university-stakeholder's partnerships for the University of Venda, Thohoyandou town, and its stakeholders.
- Determine student housing development possibilities as a manifestation of town-gown partnerships between the University of Venda, Thohoyandou town, and its stakeholders.
- Recommend a conceptual model of approach to town-gown partnerships for the University of Venda

1.4 The hypotheses

The study hypothesises that;

- Creating an appropriate institutional context with well-defined roles will result in successful town-gown relationships and that,
- There are several critical factors that account for building and sustaining successful town-gown relationships.

1.5 Research design

This study is an exploratory research adopting quantitative research method. The participants for this study were stakeholders that had been participating in the ongoing workshops and meetings about the development of “Univen university town concept”. At the time of writing the stakeholders included Univen, the Limpopo Premier’s Office, Vhembe District Municipality,

Thulamela Local Municipality, VBS Mutual Bank, Madzivhandila Agricultural College and a traditional leader who have lately indicated interest in this concept.

The instrument used for data collection was Optimal College Town Assessment (OCTA) tool a closed ended questionnaire containing 16 questions, as other closed ended questions see appendix 2 and 3. Questionnaires were administered purposively to four groups of the participants of the ongoing meetings being held by Univen. The participants were divided into four groups of representatives. With regards to Univen side, the four groups consisted of students, faculty or schools, leaders/administrators and members of the Board of Trustees. From the Thohoyandou town and its stakeholder's, the four groups were as follows; government officials, business owners, non-profit organizations leaders and local school administrators and teachers.

1.6 Description of study area

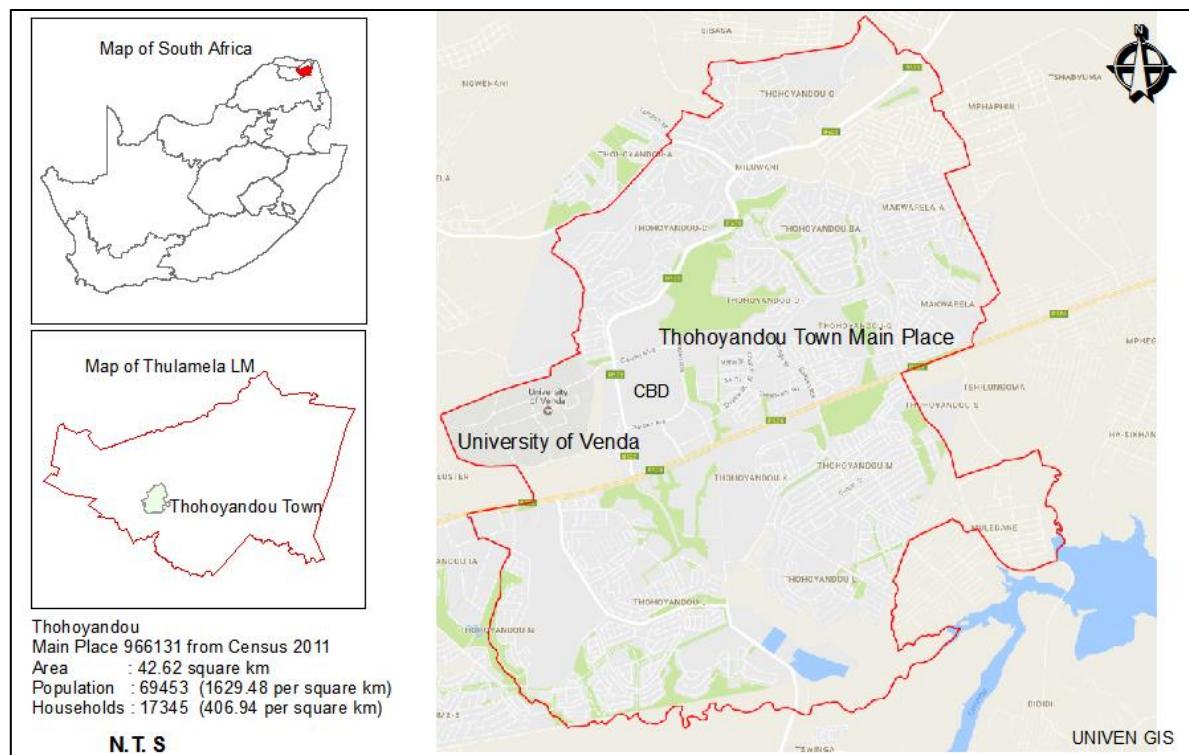


Figure 1-1 Location of study area

Source: Edited by Author 2016

Figure 1-1 illustrates that Thohoyandou town is situated in Thulamela Local Municipality which is a Category B Municipality. According to the South African Constitution, a Category B Municipality refers to a “municipality that shares municipal executive and legislative authority in its area with a category C municipality within whose area it falls”. Thulamela LM is one of the 4 local municipalities in the Vhembe District Municipality (Category C) in Limpopo

Province. The town is situated on the main road between (R523) Louis Trichardt and the Kruger National Park. Thulamela Urban Development and Revitalisation Framework (2011) states that Thohoyandou is a declared Provincial Growth Point in Limpopo Province and it is the largest urban complex in Thulamela municipal area. It is also a proclaimed town with the largest business area (CBD) in the entire municipal area. The proclaimed Thohoyandou town on its south-west encompasses Shayandima Industrial Area which is the only significant industrial area in the municipality. Furthermore, Thohoyandou is the administrative centre of Vhembe District Municipality and Thulamela Local Municipality. Both the Vhembe District Municipality and the Thulamela Local Municipality offices are in Thohoyandou. In addition to this, there are also several regional offices of national government departments that are in this town. Sibasa/Makwarela suburbs are situated to the north of Thohoyandou town and are functionally part of the broader Thohoyandou complex. Sibasa/Makwarela has a separate business node and a small light industrial precinct. Thohoyandou town is home to the University of Venda which is situated 1km to the west of the Thohoyandou CBD and is surrounded by a natural open space system and a wetland.

1.7 The significance and justification of the study

Literature indicates that this field of study require in depth studies as it is relatively new. It is associated with terms such as “embryonic in nature”, “almost totally terra incognita,” most work is not published, wide-ranging practical and empirical findings are relatively rare, (Stevenson, 1998; Warzecha, 2009; Rubin 2000; Martin *et al.* 2005, Gumprecht 2003; Brown Luthango 2013). The South African Minister for Higher Education and Training Dr. Nzimande during his visit in 2014, he did not articulate what a University town is, or how it should be developed from a government perspective. Thus, this study advances knowledge in trying to fill the gap on university towns from a practical case study providing a framework of how a university and its stakeholders can leverage and benefit from collaborative partnerships.

This study aligns with the development strategies of South Africa that are aimed at resolving the legacy of apartheid. These strategies include the NDP 2030, National Growth Path (NGP 2010), Comprehensive Rural Development Programme (CRDP) and Rural Revitalization Strategies (Small Town Revitalization Strategies). The DRDLR (2010) cited in Meyer 2014 states that “the situation in rural South Africa is dire and complicated and intensified efforts of rural revitalisation are required to turn this situation around”. Thus, this study is essential in aiding how university town concept/town-gown partnerships can be utilized as an instrument of the turnaround government revitalization strategies.

The findings of the study provide insights on how the university town concept as a revitalization strategy can be approached by various planners and an unlimited number of stakeholders to

create a sustainable economy drawing from the untapped resources of university knowledge based services.

1.8 Research limitations

The researcher experienced challenges during the study such as lack of literature, some essential Univen respondents declined to participate and time was limited to conduct the study. There is a lack of relevant literature on town-gown relationships from the African context given the "terra in-cognita" of this area of study. The researcher also faced limitations with regards to data collected from the Thohoyandou community. The sample size was too small, it failed to meet the minimum recommended sample size of 300 for statistical tests required to make meaningful conclusions. Therefore, such data was eliminated for data analysis presentation and interpretation.

1.9 Definition of key terms

University town - defined as a place "where a college or university and the cultures it creates exert a dominant influence over the character of the community." Gumprecht (2003)

Town and gown – interchangeable with "university-community" refers to the relationships and interactions between inhabitants of two different parts of a community, "town" being the government, businesses and the residents, transportation routes and open space etc and "gown" referring to the university community, academic staff and students and the infrastructure that accommodates them, (Kemp, 2013; Bowman 2007).

Stakeholder- is defined as "any identifiable group or individual who can affect the achievement of an organization's objectives or who is affected by the achievement of an organization's objectives" (Freeman and Reed 1983, cited in Gossy 2008).

Collaborative partnership- refers to "the pursuit of organizational or person-centred goals through a dynamic process that requires the active participation and agreement of all partners," (Gottlieb et al 2005).

Optimal College Town Assessment- its quantitative tool that provides for the scientific analysis of stakeholder's experiences and their opinions about the existing university and community/stakeholders relationships at any given time, (Gavazzi et al 2014).

Paradigm- it refers to a set of rules and norms established to define boundaries or to describe how to act within the boundaries to obtain success, (Bandhold & Lindgren 2002).

1.10 Research chapter outline

This section outlines the research chapters that make up this dissertation which are as follows:

Chapter 1: Introduction and background

This chapter provided the introduction and background to the study all the procedures of undertaking this dissertation such as the problems that lead to research and how the method was adopted. The objectives of the study are also indicated together with scope and limitations of the study.

Chapter 2: Literature review

This chapter reviewed the literature on town-gown developmental paradigms for the development of university towns to find out what other authors and studies state and show in relation to the research objectives, theoretical framework, research methodology and approach, and supported instruments of data analysis and interpretation.

Chapter 3: Methodology

This chapter described the detailed research approach and design this study adopted. It indicated the unit of analysis, types of data collected, such as primary and or secondary data, methods that were used for data collection in relation to the type of data as well as the description of the instruments used for data analysis and presentation.

Chapter 4: Data analysis presentation and interpretation

This chapter analysed, presented, and interpreted data about town-gown relationships between Univen, Thohoyandou town and its stakeholders. The aspects which were covered in this chapter include the demography of respondents, measurement scale analysis, reliability analysis and validity analysis of the measurement tools that were used in this study. Data was then presented with respect to the research objectives on; characteristics of existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders. It further presented data on the roles and factors that town-gown stakeholders should consider to establish viable and functional successful town-gown partnerships. The study went on to present data on the possibilities of student housing development as a manifestation of town gown partnerships between Univen, Thohoyandou town, and its stakeholders.

Chapter 5: Summary, conclusion, and recommendations

This chapter provides the summary, conclusions, and recommendations of the research findings drawn from chapter 4 with regards to the study objectives.

1.11 Chapter summary

This chapter introduced town-gown developmental paradigms focusing on the ‘Univen Town Concept’ as a case study. This was followed by the statement of the problem, general research

aim, specific research objectives, hypothesis, research design and description of study area. Furthermore, this chapter outlined the significance and justification of the study, research limitations, definition of key terms and the structure of the dissertation.

2. CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This study seeks to explore town-gown developmental paradigms for the development of the University of Venda, Thohoyandou town, and their stakeholders. Literature was reviewed to find out what has been stated by other authorities in relation to the research study objectives. The literature review runs along the following issues; the characteristics of town-gown relationships, the roles of a university and its stakeholders in the successful development of town-gown partnerships, factors that influence the establishment of viable and functional possible innovative collaborative university-stakeholder's partnerships and last but not least on student housing development possibilities through town-gown partnerships and the policy framework for South Africa with regards to town-gown relationships.

2.2 Conceptual framework

A conceptual framework is a visual product that explains graphically or in narrative form the main factors that are going to be studied such as key factors, concepts, variables and the apparent relationship between them (Miles & Huberman 1994). It is generally a model of what you plan to study and what are the processes involved and why certain variables are selected. A concept has the function of informing the structure, processes, and linkages of a research. A conceptual framework assists in assessing and refining research objectives, developing research questions that are relevant and realistic, selecting methods that are appropriate for the study and identifying potential threats to the study conclusion.

Figure 2-1 indicates the conceptual framework followed in this study, as already pointed out in this study, that there is no standard approach or framework that guide the development of a university town or town-gown partnerships. The study's conceptual framework depicts (i) the models and theories of town gown partnerships, (ii) different spatial geographic areas around the world where the study drew literature from in relation to best case studies of town-gown partnerships in order to gain the basic knowledge of what is significance happening in the field of study, (iii) the study population constituting stakeholders currently interested in the "Univen Town Concept" that aims to propel the development of Thohoyandou and its rural environs.

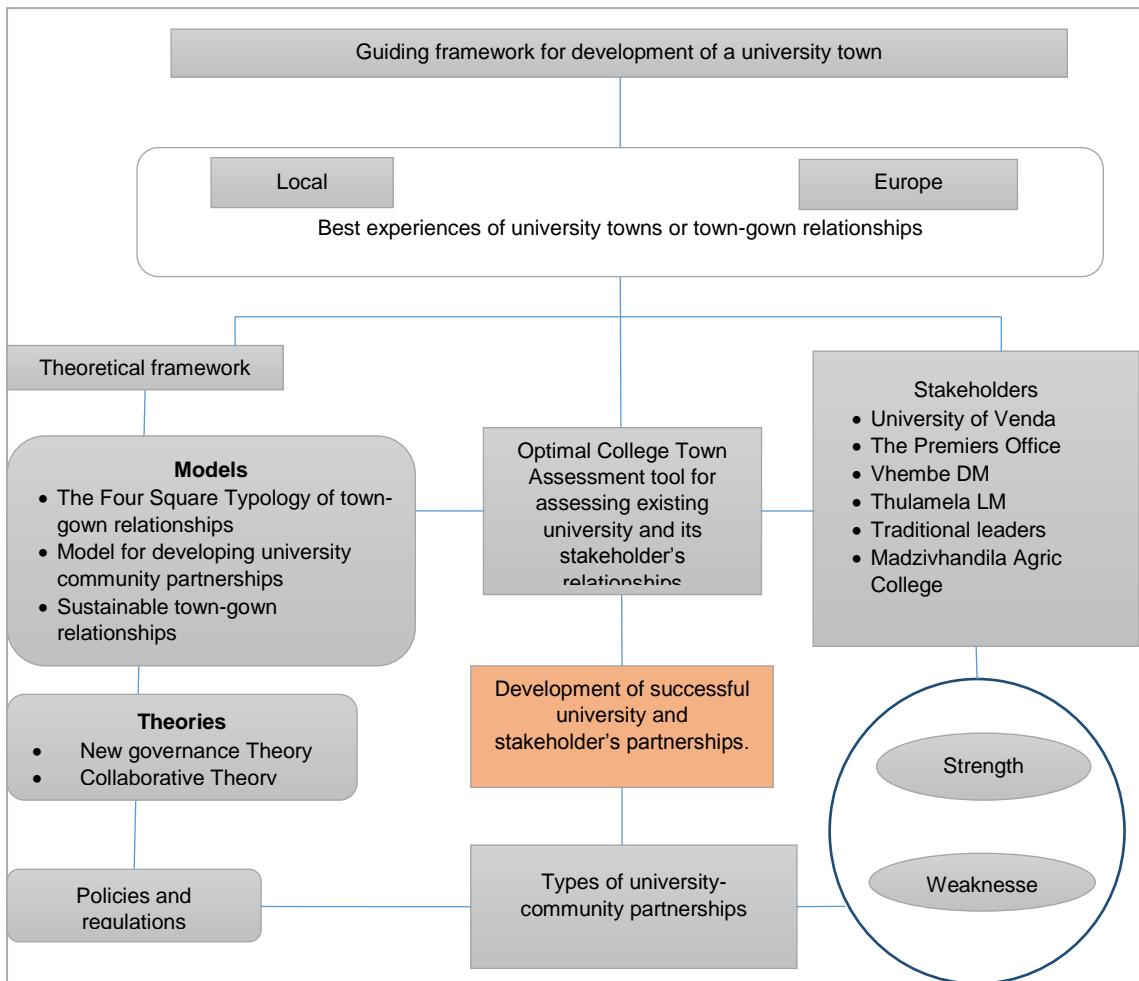


Figure 2-1 Conceptual framework for the study

Source: Author 2016

Figure 2-1 above indicates the conceptual framework that was followed in this study.

2.3 Theoretical framework

This study was guided by the New Governance Theory and Collaborative Theory. These theories are linked to another, with the New Governance Theory informing the need to change from the bureaucratic top down approach to a bottom up approach. Whilst Collaborative Theory guides how the various stakeholders should participate to conceptualize and consolidate plans that integrate the multiple interests of all the stakeholders.

2.3.1 New Governance Theory

Most universities in the USA and their host communities have had conflicting town-gown relationships in the past that hindered town and gown institutions from working cooperatively together in addressing common problems they face (Martin et al. 2005). This state of town-gown relationships has begun to change, attributed to factors such as the shift from the traditional bureaucratic governance paradigm to the new governance paradigm (Martin et al.

2005, Hess 2007:53). In broad sense, new governance is regarded as social coordination, which entails solving social problems by coordinating interactions of various stakeholders (Lee 2003; Bingham *et al.* 2005). Salamon cited in Bingham, Nabatchi & O'leary (2005) views "new governance" as a framework recognizing "the collaborative nature of modern efforts to meet human needs, the widespread use of tools of action that engage complex networks of public and private actors, and the resulting need for a different style of public management, and a different type of public sector, emphasizing collaboration and enablement rather than hierarchy and control."

In this study, the New Governance Theory provides justification for the needs of universities and their host communities to form partnerships and collaboratively work together to positively change the character of their community. Martin *et al.* (2005) support this viewpoint by stating that the new "governance model provides a theoretical justification for the use of multiple stakeholders, networking and collaboration" in resolving socio-economic ills faced by communities. This theory is based on the assumption that socio-economic challenges facing communities can only be addressed by means of collective and innovative efforts of multiple stakeholders (government, business and the non-profit sector and others). The new governance paradigm stresses the significance of synergistic partnerships that harness the strengths of each partner to create win-win partnerships meeting the interests of both stakeholders, (de Búrca and Scott 2006; Hess 2007; Rhodes 1996).

It is further acknowledged that the success of the new governance requires skills such as negotiation and persuasion, collaboration, and mediation to bring all the stakeholders on board along the same goals and purposes.

2.3.2 Collaboration Planning Theory

Collaborative planning is a process of engaging stakeholders in face to face dialogue to develop a plan that meets the interest of all affected parties, (Bevir, 2007:106). Healey's "collaborative theory", "points a way forward for spatial planning activity, from a narrow technical and procedural focus towards a communicative and collaborative model for achieving common purposes in the shared spaces of our fragmented societies," (Healey 1997). Dale notes that "collaborative planning emphasises on mechanisms or processes of planning, that is how planning is done, in the context of an institutional framework, a set of actors and a range of societal opportunities and constraints," (Dale, 2006:5)

Traditional models of planning, i.e. technocratic and bureaucratic planning models, based on scientific ways of reaching decisions have been criticised for imposing plans and policies that do not represent people's interests. Collaborative theory, on the other hand, requires the drawing of knowledge and relational resources from multiple stakeholders, mobilizing capacity

to develop the new institutional capacity to guide how to undertake collaborative planning (Chakwizira 2014).

2.4 Characteristics of existing relationships between town-gown stakeholders

Gavazzi, Fox, and Martin evolved the Four-Square Typology of town-gown relationships to describe the characteristics of town-gown relationships at any given time (Gavazzi *et al.* 2016). It is based on the theoretical assumption that “the scholarship on marriages and families provides invaluable insights into town-gown relationships.” Gavazzi and others adopted Cuber and Harrof’s (1965) marriage classification scheme to describe typologies of town-gown relationships. Subsequently, it was suggested that strategies on how universities and community members relate to each other closely resemble certain categories of marital relationships. Town and gown stakeholders can reach a sustainable and balanced “win-win” relationship to resolve their socio-economic idiosyncratic needs.

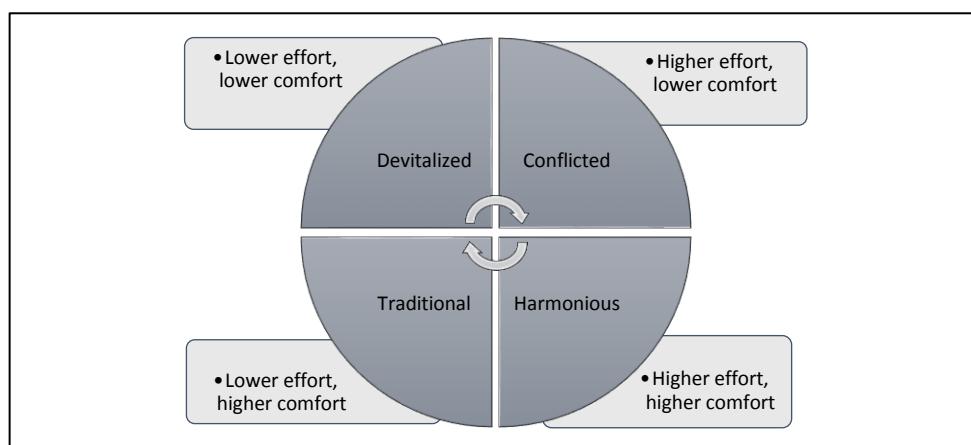


Figure 2-2 A Four-Square Typology of Town-Gown relationship

Source: Gavazzi, Fox, and Martin (2014)

Gavazzi *et al.* (2014) state that there are two different conceptual dimensions, that are related that can be used to describe the quality or characteristics of town-gown relationships as shown in figure 2-2. The first conceptual dimension is the "level of comfort" that is being held with the existing town-gown relationships. The second conceptual dimension is centred on the "level of effort" required by the university and community members to maintain their current state of relationships. Gavazzi *et al.* (2014) combined these two dimensions “comfort and effort”, and presented four types of relationships, referred to as THE Four-Square Typology of Town Gown Relationships. Refer, to Figure 2-3 that describes the university and community relationships and their characteristics. The four types of relationships are:

Devitalized relationship— This relationship is characterized by low levels of comfort and low effort levels resulting in the least amount of overall satisfaction between the university and

community members. This type of relationship is regarded as troubled and requires “restorative direction”. (Gavazzi *et al.* 2014)

Conflicted relationship- This category of relationship is characterized by low comfort levels and higher effort levels, contributing to the overall reduction of satisfaction levels. In this case, partners remain engaged with one another as they try to work out their relationship issues (Gavazzi *et al.* 2014).

Traditional relationship- In this relationship the comfort levels are high and levels of effort are lower. This results in the situation on which the university and community members are moderately satisfied with the relationship. Thus, town-gown members simply ignore each other whilst pursuing their individual goals and objectives (Gavazzi *et al.* 2014)

Harmonious relationship- This is characterized by high levels of comfort and high effort levels resulting in a highly satisfactory relationship between university and community partners. This is the optimal town and gown relationship in which partners have a sense of connectedness and are jointly involved in all activities that are of shared benefit, (Gavazzi *et al.* 2014).

Gavazzi *et al.* (2014) state that the four types of town-gown relationships are important indicators of where the university and community relationship stands at a given time. Furthermore, Gavazzi & Fox (2014) adds that this Four-Square Typology provides a significant step towards the identification of the unique characteristics of a given university and community from a given broad set of characteristics of common types of relationships. Given the subjectivity associated with the identification of existing town-gown relationships and out of the growing need for the operationalization and the quantification of variations in perceptions of town-gown characteristics, Gavazzi & Fox (2014) developed the Optimal College Town Assessment (OCTA) tool.

OCTA is a quantitative tool that measures personal and community perceptions of effort and comfort levels on town-gown relationships. Firstly, it avoids the guesswork associated with the identification of the relationship type that exists between the university and community members or the wrong and misguiding impression that is created, “by communications or external relations offices” that everything is well in their relationships. Secondly, the application of this quantitative measure provides room for systematic and detailed analysis of individual experiences of town-gown stakeholders and their opinions about the existing university and community relationships. Thirdly, the quantitative data that the OCTA generates allows the researchers to identify the detailed factors that are significant to address town-gown issues based on the different roles and whereabouts of the town-gown stakeholders.

In addition, the OCTA assists in the identification of the strengths and weaknesses associated with the level of effort and comfort that is being experienced by various university and community stakeholders. Thus, this tool is vital for solving immediate town-gown issues and in informing decision making about the short, medium and long-term town-gown partnership opportunities. Furthermore, the tool can be utilized to assess the extent to which the existing activities that were designed to enhance university and community relationships are producing the intended effects or not. Also, the tool can be used to initiate the process of utilizing gathered information as the basis for informing the development and maintenance of more innovative and collaborative town-gown partnerships.

2.5 Roles of the University and Community in the successful development of their partnerships

There is limited literature that documents the specific roles played by both the university and the community in successfully developing town-gown partnerships, (Leeder, 2007; Melfi 2008). However, A Joint Study by Initiative for a Competitive Inner City (ICIC) and CEOs for Cities (ICIC 2002), in the context of USA shows some of the various roles both the university and the community leaders are expected to play in successfully establishing university-community partnerships. These roles include the following:

2.5.1 Roles for the college and university leaders:

University leaders should play a pivotal role in creating a clear urban economic development strategy that focuses on the problems of the host community. The strategy is expected to assemble the multiple ways through which the university can craft greater economic impact for the community and in the end also advancing the university's own interests. The ICIC (2002), indicates that, in many successful cases of university-community partnerships, the university president or principal, with the support of the board-of trustees, may and can advance an economic development strategy to integrate university interests with those of the host community. Furthermore, the study shows that in the case of Colombia University, President Rupp initiated an economic development strategy aimed at channelling much of the university's purchasing and contracting to businesses in the host community of Upper Manhattan (ICIC 2002). As a result, Columbia University has achieved great results, through having dialogues with the community and including its interests. This can also be evidenced in the case of Stellenbosch University Town (Swilling et.al 2012).

University leadership is expected to undertake, "meaningful community participation and dialogue in formulating this strategy". Literature illustrates that "meaningfully incorporating community input, particularly in university expansion plans, enhances the operational

efficiency of the university. Plans get approved faster, avoiding costly political battles with the community." (ICIC, 2002). Deitrick and Soska (2005) cited in Sungu-Eryilmaz (2009:19), illustrates the significance of community involvement in all stages of university planning. The University of Pittsburgh decided to expand into the Oak-Land district which is adjacent to its boundary in the 1970s. The university finalized a masterplan internally without community involvement and then shared the plan with Oakland Chamber of Commerce and the Planning Department of the City of Pittsburgh, and they both agreed to the plan. The Oakland residents were very upset by both the University Master Plan and exacerbated by their exclusion from the planning process.

The typical university role includes delegating its specific departments or faculties and its related offices, clear economic developmental goals for the development of its host community. Sosaka et al., (2013:175) indicates learning from Ben-Gurion University in Israel the catalyst role of a university that found, "concrete expression in research and public activities designed to expose the extent of the problem, and thereby change the community discourse". Furthermore, the universities' departments play a crucial role as organizers by influencing various community organizations, to partake in defining the community problem, developing strategies, and demanding solutions from policy-makers, and implementation and monitoring of programmes.

A university is expected to "create a high-level coordinator to oversee and advance the effort". It is argued that "to ensure continuity and political support, a college or university president should create a coordinator to implement the institution's economic development strategy. This person should be directly accountable to the president. For example, at the University of Illinois at Chicago, its Great Cities Community Engagement Program was initiated and grew rapidly because there was a special assistant to the chancellor in charge of coordinating the entire program", (ICIC 2002).

Furthermore, a university's leadership should play the role of deploying members of the university to serve on the local and regional boards of business associations, community organizations, and public-sector bodies. The Virginia Commonwealth University presents a successful case, where President Eugene Tran, served on a local board as Chair of Richmond Regional Chamber of Commerce in West Contra Costa County. This strengthened the impact of the Virginia Commonwealth University on the local and regional economy (ICIC 2002).

Meaningful impacts of town-gown partnerships do not happen overnight. Universities need to have long-term goals and plans for about 10 years and more in order to realize the benefits of such partnerships. This is attributed to the fact that economic development needs time for the results to be visible, (ICIC 2002).

2.5.2 The roles of the community

The community comprises of various stakeholders including local government, business, community organizations and many others. Communities must play their roles for the successful development of university-community partnerships.

City or Town Mayors should ensure that universities are incorporated in the short-term and long-term economic development strategies of their towns. Literature indicates that most towns and cities fail to take advantage of knowledge centres such as universities, as their engines of economic growth, (ICIC 2002). It is argued that planning authorities do not include universities in their local economic growth or revitalization strategies. Most successful cases of university-community partnerships show's that Mayors incorporated university's leadership and their resources to help advise on strategic plans for community development.

To enhance town-gown partnerships Mayors should play the role of organizing regular meetings with the university leadership, community organizations, business leaders and many other stakeholders. This aids to identify challenges and opportunities for economic development and success of establishing their partnerships, (ICIC 2002).

Furthermore, to it is argued that the Mayor should establish a “college- or university-liaison office to advance collaboration and economic development”. This office is essential in aiding to identify and advice on economic development opportunities that may arise. Mayor Menino in Boston is a successful case, were in a liaison was established to Schools of Higher Education office (ICIC 2002). This ensures continued dialogues and collaborations with the city’s institutions of higher learning i.e. colleges and universities.

Community groups and their leader's role should involve seeking out “win-win” partnerships with universities and acknowledge the economic interests of the university. ICIC (2002) states that community groups and leaders should not focus on charity contributions from the university. Rather they should look for ways in which the university can use its resources and expertise in innovation, research and development for economic development. A typical successful example is where community groups can aid in creating land-use partnerships with the university to meet both stakeholder's development needs.

The private sector and business leader's role in the successful development of town-gown partnerships involves among others investing in, “real estate development, supply-chain development, research commercialization, innovation incubators, workforce development, and other economic development partnerships”. as well as involving higher education institutions, “in business forums, associations, and public/private initiatives”.

2.6 Factors that contribute to the establishment of viable and functional innovative collaborative university-stakeholder's partnerships

Sustainable town-gown relationships model by Russo et al (2007); and the University-Community Partnership Model by Suarez-Balcazar et.al. (2005), provides insights about what are the factors that makes viable and functional innovative collaborative university-stakeholders partnerships.

2.6.1 Sustainable town-gown relationships model by Russo et al (2007)

Town-gown partnerships that are non-viable and none functional are attributed to unbalanced or conflicted relationships between the stakeholders of a university town, which may include students and academic leadership, entrepreneurs, and local communities. It results in the development of an unsatisfactory triple helix, “invoking a downward spiral of investment withdrawal and restructuring”, (Russo et al. 2007). Figure 2-3 illustrates graphically unsatisfactory triple helix of issues regarding non-viable and non-functional town-gown relationships.

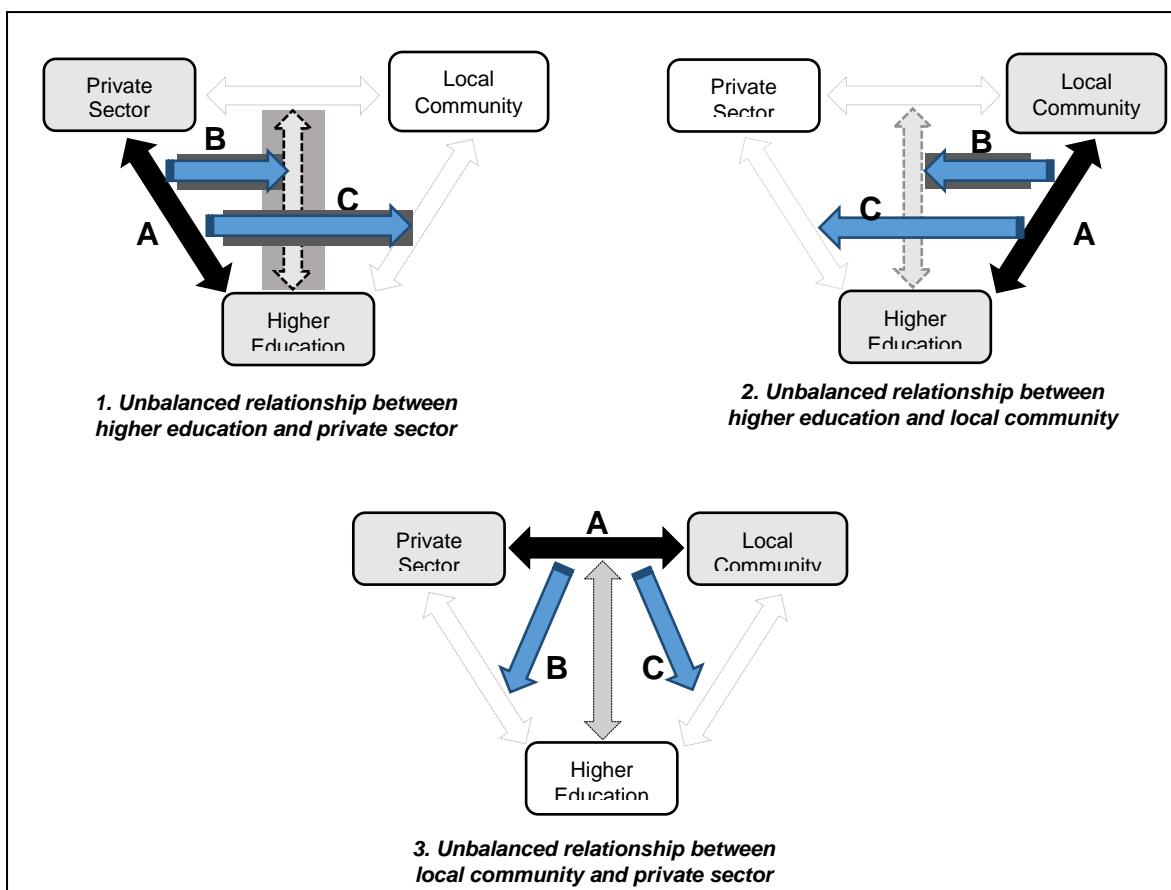


Figure 2-3 Unbalanced town-gown relationships

Source Russo et al (2007)

Figure 2-3 illustrates a triple helix of unbalanced relations between the university and its host community. It's argued that these unbalanced relations result in an insufficient contribution of stakeholders to the welfare of one another, (Russo *et al.* 2003; Russo *et al.* 2007).

Firstly, ill-defined or non-functional relationships between the private sector and the university can be attributed to factors such as limited funding for Research & Development (R&D), constrained knowledge flows, prohibition of the selling of patents to the private sector. This impacts negatively on the realization of the direct economic benefits, i.e. services, revenues, jobs that can be contributed by universities for local development through education and research activities. Furthermore, this unbalanced relationship hampers the integration of the students and their host community (Russo *et al.* 2007).

Secondly, universities and their host communities can also experience conflicted town-gown relationships attributed to spatial, economic social challenges such as competition for space and studentification. This negatively impacts on the university driven approach to economic development. Also, negatively affected is the production of the required creative town's human capital and human resource which is a major determinant of the competitiveness of any town or city. Unfortunately, institutions of higher education are likened to "Ivory Towers", pursuing their own goals. Besides academia and research, universities should be resolving community socio-economic challenges. Furthermore, insufficient community services may force universities to locate their campuses in peripheral areas contributing to diminished economic impacts locally. The unsustainable relationships between the university and their host communities may contribute to the souring of a university and private sector relationships. Often the private sector decreases interest in supporting research and education as skilled human capital produced is likely to disperse to other regions outside of their sphere of influence. Attributed to the poor town-gown relations which impacts on negatively to the town gown situation is the student's perception of host communities as a place to live and work, and in turn this contributes as a push factor for the relocation of private sectors to other university towns (Russo *et al* 2003; Russo *et al* 2007; Massey, Field & Chan 2014).

Third, the problematic relationships between the local community and the private sector affect the contribution of the private sector to local economic development because of "strong outward orientation". This also affects universities' mission of producing entrepreneurial and highly skilled human capital required for strengthening local economic development and the uplifting of local community welfare standards. This results in a lack of interest of host community in investing in its university as graduates would go and search for better employment opportunities elsewhere (Russo *et al.* 2007).

Thus, the above outlined imbalances in town-gown relationships between the stakeholder's impacts negatively on the viability and functionality of other stakeholders, "producing a downward spiral that goes in the opposite direction of the triple helix, ultimately dissipating the local growth factors." (Russo et al 2007).

Russo et al 2007, indicates that to achieve a sustainable university town or viable and functional university-community partnerships, requires collaborative intervention from both town and gown stakeholders, in order to stabilize their dynamic and conflicting relationships. Furthermore, a sustainable university town is assumed to depend on the balanced process of exchange between the town-gown stakeholders, that includes—students, the academic community, entrepreneurs, and local communities. Figure 2-4 indicates Russo et.al (2007) model of sustainable relationships between town and gowns stakeholders

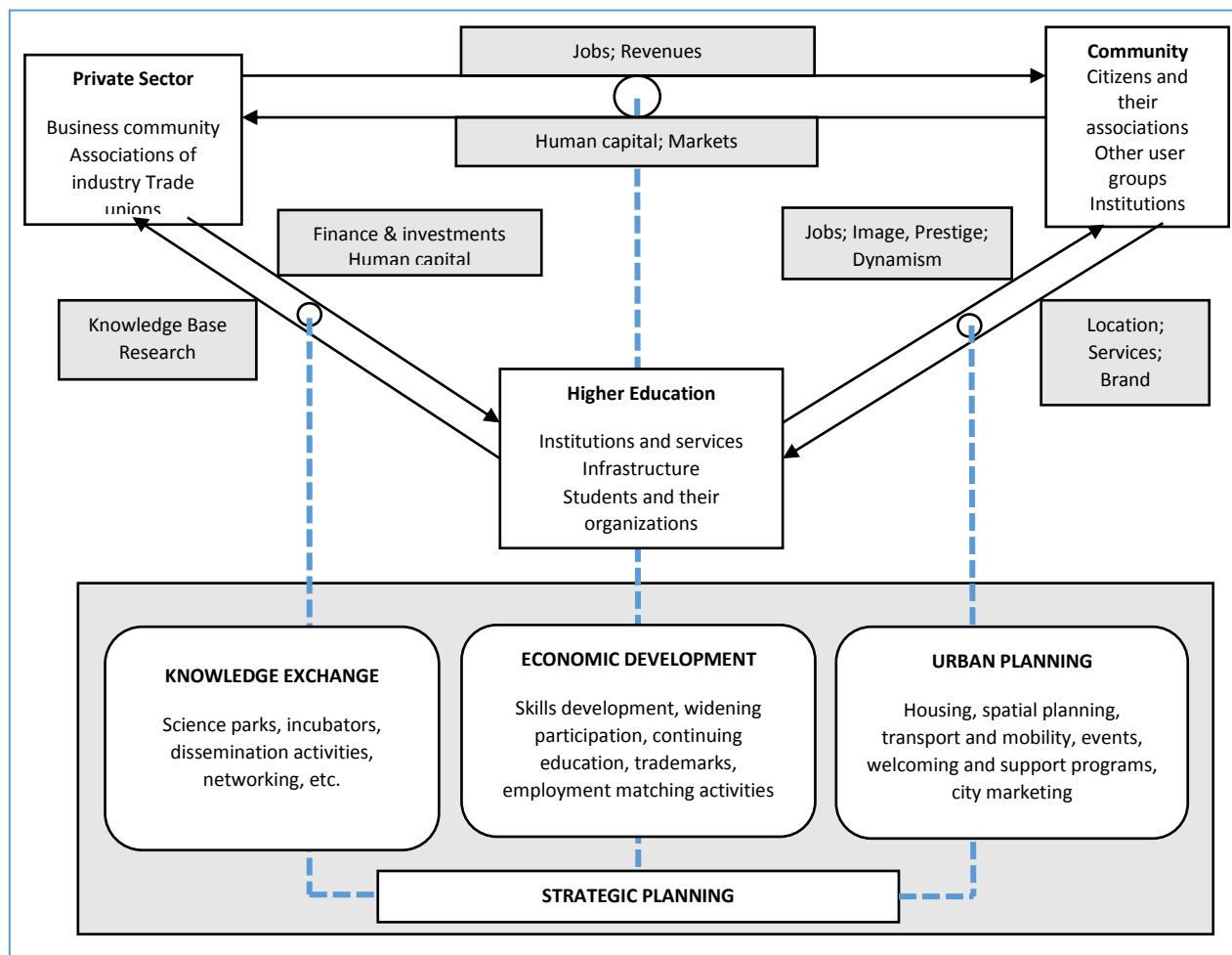


Figure 2-4 Sustainable town-gown relationships model

Source: Russo et al (2007:203)

Russo et al (2007) state that a university town constitutes multiple stakeholders they can be local, national or international in nature and they have different interests and areas of specialization. Cox (2000) adds that "such differences are critical to the formation, function,

and sustainability of the partnerships". It is argued that their interests can be partially contrasting and they need to be strategically realigned to formulate a comprehensive vision of a sustainable university town. In order to achieve such, there is need to adopt the strength-based approach and the consensual deliberative approach to urban governance. That emphasizes "collective, pragmatic, participatory problem solving" than the traditional centralized top-down governance approach (Hajer and Wagenaar 2003).

Universities have direct links with stakeholder in their host communities and beyond, that sustain local development. When relationships are functional private sector benefits from the universities through the transfer of knowledge by means of partnerships, consulting, research contracts and development and training programs required for social, cultural and economic development. In turn private sector provides universities with financial resources for educational support and private-sector professional practitioners to teach, integrating practical expertise in student's curricula to produce skilled human capital required by the market. Furthermore, this involvement of universities and the private sector in training and education programs contributes directly to the needs of companies to boost their productions. While indirectly increasing the competitiveness as a potential innovative and convenient location for businesses due to the production of the human capital that is highly sought after by the business sector. Thus, universities and the private sector have a dual-tiered dependency relationship (Payago-Theotoky, Beath, & Siegel 2002 cited in Russo et al 2007).

The model for sustainable town gown relationships indicates that viable and functional relationships between higher education and the host community contribute to local, regional and global development. Universities are tied to their host communities as they are physically located in that town. Universities like any other urban industry provides jobs and revenues to the host communities. The host community in return provides services and infrastructure demanded by the university. In addition to this, universities may possibly obtain prestigious benefit from the "city brand" and in return host communities competitiveness may be increased as the university offers reputation and dynamism, (Russo et al, 2007).

The university as a lever for strong, embedded and competitive local economy provides highly skilled human capital in the host community. Which influences productivity and the decision on the location of footloose companies to cluster in order to tap from the concentration of creative human capital and in return more employment opportunities are created. Thus, increasing the magnitude of trickledown of economic benefits to the host community, enhancing the economic viability of the local markets.

Russo et.al (2005) model for sustainable town-gown relations entails that such viable and functional triangular relations or helices between the universities and host communities mean

that a virtuous process of exchange between town and gown is established. Fostering the development of collaborative and innovative partnerships that are required for strategic planning of a sustainable university town.

Russo, van den Berg & Lavanga (2003) indicates that to achieve viable and functional and sustainable town-gown relationships requires intervention. Thus, the challenge is how the needs of the multiple university-town stakeholders can be balanced by integrating their interests to develop a sustainable university town. It is argued that there is a knowledge gap on how town and gown can formulate the required mutually beneficial partnerships, as well as their nature and dynamics in order to revitalize their declining towns, (Stevenson 1998; Cox 2000; Bowman 2007; Melfi 2008; Lederer (2007:134), Martin, Smith & Philips (2005). In addition, Bowman 2007 adds that “while increased academic attention is being paid to the area of university-community partnerships, the research is still embryonic in nature and still primarily of a case study nature”.

2.6.2 Model for developing University Community Partnerships

Suarez-Balcazar et.al. (2005) has developed a model that can be utilised to understand the process of establishing university-community partnerships that are functional and viable, as illustrated in Figure 2-5. The literature indicates that most town-gown relationships in the United States tended to be one sided and it was conceptualized engagement focusing on using the community as a laboratory, for academic purposes (Bruning et al., 2006).

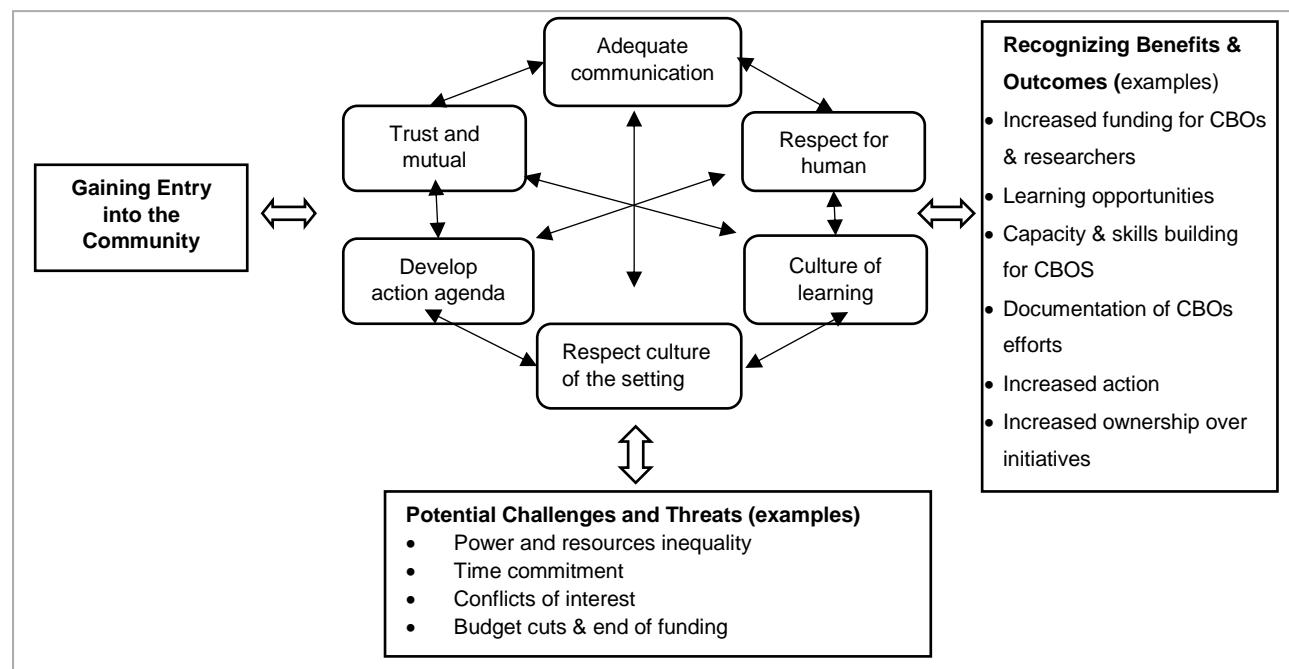


Figure 2-5 University-Community Partnership Model

Suarez-Balcazar et.al. (2005)

The model for developing university-community partnerships by Suarez-Balcazar et.al. (2005) guides the development of university community partnerships that are functional and viable. Basically, what this entails when developing town-gown partnerships is that the university and community stakeholders need to develop trust and mutual respect, respect human diversity, establish adequate communication, establish a culture of learning, respect the culture of the setting and community and to develop an action agenda.

This model indicates that the potential challenges that can be expected when establishing town-gown partnerships include power and resources inequality, time commitment, conflict of interest and budget cuts and the end of funding. Despite these challenges recognized, the benefits and outcomes of town-gown partnerships include increased funding, learning opportunities, capacity building, increased engagement and ownership of initiatives and many others.

In addition to Suarez-Balcazar et.al's (2005) model for developing town-gown partnerships, Stevenson (1998) suggested a process that can be followed to develop town-gown partnerships. The literature on university and community partnerships substantially indicates that there is no standard approach to the formulation of town-gown partnerships. Stevenson (1998) adds that strategies and methods for achieving mutual and benefit town-gown partnerships vary from one community to another that are attributable to the dynamic challenges caused by changing socio-economic conditions of the different communities. Stevenson proposed a sequence that can be followed when formulating town-gown partnerships, refer to figure 2-8. It outlines the requirements for building somewhat viable and functional collaborative and innovative town-gown partnerships to address socio-economic challenges being faced despite having limited human, financial and technological resources.

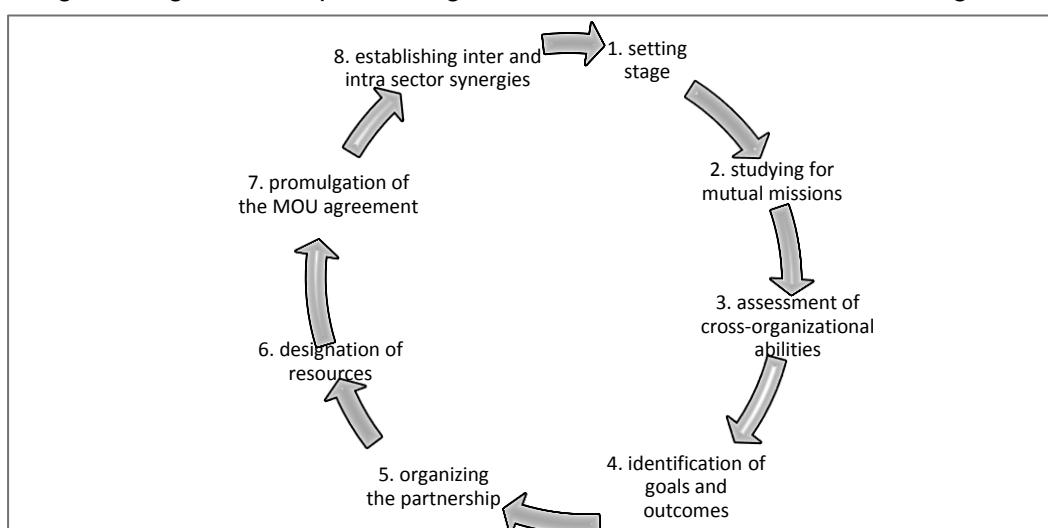


Figure 2-6 Framework for formulating town-gown partnerships

Source: Adopted from Stevenson (1998), and Edited by Author 2016.

Figure 2-6 shows Stevenson's eight steps that should be followed when establishing town-gown partnerships. These steps are as follows;

- Set the stage - This involves mobilization of stakeholders and preparation for the partnerships. All interested stakeholders provide answers to questions such as how can the collaborative partnership be initiated and implemented to address socio-economic challenges being faced.
- Studying for mutual missions - university and the community consist of multiple stakeholders with different interests as captured by their individual missions, goals, targets and methods. To achieve sustainable town-gown partnerships there is need to align the conflicting interests of the various stakeholders.
- Assessment of cross-organizational abilities - after the stakeholders have agreed to pursue a comprehensive vision and mission. There is need to determine the stakeholder's capabilities and limitations i.e. strength and weaknesses. This facilitates the determination of niche areas for both stakeholders and it becomes the basis for decision making i.e. the abilities of the stakeholders.
- Identification of goals and outcomes - the town-gown stakeholders at this stage they should set goals, SMART objectives, and alternative strategies for attaining the expected win-win outcomes of the partnerships.
- Organizing the partnership - at this stage, there is need to organize partnership agreements. Effective tools that can aid the partnership agreement between the stakeholders includes the matrix design and management. This matrix would include the agreed comprehensive mission, goals, expected measurable outcomes, checks, and balances, lines of autonomy and evaluation techniques. The matrix should also clarify a clear path/strategy for attaining the results, ways monitoring and evaluation and an effective way for modifying were progress is not seen.
- Designation of resources - the success of partnerships relies on the determination of available resources and anticipation of problems. Stakeholders must be aware of their available resources (budgetary, technological, human resources and many others) and other factors needed for the successful implementation of the partnerships.
- Promulgation of the MOU agreement - at this stage the town-gown stakeholders need to prepare a Memorandum of Understanding promulgating the scope and parameters of the established partnerships. A sound agreement would specify the timeframe, conditions for conflict resolution, resources alignment, unique institutional requirements and capabilities,

definitions for policy and procedures, strategies for monitoring and evaluating partnership progress.

- Establishing inter and intra sector synergy - the stakeholders should designate and empower intersect or teams for the facilitation and monitoring of the partnership agreement. This team would be responsible for offering expertise areas of partnership, conflict resolution, and informing on the developments of the partnership.

2.7 Student housing possibilities as a manifestation of town-gown partnerships

This section provides generalizations of student housing development through town-gown partnerships. It aids in testing the assumptions of our study hypothesis, that there is potential for the development of innovative collaborative town-gown partnerships between the Univen, Thohoyandou and its stakeholders to help resolve their challenges such as student housing backlogs.

The study uses deductive approach, that is testing from generalizations, i.e. success stories from other areas in relation to the specific location of the University of Venda. The study takes cognisance of the potential of on and off campus student housing development as a manifestation of town – gown partnerships in Thohoyandou.

The increased number of student's enrolment in institutions of higher learning has contributed to the shortage of student housing in most institutions across the world. Bowman (2007:4) argues that in some communities in the United States of America high concentration of students has contributed to "negative and detrimental impacts". On the other hand, other communities especially those experiencing declining economy, have welcomed student residents because of its revitalization benefits. Furthermore, universities are experimenting infrastructure expansion strategies due to the shortage of a university's own land and to keep pace with evolving society. Considering the relative newness of the concept of town-gown partnerships, coupled with the unexplored strategy of developing university residence as revitalization tool in declining communities; Bowman (2007: v) states that, "this has made decisions regarding an appropriate student residential typology exceedingly complicated."

The study carried out by Bowman (2007:35), indicates that development of university residences through town-gown partnerships requires, "the reconsideration and adaptation of student residences within their adopted communities-in-need." The study shows that student housing development under town-gown partnerships requires considering the role of the residence prior its establishment. Also, such housing development requires characteristics from both the university and the community to flourish.

Khozei et.al (2012:198) points out that “In the vast body of literature on housing, few studies have focused on student housing preferences”. Eurostudent report (2011) cited in DHET (2011), adds that student housing preferences vary and are attributed to differing socio-economic backgrounds, study interests, gender, location, and age just to mention a few. Furthermore, Khozei et.al (2012), substantiates that, “other studies have canonized the influence of demographic background of respondents on their housing preferences”. Therefore, in this study student housing preferences was assessed against the respondent’s demographics. Moreover, Thomsen and Eikemo (2010), posit that having this knowledge on student housing preferences is crucial for future reference in planning and development of housing policies to enhance student residences. Bowman (2007) reveals that the university and students expect such residences to be built closer to the university and amenities, in an attractive and safe place, which is accessible to public transit.

Student residence as a contributing member of the community’s urban fabric is expected, “contemporary roles extend well into the public realm and include becoming a public servant, an ambassador, community infrastructure or support, an event, and of course, a residence.” (Bowman 2007).

As a public servant, the residence should value and recognize the surrounding community environment and meet its needs. The residence is expected to provide space for community interaction as places of social gathering blending the university and the community. Student residence infrastructure contributes to successful communities; it is expected to be integrated seamlessly with existing community infrastructure. It’s also expected by the community to trigger more development, mixed uses, increase public movement and use to contribute to the places vitality.

Sungu-Eryilmaz (2009) & Kemp (2013), indicates that increasing demands for student residences and recreational facilities forces universities to invest in infrastructure development. They argue that in some cases, universities lack land required to meet their infrastructure needs and they need to search for an alternative solution around the edges of the university. Kelly & Patton (2005) cited in Sungu-Eryilmaz (2009) indicate that this was the case for Georgia State University in Atlanta. It invested in building student housing to create a viable community which includes Georgia State Village, University Lofts.

The Alice Regeneration Strategy (2010) states that residential development within the community for university students and other residents is regarded as key economic enabler for small rural towns such as Alice in Eastern Cape Province in South Africa. It indicates that for such residences to be a success they must be based on the following planning principles:

aligning “developments to urban design principles which are appropriate for a rural service town in South Africa, which should ensure that it is a pedestrian friendly environment; and the densification of the existing town, to reduce the urban sprawl and make the servicing of sites more affordable and therefore sustainable”.

Increasing demand of off-campus accommodation by university students that failed to secure on-campus accommodation causes inflation of housing and rental prices within neighbourhoods near the university, therefore driving away families away from these neighbourhoods, (Macintyre, 2003, p. 112; Han, 2004, p. 32 cited in Department of Higher Education and Training (DHET), 2012). Therefore, it is argued that to address these housing issues it is important for the local municipality and institutions of higher education to work together. The City of Boston is a good example of how the municipality and the institutions of higher learning can work together to address housing issues. They work together in developing and reviewing the university and college master plans whilst regulating the number of students staying off-campus to retain the residents of the neighbourhood (Han, 2004, p. 32 cited in DHET, 2012).

DHET (2012) in South Africa argues that property speculation and various socio-economic challenges may arise when student housing issues are not addressed by the local authorities, or if they are left to be driven uncontrolled by the private property developers or by the institutions of higher learning. Furthermore, if student housing developed is not properly integrated into the existing communities, negative impacts can arise on the economic, physical, cultural and social lives of the host communities (Smith, 2008 cited in DHET 2012).

2.8 Case studies on town-gown relationships or university towns

University towns are largely regarded as an American phenomenon (Gumprecht 2010). It is argued that in America there are more university towns than the rest of the world combined. This study selected a case study of Clemson University in the USA in order to learn how to develop successful town-gown relationships. In addition, the study also looked at a local case study of Stellenbosch to learn from an African context how successful town-gown relationships can be established.

2.8.1 Case of Clemson University Town, South Carolina, United States

The City of Clemson (population 14,000) and Clemson University (17,000 undergraduate students) is regarded as an ideal example of harmonious town-gown relationship (Gavazzi et al., 2014). According, to City of Clemson Comprehensive Plan 2024, (2014), town-gown collaboration between the town and the university was established to address problems and creating opportunities for the town. The problems included increasing operation costs,

shrinking budgets and higher living and educational demands from students and citizens, increasing demand for housing by faculty and staff members and students in the community.

In 1964 Clemson came to national prominence when the South Carolina Legislature formally recognized its expanded academic offerings and research pursuits. The subsequent impact of that legislative act on both the campus and the community was pronounced and led to an immediate series of planning exercises that sought to establish a collaborative response wherever and whenever possible. At that time both city and university entities were fortunate to have farsighted leaders who set the framework for good communication and actions. The dedication and high degree of effort to pursue common solutions to the challenges continued to develop over the years, resulting in an ever-increasing level of comfort between the partners as they worked together. As effort and comfort continued to increase, the campus-community partnerships became more officially established by 1985, when the Joint/University Advisory Board (JCUAB) came into existence (Gavazzi et al 2014). This board was made up of an equal number of members from both the university and the City of Clemson. Its function is to act as an agent for development between the city and the university through pro-actively addressing issues that may rise within the city (City of Clemson Comprehensive Plan 2024, 2014). Through this JCUAB a non-profit organization known as International Town-Gown Association (ITGA) was formed in 2008. This association offers knowledge on how town-gown are working together to raise revenues and lower expenses, economic development, planning and housing, health, safety, and many other town-gown issues, (City of Clemson Comprehensive Plan 2024, 2014).

Clemson University Town is ranked by the Princeton Review as the best university town for six consecutive years (2010 to 2015) and is characterized as having harmonious town-gown relationships (City of Clemson Comprehensive Plan 2024, 2014; Gavazzi et.al 2014; Gavazzi 2016).

2.8.2 Case of Stellenbosch Sustainable University Town, South Africa

Town-gown relationships between Stellenbosch University (SU) and the community was strained during apartheid regime (1948 - 1994) in common with the history of other "university towns" in South Africa. Stellenbosch was attributed to a myriad of challenges as a manifestation of the apartheid legacy. These challenges include a divided town; "grave and pressing socio-economic problems, infrastructural backlogs, ecological problems, and great disparities between the wealthy and the poor", (MOU 2007). Swilling adds that Stellenbosch like any other town in South Africa was currently grappling with challenges such as, "rapid urbanization, sluggish economic growth, growing inequalities, unsustainable use of natural

resources, deteriorating biodiversity, social problems, unhealthy living, insecure supplies of healthy food, degrading soils, infrastructure backlogs, and inadequate urban planning.” (Swilling et al., 2012)

In the early 2000’s SU decided to change its town-gown relationship by viewing itself as having “a social contract with the town and all of its people” (Stellenbosch 2000:16). Thus, for SU to be actively involved in contributing to resolving the myriad of challenges being faced by its host community and beyond. The then Rector and Vice Chancellor Chris Brink introduced the vision of positioning Stellenbosch as a university town in the early 2000’s (Davies & Swilling, 2015). The university decided to adopt the governance approach to attain its vision of becoming a university town, by means of joining forces with the municipality to redefine the character of their community. However, Davies & Swilling (2015) argue that the major obstacle to the realization of the SU’s vision of becoming a university town and its “commitment to appropriate redress and development initiatives” (Stellenbosch 2000:16), was that the town-gown relations were conflicted. Historically, there was a lack of coordination between SM, the private sector, civil society, and SU. This was attributed to the role played by the university during the apartheid era. As evidenced by the policy statement in the 2000 Stellenbosch University Strategic Framework for the Turn of the Century and Beyond stating that, “the university acknowledges its contribution to the injustices of the past, and therefore commits itself to appropriate redress and development initiatives” (Stellenbosch 2000:16).

Davies & Swilling (2015:14) indicate that changes in the character of town-gown relations between the university and the municipality, on one hand, were attributed to, “...the recognition by the Rector, supported by several key figures within the university, that shifting demands on universities necessitate the creation of innovative engagements with society.” On the other hand, a few key officials from SM came to the realization that the municipality, is faced with fiscal constraints, lacks capacity as such it “will continue to be, unable to coordinate sufficient adaptive and innovative responses required to overcome” the urban challenges being faced. Thus, in an effort to facilitate and increase coordination between the SU and its host community in a pragmatic way to address socio-economic challenges being faced. A unique Joint Governance Board between the university and municipality, the Rector-Executive Mayor Forum (REMF) was then established in 2005 (Swilling et al., 2012; Davies & Swilling 2015).

The Rector, Executive Mayor and key officials from the respective administrations initiated monthly meetings to “discuss issues of mutual concern” and find ways to collaboratively resolve challenges at hand through human development (Swilling et al., 2012; Davies & Swilling 2015). Swiling et al., (2012) argues that this REMF, “...gradually fostered a sense of trust and developed a modus-operandi that connects policy making with knowledge

generation". This has led the REMF to establish two other sub-committees which enhance collaborations between SM and SU. Firstly, the Integrated Planning Committee (IPC) which was conceptualized with the clear focus of facilitating effectively integrated planning between SU and SM. Secondly, the Infrastructure Innovation Committee (IIC) previously known as the SITT which had a broad focus on greater Stellenbosch as a whole and its vision was to foster "cooperation between municipal officials, researchers and practitioners" (Davies and Swilling, 2015:20).

In a Memorandum of Understanding signed in 2007 between SM and SU. They agreed to structure their relationship in the following way, that both SM and SU, *"have a responsibility, individually and jointly, to address the challenges facing Stellenbosch and to work towards a better future for all its inhabitants, temporary or permanent; That the exercise of their joint responsibilities can best flow through collaborative efforts under the auspices of the Rector of the University and the Executive Mayor of the Town;....adopt the core principle of sustainability in all spheres of activity, whether that be educational, social, economic, technological, infrastructural or ecological; and they will pursue international interaction and initiatives to their mutual benefit"* MOU 2007.

Furthermore, SU and SM also agreed to implement an MOU to attain the vision of a sustainable university town. Through, *"pursuing their vision and mission collaboratively through continuing and formalising within their respective structures the regular Rector/Mayor Forum which has already been meeting successfully for some years; To work in a non-partisan manner with local business and industry, non-governmental and community organisations towards sustainable local economic development; To draw on the intellectual capital available at the University and the civic infrastructure of the Town in capacity-building and addressing the developmental needs of the Town; To set up such joint projects as required and feasible; That these initiatives will form an integral part of the Integrated Development Plan of Stellenbosch Municipality"* (MOU, 2007).

Swilling et al., (2012) views that the effort to implement the partnerships between SU and SM is evidenced by the university's engagement in various initiatives such as the HOPE Projects. The HOPE Project was launched in 2010, it's a long-term strategic plan where in the university has positioned itself to use its expertise to aid in the eradication of poverty and related conditions, promotion of human dignity and health, democracy and human rights, peace and security and sustainable environment and a competitive industry. The University also established cooperation agreements with other municipalities such as Drakenstein and Hessequa. The REMF also initiated and rolled out free Wi-Fi project, it started in CBD area in 2012. Also, other various initiatives have been initiated such as the cycling and bus shuttle

services. Through these collaborative partnerships, the university has also built new residence such as the Botmashoogte in Idas Valley integrating a once segregated settlement. The university has also engaged in numerous projects to enhance its partnerships with the host community to develop a sustainable university town. These include the Stellenbosch Heritage Project; Schools Partnership Programme; Matie Community Service (MSC); and the Stellenbosch University Woordfees (Word Fest) (Swilling et al., 2012). The institutional conditions enabling partnership and collaboration between the municipality and the university have been made possible, primarily, through the establishment of the Rector-Executive Mayor Forum in 2005 (Swilling, 2014 cited in Davies and Swilling, 2015:20).

The scholarly work that depicts in detail the project is titled, "Sustainable Stellenbosch Opening Dialogues" and was published in 2012. It has been described as "a product of diverse interactions between SU researchers and officials and councillors at Stellenbosch Municipality" Davies and Swilling (2015:20). It is the evidence, as well as a tangible outcome of the improved collaborations between SU and SM. Furthermore, Swiling et al., (2012) view the book as also demonstrates clearly how SU "is helping to shape a more equitable and sustainable future for our people by throwing the weight of science behind the developmental challenges of the present in our immediate environment as the legacy of the past drags on".

2.9 Policy Framework in South Africa

Institutions of Higher Learning in South Africa are increasingly being called upon to establish partnerships with their host communities and beyond in order to respond to South Africa's pressing socio-economic challenges, attributed to apartheid planning legacy and globalization. This is demonstrated by the various policy initiatives that have been established by the Department of Higher Education and Training. This includes the National Commission on Higher Education, the 1997 White paper on Higher Education.

2.9.1 The 1996 National Commission on Higher Education (NCHE 1996)

The NCHE (1996), supports suggestions by Bowman, (2007); Russo, (2007); Sungu-Eryilmaz, (200) that universities should play a key role in the economic, social and physical development of their host communities. It states that institutions of higher learning play a critical "role in the political, economic and cultural reconstruction and development of South Africa". It further indicates that in South Africa, the system of institutions of higher education needs to be transformed "to serve a new social order, to meet pressing national needs, and to respond to a context of new realities and opportunities". The NCHE (1996:1) provides that this can be met through three broad principles of action which are "increased participation by all sectors

of society; by greater institutional responsiveness to policy imperatives and by a new set of co-operative relations and partnerships between higher education and broader society."

Cloete et al., (2004) argues that the implementation of the NCHE (1996) became a major problem. Attributed to the fact that "the commission does not prescribe in detail how co-operation and partnership should be organized and institutionalized" (NCHE 1996:8). This is further worsened by the fact that there is no standard approach or framework to guide the development of required university-community partnerships. Hence, this hinders the successful contribution of South Africa's higher education to local, regional, national and international needs. Therefore, this study is essential as it seeks to recommend a framework for the development of university-community partnerships.

2.9.2 1997 Education White Paper 3: A Programme for the Transformation of Higher Education

The goals of the 1997 White Paper 3: A Programme for the Transformation of Higher Education, as outlined in section 1.28(2) at the institutional level include, "To encourage interaction through co-operation and partnerships among institutions of higher education and between such institutions and all sectors of the wider society." Furthermore, in section 3.4 it substantiates why it is important to form university-community partnerships in South Africa. It states that "Both local and international experience confirm the importance of governments working co-operatively with institutions of civil society in a spirit of partnership and mutual dependence. The challenges of modern societies cannot be met by either party acting alone..." Thus, the 1997 White Paper 3, laid the foundations for the transformation of the way universities view partnerships with other stakeholders.

Bender (2008) argues that the terminology used to describe the interaction between universities and their host communities has changed from "community service" or "academically based community service" to "community engagement". According to Preece (2013:270) community engagement can be broadly defined as, "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity". Rowe (2011:1) adds that "the call for engagement will only be successful if there is a partnership between higher education institutions (HEIs) and a variety of other role players in the community". The challenge that hinders the success of community engagement as evidenced by the literature is that there are no standard approaches or frameworks for the establishment of the required partnerships. Hence most of the partnerships have been established on an 'ad hoc' basis and have resulted in no beneficial outputs accruing

to the stakeholders. This study was essential as it sought to recommend a conceptual model of approach to the development of town-gown partnerships for the University of Venda.

2.10 Chapter Summary

This chapter explored relevant existing literature on town-gown partnerships. It outlined the possible characteristics of existing relationships between town-gown stakeholders at any given time, the roles of the university and community in the successful development of town-gown partnerships, factors that contribute to the establishment of viable and functional innovative collaborative university-stakeholder's partnerships and the policy framework in South Africa that provides insights on university community partnerships. The chapter also explored case studies of successful town-gown partnerships or university towns, in developed countries, as well as local case in South Africa, indicating the lessons that were learnt.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology that was adopted and the specific methods and instruments/tools that were used to collect, organize and record data. This chapter also elaborates on the research approach, research design, study population, sampling procedure, study sample, data collection, reconnaissance, methods of data analysis and presentation, a summary of research design and ethical considerations.

3.2 Research Design

According to Kothari (2004) research design is a conceptual structure within which the research is conducted and it contains the blueprint for the collection, measurement, and analysis of data in research. This study adopts a case study research design. This research strategy was used in many situations to contribute to the body of knowledge and has been used in various fields of study such as psychology, sociology, business, community planning and many others (Yin 2003).

A case study is defined as an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”, (Yin 2003). In addition, a case study method is argued to be “a method of study in depth rather than breadth” (Kothari 2004). Thus, a case study design approach was the best approach for this study, given that the field of study of university towns or town-gown partnerships requires in-depth studies as it is relatively new, “embryonic in nature”, and “almost totally terra incognita”. It is also wide ranging practical and empirical findings are relatively rare, (Stevenson 1998; Warzecha, 2009; Rubin 2000; Martin et al. 2005; Gumprecht, 2003; Brown-Luthango 2013). The character of town - gown literature that justify the case study approach have been pointed out in the literature section above.

In addition, Yin (2003) adds that “in general, case studies are the preferred strategy when “how” or “why” questions are being posed” “and when the focus is on a contemporary phenomenon with some real-life context.” Thus, the case study approach complemented by exploratory research approach is the most appropriate, type of research design for this study. Given that there is no standard approach”, i.e. the “ how” guiding the development of a university town or town-gown partnerships and the broader question for this study is, “how” innovative and collaborative university-community partnerships can be established between the University of Venda, Thohoyandou town and its stakeholders to propel the development of Thohoyandou and its rural environs.

3.3 Research approach

This study adopted a quantitative methods research approach. This approach “involves the generation of data in a quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion” (Kothari 2004). Leedy and Ormrord (2001) cited in Williams (2011) posit that quantitative research can be categorized into 3 broad classes namely; descriptive, experimental and causal comparative. This study adopted the descriptive approach which is, “a basic research method that examines the situation, as it exists in its current state,” (Williams 2011). This approach is in line with the Optimal Town Gown Assessment survey quantitative tool developed by Gavazzi et al (2014). This tool was used in this study to establish the characteristics of existing town-gown relationships between Univen and Thohoyandou stakeholder’s. The significance of this approach is that this type of research approach is independent of the researcher. Thus, data that is gathered by the researcher is used objectively to measure reality (Williams 2011)

3.4 Study Population

A "study population" is defined as, "all items in any field of inquiry," (Kothari 2004). Studies by Gavazzi and Fox (2014) indicate that the overall population of study when dealing with university towns or town-gown partnerships consists of the overall population of that town being studied. Therefore, in this study, the study population consisted of the University of Venda population and Thohoyandou town community population consisting of Limpopo Premiers Office, Vhembe District Municipality, Thulamela Local Municipality, VBS Mutual Bank, Madzivhandila Agricultural College and the traditional leaders is the overall population of Thohoyandou Town which was 69 453 in 2011 (Statistics South Africa 2011).

The “Univen University Town Concept” is still at its infancy stage of conceptualization. The focus of this study was only on the most influential people in terms decision making from both the Thohoyandou town community that have been participating in the ongoing workshops and meetings hosted by the University of Venda. These have been mentioned before as the Limpopo Premiers Office, Vhembe District Municipality, Thulamela Local Municipality, VBS Mutual Bank, Madzivhandila Agricultural College and a traditional leader. The University of Venda target population for the study is 15 931 (Univen Institute of Planning and Quality Assurance (IPQA) 2016). It comprises members of the Board of Trustees, Univen staff/School administrators, Faculty leaders i.e. Heads of Departments and Deans from all schools, and Univen Students.

Table 3-1 Study population

Unit description			Frequency
University of Venda community	Members of Board of Trustees		30
	students	School of agriculture, School of education, Environmental sciences, Health sciences, Human and social sciences, Law, Management sciences, Mathematical and Natural Sciences	15371
	University staff/School administrators		480
	Faculty leaders (Deans/HOD's)		50
Thohoyandou town and its stakeholders	Limpopo Premiers Office,		1
	Vhembe District Municipality,		1
	Thulamela Local Municipality,		1
	VBS Mutual Bank,		1
	Madzivhandila Agricultural College		1
	Traditional Leaders		1

Source: Author 2016

Table 3-1 shows the targeted study population from both the Univen community and Thohoyandou community.

3.5 Sampling Procedure

According to Kothari (2004) sampling procedure is defined as, “the technique to be used in selecting the items for the sample.” Thus, for this study stratified random sampling was adopted. The Univen population was grouped into four strata or representative groups of Board, Faculty leaders, university staff or school administrators and students and the samples were selected from each stratum. On the other hand, sample population from Thohoyandou community was selected purposively. Targeted at the stakeholders who attended meetings that were being held by Univen with regards to the ‘Univen Town Concept’.

3.6 Study sample

The study sample comprises representatives of people from both the Univen community and few representatives from Thohoyandou town community that have been actively participating in the “Univen town Concept” meetings hosted by the University of Venda. Given a population of 15 931 the desired sample size for Univen community was 458. This desired sample size was calculated using Raosoft an online software, with a margin of error 5%, the confidence level of 97% and a response distribution of 50% results are shown in Appendix 1. On the other hand, the sample population for Thohoyandou was 5 respondents from institutions that were actively attending meetings

3.7 Reconnaissance

The researcher attended all the meetings, except for the presentation to the Univen Council, which was hosted by the University of Venda and Thohoyandou town stakeholders interested in the “Univen University Town Concept”. This reconnaissance helped the researcher to familiarize with the topic under investigation as well as to network with the different stakeholders being involved in this concept.

3.8 Data collection

Given that the study adopts a case study strategy, Yin (2003) argues that data for case studies can come from many sources. These can be primary and secondary sources.⁷

3.8.1 Secondary data collection

Secondary data refers to the data, which have already been collected by someone else and which have already been processed and documented. The secondary data to be used for this study will be gathered from documentations and archival records of stakeholders interested in the “Univen university town Concept”, as well as from books, articles, and journals. Only reliable, valid and adequate secondary data will be used to in order attain the study objectives.

Secondary data was collected from the letters, memoranda and other communications, agendas, announcements and minutes of meetings, and other written reports of events, administrative documents proposals, progress reports, and other internal records. These relate to the ongoing workshops and meetings that have been hosted by the University of Venda with interested stakeholders on the “Univen University Town Concept”.

The secondary data was also derived from secondary sources such as maps and charts, lists, survey data as deemed necessary by the researcher. Maps were used as a source of secondary data for this study. Data from the maps aided in locating where the study area is, as well as illustrating the location of the various town-gown stakeholders from one another.

Various government documents were consulted in this study. The study reviewed literature from documents that relate to the roles of Universities and its stakeholders in the successful development of their partnerships. These documents include the 1997 White Paper on the Transformation of Higher Education, the National Commission on Higher Education, the 1997 White Paper on Higher Education and the White Paper on Science and Technology. From these documents, the researcher gained insights on how the university can become a key role player in the development of their host communities as they are expected to do. The government documents enlightened the researcher on the different visions, missions, and goals as well as responsibilities of other government institutions with respect to the

development of areas under their jurisdiction and how it aligns with this concept of developing a university town.

Secondary data was sourced from published and unpublished secondary sources which included books, journals, dissertations, and the internet. These documents were essential in helping to understand how town and gown partnerships have been dealt with, from an international, national and local context. “The Optimal Town-Gown Marriage: Taking Campus-Community Outreach and Engagement to the Next Level” a book by Steven Gavazzi published in 2016 provided invaluable inputs in this study. The book aided the researcher in taking out guesswork in assessing the quality of town-gown relationships. It also provides a Town-Gown Mobilization Cycle explaining the steps universities and community stakeholders should take before and after data gathering to ensure data integrity. The reviewed literature was essential in formulating the theory, and recommendations on formulating town and gown partnerships based on the lessons learned.

3.8.2 Primary data collection

The primary data regarded as data that is collected by the researcher which is, “afresh and for the first time, and thus happen to be original in character” (Kothari 2004). Thus, for the purposes of this study primary data was collected using questionnaires and interviews, mapping and observations.

Optimal College Town Assessment (OCTA) questionnaire containing 16 close ended quantitative items, balanced with open ended qualitative questions, was administered to selected respondents comprising the University of Venda and its surrounding stakeholders. In the University side of the equation, the tool was applied to the groups that represent the university namely; students, faculty, leaders/administrative staff, and members of the Board of Trustees. With regards to Thohoyandou stakeholders the tool was also applied to main groups that represent the community which are; business owners, non-profit organization leaders, government officials, and local school administrators and teachers. This tool was essential for this study as it helped to highlight the characteristics of existing relationships between University of Venda and Thohoyandou town and its stakeholders. Furthermore, the data gathered related to the strength and weaknesses of stakeholders would help identify their new roles and the viability of possible innovative collaborative partnerships. The OCTA tool is regarded as an important instrument in raising awareness of the ongoing process of developing partnerships between the university and its stakeholders (Gavazzi et.al 2014).

3.9 Methods of data analysis and presentation

Data analysis is defined as the “computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups” (Kothari 2004). Quantitative data was analysed with relation to the themes from objectives, theory, and models. The data obtained will also be triangulated to make meaningful insights into the topic under investigation. The data was first processed, edited, coded were necessary, and then be presented in the form of tables, cross tabulation, bar graphs. The reason for choosing tables is that tables present data in a manner that was simple to understand, brief, helpful in analysis, that clarified the main characteristics of data and are more economical, present data in summary.

Normality Tests for study constructs were performed in this study. This is because most statistical tests assume data follows a normal distribution. This was done through measures of skewness and Kurtosis. Park (2008) cited in Lee (2008) states that normality can be checked in two ways; numerically or graphically. This study adopted the numerical method which summarises the descriptive statistics of the variables such as skewness and kurtosis.

During data screening, it was noted that there is sampling inadequacy from the Thohoyandou community. The sample size fell by far below Comrey & Lee (1992), recommended the size of 300 participants. This is attributed to the fact that the ‘Univen Town Concept’ is still at its infancy. Thus, the study only focused on the few community stakeholders that had attended meetings and workshops hosted by Univen on the concept. In this study, Factor Analysis was only performed on the data from the University community as the sample size of 458 from the university exceeds by far Comrey & Lee, recommended sample size of 300 participants required to perform such an analysis. Moreover, Rubin (2000:220), findings that much literature on university-community partnerships or relationships was largely produced by the academics writing about their institutions of higher learning. Therefore, this justifies the reason for this study to focus on responses from the Univen community.

Before the study constructs were used to analyse the town-gown relationships it was necessary to evaluate their reliability and validity, ensuring that research instruments i.e. questionnaires used for this study had internal consistency and stability (Alshehri 2012). Cronbach’s Alpha was used to perform reliability analysis (Cronbach, 1951). A four-point-likert scale measure of reliability suggested by Hair, Black, Babin, and Anderson (2014) was used to rate the reliability of the study constructs. In this study, Factor Analysis was conducted utilizing Principal Axis Factoring (PAF) with varimax rotation method, in order to verify construct validity. An assessment of validity and unidimensionality of scales was done using Exploratory Factor Analysis (EFA) and an examination of the correlation coefficients for all

instrument scales as depicted in the adopted conceptual framework of the study. The study also used Kaiser-Meyer-Olkin (KMO) (Kaiser, 1974) to evaluate sampling adequacy. KMO assisted in further scrutinizing the findings of factor analysis. Bai, Hira, and Deshpande (2016) posit that the KMO and Bartlett's test of sphericity is a statistical procedure that should be used to define the factorability of the output matrix.

Multicollinearity of variables; which entails "...searching for evidence that the variation in one variable coincides with variation in another variable" (Bryman, 2012:339) were examined in this study. Multicollinearity deals with investigating existing relationships between independent variables. According to Albesher, (2016) it is highly recommended that multicollinearity should always be established since its existence reduces the predictive power of any regression model.

Quantitative data gathered using the Optimal College Town Assessment (OCTA) tool was analysed using Gavazzi et al (2014) and Gavazzi (2016) town-gown relationships i.e. the 4x4 Typology Model. Using SPSS an index containing participant responses to each of the four primary questions from the OCTA tool was created by summing the four items pertaining to each of the campus representative types inside of each primary question, yielding a score for personal contact (PEREFF), community contact (COMEFF), personal comfort (PERCOMF), and community comfort (COMCOMF). Next, the personal and community scores regarding the effort and comfort dimensions were combined to create an overall index of effort (TOTEFF) and comfort (TOTCOMF) levels. Finally, the theoretical range of the TOTEFF and TOTCOMF variables was 0 to 32. Given the total score that would have been found out the researcher was then able to determine the existing town-gown relationships between the University of Venda and Thohoyandou town and its stakeholders. The results were presented using interactive matrix tool indicating that existing town-gown relationships are

This study also adopted regression analysis both simple linear and multiple regression analysis to test the relationships between variables. These statistical tests were performed in order to attain our research study objective of identifying the roles that the town-gown stakeholders should play to develop successful town-gown partnerships. Furthermore, such statistical analysis was performed to determine the factors essential for the establishment of viable and functional town-gown partnerships. Pearson correlation analysis was also performed to determine the strength of these variables in influencing the development of successful town gown partnerships. Analysis of Variance (ANOVA) tests were performed to determine the level of variance of the influence of town-gown relationships on the roles of student residences in the community.

3.10 Data collection with specific research objectives

The table 3-2 is a summary of the research design for this study.

Table 3-2 Summary of research design

Research Objectives	Data Collection		Analysis and data presentation	Outcome
	Primary	Secondary		
i)To highlight the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town, and its stakeholders	OCTA tool	Books; journals; articles;	Computation of effort and comfort levels creating indexes, interactive matrix, tables, graphs	Characteristics of existing relationships between the University of Venda and its stakeholders.
ii)To establish the roles of the University of Venda, Thohoyandou town and its stakeholders in the successful development of their partnerships;	Questionnaires	Books, journals, articles	Regression analysis, Pearson correlation, modelling, ANOVA,	The roles of the University of Venda and its stakeholders in the successful development of their partnerships
iii)To determine the factors that contribute to the establishment of viable and functional innovative and collaborative university-stakeholder's partnerships for the University of Venda, Thohoyandou town, and its stakeholders	Questionnaires	Books, journals, articles	Regression analysis, Pearson correlation, modelling, ANOVA,	Factors that contribute to the establish of viable and functional possible innovative and collaborative university-stakeholder's partnerships for the University of Venda and its stakeholders
iv)To determine student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders	Questionnaires	Books, journals, articles	Regression analysis, Pearson correlation, modelling, ANOVA,	Student housing possibilities as a manifestation of town-gown partnerships between the University of Venda and its stakeholders
v) To recommend a conceptual model of approach to town-gown partnerships for Univen.	Questionnaires	Books, journals articles	Content analysis	A conceptual model of approach to town-gown partnerships for Univen.

Source: Author 2016

Table 3-2 indicates the research objectives, data collection tools, methods used for data analysis and the expected outcomes.

3.11 Ethical Considerations

The researcher adhered to the research ethical standards as stipulated in Chapter 13 of the University of Venda's Research and Innovation Policy (2010). The research proposal was presented to the Department of Urban and Regional Planning, School of Environmental Sciences Higher Degrees Committee and lastly the Univen Higher Degrees Committee were an approval letter was granted attached in Appendix 4. Before, commencing the collection of data from the field an Ethical Clearance Letter was obtained first from the university see Appendix 5. The researcher also asked for permission from the respondents (as shown in appendix 6,7,9) and provided sufficient information about the purpose of the research in order for the respondents to make an informed decision on whether they wish to participate or not. Permission was granted for the researcher to undertake research as shown in appendix 8 and 10. The researcher presented the findings accurately and fairly.

3.12 Chapter summary

This chapter described the research methodology adopted and the specific methods and instruments/tools that were used to collect, organize and record data. It also elaborated, and described the methods that were used for data analysis. The chapter also provided a research matrix that explained the objectives of the study and how they were achieved.

4. CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Introduction

This chapter presents, analyses and interprets data on town-gown relationships between the University of Venda, Thohoyandou town, and its stakeholders. The analysis begins with the demography of the respondents and measurement scale analysis of the research instrument that were used in this study. Secondly, the analysis was done in respect of determining the characteristics of existing town-gown relationships, institutional roles, and factors that could enhance existing town-gown relationships. Thus, the data analysis, presentation, and interpretation refers to the research objectives which sought to:

- 1 Highlight the characteristics of existing relationships between the University of Venda, Thohoyandou and its stakeholders;
- 2 Establish the roles of the University of Venda, Thohoyandou and its stakeholders in the successful development of their partnerships;
- 3 Determine the factors that contribute to the establishment of viable and functional innovative collaborative university-stakeholder's partnerships for University of Venda, Thohoyandou and its stakeholders.
- 4 Determine student housing development possibilities as a manifestation of town-gown partnerships between the University of Venda, Thohoyandou and its stakeholders.

4.2 Demographic information

The demographic information about the respondent's gender, age, highest qualification and the category of Univen community they belong to is presented in table 4-1. This information was considered important in this study as it helped towards answering our research objectives.

Table 4-1 Demographic background of respondents

Gender	Male	female							
	50.8%	49.2%							
Age	<25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61+
	68.8%	19.3%	4.2%	1.8%	1.2%	1.2%	1.2%	0.3%	0.9%
Highest Qualification		Matric	Diploma	Degree	Honours	Masters	PhD		
		57%	0.9%	19%	11.5%	7.3%	3.9%		
Univen Community		Univen Council	Faculty leaders	Univen staff/administrators	students				
		0.3%	2.1%	3.9%	93.7%				

n=331

Source: Author 2016

Khozaei et.al (2012), posit that “other studies have canonized the influence of demographic background of respondents on their housing preferences”. Therefore, in this respondent’s demographic information such as gender and age was collected. In order to determine if they influenced the respondent’s choices on their perceptions of the characteristics that student housing as a manifestation of town-gown partnerships should poses.

Respondents were asked to indicate their qualification because the study assumed that the level of education has an influence on how they perceive town-gown interactions. The respondents were asked to indicate the category of the university community they belong. The Optimal College Town Assessment (OCTA) tool adopted in this study uses this institutional informal to measure the levels of effort and comfort to determine the characteristics of existing town-gown relationships (Gavazzi, 2016).

4.3 Normality Tests for study constructs

Normality Tests for study constructs were performed in this study as presented in Table 4-2. This is because most statistical tests assume data follows a normal distribution. This is done through measures of skewness and Kurtosis. According to Lee (2008:63), “Skewness characterizes the degree of asymmetry of a distribution around its mean. Kurtosis characterises the relative peakedness or flatness of a distribution compared to the normal distribution. As a rule of thumb, if the skewness is within the range of +/- 2.0 and kurtosis is within the range of +/-3, the data is assumed to be normal”. Park (2008) cited in Lee (2008) states that normality can be checked in two ways; numerically or graphically. This study adopted the numerical method which summarises the descriptive statistics of the variables such as skewness and kurtosis.

Table 4-2 Test for Normality for study constructs

Research objectives	Study constructs measuring research objectives	Std. Deviation	Skewness		Kurtosis	
			Statistics	Statistics	Std. Error	Statistics
Objective 1	PEREFF	1.289	0.462	0.134	-0.844	0.267
	COMEFF	1.199	-0.303	0.134	-0.771	0.267
	PERCOMF	1.236	0.252	0.134	-0.824	0.267
	COMCOMF	1.126	-0.416	0.134	-0.468	0.267
objective 2	RU	1.040	-0.832	0.134	0.337	0.273
Objective 3	VFTGP	1.007	-0.984	0.134	0.340	0.267
Objective 4	SH	0.107	-1.382	0.134	1.741	0.267
	CSH	1.040	-1.281	0.134	0.964	0.267
	RSH	1.085	-0.760	0.134	-0.246	0.267

Source: Author 2016

The normality test results for this study are presented in table 4-2. The results indicate that the values are within the accepted range of +/-2 for skewness and +/-3 for kurtosis. Therefore, the data is assumed to be normally distributed.

4.4 Measurement scale analysis

Before the study constructs were used to analyse the town-gown relationships it was necessary to evaluate their reliability and validity, ensuring that research instruments questionnaires for this study had internal consistency and stability (Alshehri 2012). In addition, Giannakos et.al, (2014) indicates that internal consistency is related to the extent to which participant's responses are dependable and steady across construct variables of a single data gathering instrument. For this reason, the measurement scales used for assessing the study objectives namely characteristics of existing town-gown relationships, roles of town-gown stakeholders, factors for creating viable and functional town-gown partnerships, and student housing possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders, were tested for reliability and validity. The details of such statistical processes and results are given below.

4.4.1 Reliability analysis: Estimating internal consistency

Cronbach's Alpha was used to perform reliability analysis (Cronbach, 1951). Internal consistency reliability analysis is an estimate of internal consistency associated with the scores that can be derived from the scale or composite score. Reliability analysis should be performed before commencing any advanced statistical analysis. It is significant to any study because it is impossible to have any validity associated with the scores of the scales without performing it. Alshehri (2012), posits that high values of Cronbach's Alpha are desirable and signify the reliability of measures. A four-point-likert scale measure of reliability was suggested by Hair et al. (2014) as follows; 0.50 and below- low-reliability, 0.50 and below 0.70 high-moderate-reliability which is acceptable, 0.70 and below 0.90 high-reliability and excellent-reliability falls between 0.90 and below 1.0.

Hair et al. (2014), views that a Cronbach's Alpha score of 0.70 and above is essential for acceptable internal reliability; whereas Pallant (2013) advocates for any internal reliability score value which is above 0.60. In addition, Nadi et al (2012:103) recommend that all alpha values above 0.50 (acceptable) should be regarded as a true indicator of convergence and any values below 0.50 are unacceptable and should be discarded. The findings of this study showed that Cronbach's Alpha values for all variable constructs ranged between 0.454 - 0.893, for the questionnaires distributed to Univen community.

Table 4-3 Cronbach's Alpha Reliability Results: -Univen community variable constructs

Targeted Research objectives	Variable construct	Number of items	Cronbach Alpha	Overall comment based on (based on Hair et al.'s, (2014) four degrees of reliability scale)
i)To highlight the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town, and its stakeholders	Personal contact (PEREFF)	4	0.85	High Reliability
	Community Contact (COMEFF)	4	0.86	High Reliability
	Personal Comfort (PERCOMF)	4	0.870	High Reliability
	Community Comfort (COMCOMF)	4	0.877	High-Moderate Reliability (acceptable)
ii)To establish the roles of the University of Venda, Thohoyandou town and its stakeholders in the successful development of their partnerships;	Roles of the University (RU)	6	0.607	High-Moderate Reliability (acceptable)
iii)To determine the factors that contribute to the establishment of viable and functional innovative and collaborative university-stakeholder's partnerships for the University of Venda, Thohoyandou town, and its stakeholders	Viable and Functional Town-Gown Partnerships (VFTGP)	12	0.893	High Reliability
iv)To determine student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders	Student housing (SH)	6	0.589	High-Moderate Reliability (acceptable)
	Characteristics of Student Housing (CSH)	4	0.454	Low reliability
	Roles of Student Housing (RSH)	6	0.646	High-Moderate Reliability (acceptable)

Source: Author 2016

Thus, overall and in line with Nadi's (2012) recommendation, the Cronbach's Alpha results for this study indicated that the study instrument for Thohoyandou town community was reliable with all values above 0.50 – thus indicating proper internal construct-reliability as shown in Table 4-3. However, the study instrument for Univen community has a variable construct with a Cronbach Alpha value below 0.50.

Table 4-4 Item-Total Correlation Statistics: Characteristics of student housing scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
CSH 1	13.3535	13.393	.354	.275	.358
CSH 2	13.0302	5.423	.231	.059	.756
CSH 3	13.2508	13.195	.437	.434	.323
CSH 4	13.0876	13.601	.471	.422	.332

Source: Author 2016

Further analysis was done, as indicated in Table 4-4, showing the Item-Total Statistics of characteristics of student housing scale. From this table the Cronbach's Alpha, if Item deleted was checked and it was noted that one of the variables measuring characteristics of student

housing (CSH2) was the cause. This variable was then eliminated to give a new value of 0.756 which above the recommended >0.5 value.

Table 4-5 Cronbach's Alpha Reliability Results: Thohoyandou Community variable constructs

Targeted Research objectives	Variable construct	Number of items	Cronbach Alpha	Overall comment based on (based on Hair et al.'s, (2014) four degrees of reliability scale)
i)To highlight the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town, and its stakeholders	Personal contact (PEREFF)	4	0.841	High Reliability
	Community Contact (COMEFF)	4	0.841	High Reliability
	Personal Comfort (PERCOMF)	4	0.811	High Reliability
	Community Comfort (COMCOMF)	4	0.933	Excellent Reliability
ii)To establish the roles of the University of Venda, Thohoyandou town and its stakeholders in the successful development of their partnerships;	Roles of Town Stakeholders (RTS)	6	0.970	Excellent Reliability
iii)To determine the factors that contribute to the establishment of viable and functional innovative and collaborative university-stakeholder's partnerships for the University of Venda, Thohoyandou town, and its stakeholders	Viable and Functional Town-Gown Partnerships (VFTGP)	12	0.940	Excellent Reliability
iv)To determine student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders	Student housing (SH)	6	0.856	High Reliability
	Characteristics of Student Housing (CSH)	4	0.592	High-Moderate Reliability (acceptable)
	Roles of Student Housing (RSH)	6	0.943	Excellent Reliability

Source: Author 2016

The findings of this study showed that Cronbach's Alpha values for all variable constructs ranged between 0.592 – 0.970 for the questionnaires distributed to Thohoyandou town community respectively.

4.4.2 Validity Analysis: Exploratory Factor Analysis.

Mohamad, Sulaimanb, Sern, & Sallehd, (2015); Weiner, (2007), states that construct validity refers to the appropriateness of a measurement instrument in ensuring that it is effectively evaluating a particular construct(s) being investigated. In this study, Factor Analysis was conducted utilizing Principal Axis Factoring (PAF) with varimax rotation method, in order to verify construct validity. An assessment of validity and unidimensionality of scales was done using Exploratory Factor Analysis (EFA) and an examination of the correlation coefficients for all instrument scales as depicted in the adopted conceptual framework of the study. The rule of thumb for using Factor Analysis is that there should be "at least five times as many observations as there are variables to be analysed," (Papadomichelaki and Mentzas, 2012:103). Furthermore, Comrey & Lee, (1992) cited in Yong & Pearce (2013:80) suggests that "recommended sample size is at least 300 participants, and the variables that are

subjected to factor analysis each should have at least 5 to 10 observations.” The 331 respondents who responded to the questionnaires for this study survey far surpassed this minimum requirement and justify the use of Factor Analysis.

There was sampling inadequacy from the Thohoyandou community. The sample size fell by far below Comrey & Lee (1992), recommended the size of 300 participants. This is attributed to the fact that the ‘Univen Town Concept’ is still at its infancy. Thus, the study only focused on the few community stakeholders that had attended meetings and workshops hosted by Univen on the concept. Therefore, in this study, Factor Analysis was only done for the data from the University community as the sample size of 458 from the university exceeds by far, the recommended sample size of 300 participants required to perform such an analysis. Moreover, Rubin (2000:220), point to the findings that much literature on university-community partnerships or relationships is largely produced by the academics writing about their institutions of higher learning. This in a way justifies the reason for this study to focus on responses from the Univen community.

In this analysis, EFA was defined as an orderly simplification of interrelated measures. In order to determine the number and nature of factors that accounted for the covariation between variables, this study utilized EFA as a theory generating procedure rather than theory testing procedure.

Multicollinearity of variables; which entails “...searching for evidence that the variation in one variable coincides with variation in another variable” were examined in this study (Bryman, 2012:339). Multicollinearity deals with investigating existing relationships between independent variables. It is highly recommended that multicollinearity should always be established since its existence reduces the predictive power of any regression model (Albesher, 2016). Multicollinearity can be measured by using the absolute values of Pearson correlation coefficients (r), this value ranges between -1 and 1, (Pallant, 2013). Furthermore, the coefficient values can be interpreted using the following mechanism by Cohen et al. (2013): zero (0) indicates a lack of relationship between variables; -1 or 1 implies perfect correlation and suggests that the coefficient value one variable is obtainable from the analysis of the associated variable being investigated. Finally, Albesher (2016) outlines that when the relationship between two independent variables is $r \geq 0.9$; then it shows the existence of multicollinearity and such variables should be dropped from the regression analysis.

4.4.2.1 Validity analysis: Characteristics of existing town-gown relationships

Table 4-6 presents the theory/concept, constructs and their variable codes and the 2 sets of sixteen questionnaire variables that were used to assess the characteristics of existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

Table 4-6 Variable Coding: Existing Town-Gown Relationships.

Theory/Concept		Questionnaire statement		Sample supporting references	
i) To highlight the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town, and its stakeholders	Construct	Variable Code	Questionnaire variables	Gavazzi, (2016); Gavazzi & Fox, (2014);	
	How much personal contact do you have with the following groups of people in the community? (PEREFF)	PEREFF 1	Business and industry leaders?		
		PEREFF 2	Elected government officials?		
		PEREFF 3	Teachers and administrators of local schools?		
		PEREFF 4	Members of civic and non-profit organizations serving the community?		
	How much overall contact do you believe the university has with the following groups of people in the community? (COMEFF)	COMEFF 1	Business and industry leaders?		
		COMEFF 2	Elected government officials?		
		COMEFF 3	Teachers and administrators of local schools?		
		COMEFF 4	Members of civic and non-profit organizations serving the community?		
	How would you rate your own personal relationships with the following groups of people in the community? (PERCOMP)	PERCOMP 1	Business and industry leaders?		
		PERCOMP 2	Elected government officials?		
		PERCOMP 3	Teachers and administrators of local schools?		
		PERCOMP 4	Members of civic and non-profit organizations serving the community?		
	How would you rate the relationships between Univen as a whole and the following groups of people? (COMCOMF)	COMCOMF 1	Business and industry leaders?		
		COMCOMF 2	Elected government officials?		
		COMCOMF 3	Teachers and administrators of local schools?		
		COMCOMF 4	Members of civic and non-profit organizations serving the community?		
Questionnaire statement for Thohoyandou town and its stakeholders					
How much personal contact do you have with the following groups of people from Univen? (PEREFF)	PEREFF 1	Students from Univen?			
	PEREFF 2	Faculty from Univen?			
	PEREFF 3	Administrator/staff members from Univen?			
	PEREFF 4	Governing board members of Univen?			
How active do you believe the following groups of people from Univen are in terms of contributing to the wellbeing of the community as a whole? (COMEFF)	COMEFF 1	Students from Univen?			
	COMEFF 2	Faculty from Univen?			
	COMEFF 3	Administrator/staff members from Univen?			
	COMEFF 4	Governing board members of Univen?			
How would you rate your own personal relationships with the following groups of people from Univen? (PERCOMP)	PERCOMP 1	Students from Univen?			
	PERCOMP 2	Faculty from Univen?			
	PERCOMP 3	Administrator/staff members from Univen?			
	PERCOMP 4	Governing board members of Univen?			
How would you rate the relationships between the following groups of people from Univen and Thohoyandou community as a whole ? (COMCOMF)	COMCOMF 1	Students from Univen?			
	COMCOMF 2	Faculty from Univen?			
	COMCOMF 3	Administrator/staff members from Univen?			
	COMCOMF 4	Governing board members of Univen?			

Source: Author 2016

The table above presents the 2 sets of sixteen questionnaire variables that were used to assess the characteristics of existing town-gown relationships between and the sample supporting references.

Personal Effort (PEREFF)

Through EFA the correlation coefficients matrix was calculated for the 4 items used in the measurement of personal effort scale, as shown in Table 4-7. It is argued that if the item-total correlation value is below 0.30 it shows that the variable being investigated is evaluating something entirely dissimilar to the entire construct (Alshehri, 2012). Furthermore, it is argued that variables that have large numbers of low correlation coefficient ($r < +/- .30$) should be removed from the analysis as they indicate a lack of patterned relationships. Whereas, ibid, argues that those variables with correlations above $r = +/- 0.90$ indicate that data have a problem of multicollinearity. An additional measure that can be used to detect the problem of multicollinearity is the computed determinant-score. The rule of thumb is that a determinant score which is above 0.00001 indicates the absence of multicollinearity.

Table 4-7 Correlation matrix for Personal Effort Scale

	PEREFF 1	PEREFF 2	PEREFF 3	PEREFF 4
Correlation PEREFF 1	1.000			
PEREFF 2	.671	1.000		
PEREFF 3	.539	.545	1.000	
PEREFF 4	.584	.579	.621	1.000

Determinant = .180

Source: Author 2016

The results of table 4-7, reveal that the correlation coefficients between the items are generally greater than 0.3 which indicates that they are suitable for factor analysis. The determinant score as indicated on the table is 0.180 which is way above the recommended 0.00001 score, (Yong and Pearce, 2013) thus there is the absence of multicollinearity and the variables seem to have patterned relationships.

The researcher also used the Kaiser-Meyer-Olkin (KMO) to evaluate sampling adequacy (Kaiser, 1974). KMO assists in further scrutinizing the findings of factor analysis. Bai, Hira, and Deshpande (2016), posit that the KMO and Bartlett's test of sphericity is a statistical procedure that should be used to define the factorability of the output matrix. Alshehri, (2012), posit that in general, a KMO correlation value that is above 0.60 to 0.70 is acceptable for interpreting the EFA output. Furthermore, Lin & Wu, (2016); Zuriekat, Salameh & Alrawashdeh, (2011), suggest that the rule of thumb in statistics, for a KMO measure should generally be greater than 0.5 to be acceptable. Table 4-8 shows, the computed KMO statistic which is 0.801, and it is above the minimum acceptable level of 0.50 recommended by Lin & Wu, (2016), this demonstrates sampling-adequacy. In addition, Table 4-8 also illustrates that

Bartlett's test of sphericity was ($\chi^2 = 562.910$), thus highly significant at ($p < 0.001$). Consequently, this indicated adequate relationships among the variables included in this analysis (Field, 2013). Therefore, it has been established that the data is suitable for factor analysis as distinct and reliable factors can be produced.

Table 4-8 KMO and Bartlett's Test for Personal Effort Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.801
Bartlett's Test of Sphericity	Approx. Chi-Square	562.910
	df	6
	Sig.	.000

Source: Author 2016

The factor loading of personal effort scale items was examined as presented in Table 4-9. Field, (2013); Hair et al., (2014), argues that factor loadings below 0.4 are considered low, and low-loading items should be suppressed. Therefore, recommended cut-off factor loading of 0.40 was used in this study to ensure that all variables had practical significance (Field 2013).

Table 4-9 Factor loadings Matrix for Personal Effort Scale

		Factor
		1
PEREFF 2	Elected government officials?	.786
PEREFF 1	Business and industry leaders?	.785
PEREFF 4	Members of civic and non-profit organizations serving the community?	.775
PEREFF 3	Teachers and administrators of local schools?	.726

Extraction Method: Principal Axis Factoring.

a. 1 factors extracted.

Source: Author 2016

The results as shown in Table 4-9, are that the factor loading values of all four items for measuring PEREFF exceed the cut-off level of 0.40.

Community effort (COMEFF)

Through EFA the correlation coefficients matrix was calculated for the 4 items used in the measure of community effort scale, as shown in Table 4-10. The results from the table 4-10, reveal that the correlation coefficients between the items are generally greater than 0.3 which indicates that they are suitable for factor analysis. The determinant score as indicated on the table is 0.161 which is way above the 0.00001 score, thus there is the absence of multicollinearity.

Table 4-10 Correlation matrix for community effort

		COMEFF 1	COMEFF 2	COMEFF 3	COMEFF 4
Correlation	COMEFF 1	1.000			
	COMEFF 2	.690	1.000		
	COMEFF 3	.606	.620	1.000	
	COMEFF 4	.569	.555	.606	1.000

Determinant = .161

Source: Author 2016

Kaiser-Meyer-Olkin (KMO) was used to evaluate sampling adequacy for community effort measurement scale. The computed KMO statistic as shown in Table 4-11, is 0.814, and it is above the minimum acceptable level of 0.50 recommended by Lin & Wu, (2016), this demonstrates sampling-adequacy.

Table 4-11 KMO and Bartlett's Test for Community Effort Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.814
Bartlett's Test of Sphericity	Approx. Chi-Square	598.661
	df	6
	Sig.	.000

Source: Author 2016

The factor loading of community effort scale items was examined as presented in Table 4-12.

Table 4-12 Factor loadings Matrix for Community Effort Scale

		Factor
		1
COMEFF 2	Elected government officials?	.809
COMEFF 1	Business and industry leaders?	.808
COMEFF 3	Teachers and administrators of local schools?	.782
COMEFF 4	Members of civic and non-profit organizations serving the community?	.721

Extraction Method: Principal Axis Factoring.

a. 1 factors extracted.

Source: Author 2016

The results show that all the four variables used to measure community effort have practical significance. Their factor loading values exceed the recommended cut-off level of 0.40.

Personal Comfort (PERCOMF)

Through EFA the correlation coefficients matrix was calculated for the 4 items used in the measure of personal comfort scale, as shown in Table 4-13. The results show's that the correlation coefficients between the items are greater than 0.3 which indicates that they are

suitable for factor analysis. The determinant score as indicated on the table is 0.135 which is above the 0.00001 score, thus there is the absence of multicollinearity.

Table 4-13 Correlation matrix for personal comfort scale

		PERCOMF 1	PERCOMF 2	PERCOMF 3	PERCOMF 4
Correlation	PERCOMF 1	1.000			
	PERCOMF 2	.676	1.000		
	PERCOMF 3	.561	.658	1.000	
	PERCOMF 4	.543	.647	.685	1.000

Determinant = .135

Source: Author 2016

Sampling adequacy for community effort measurement scale was evaluated using Kaiser-Meyer-Olkin (KMO). The computed KMO statistic as shown in Table 4-14, is 0.809, thus it demonstrates sampling-adequacy because it was above the minimum acceptable level of 0.50 recommended by Lin & Wu, (2016).

Table 4-14 KMO and Bartlett's Test for Personal Comfort Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.809
Bartlett's Test of Sphericity	656.641
Approx. Chi-Square	
df	6
Sig.	.000

Source: Author 2016

The factor loading of personal comfort scale items was examined as presented in Table 4-15.

Table 4-15 Factor loadings Matrix for Personal Comfort Scale

		Factor
		1
PERCOMF 2	Elected government officials?	.851
PERCOMF 3	Teachers and administrators of local schools?	.804
PERCOMF 4	Members of civic and non-profit organizations serving the community?	.786
PERCOMF 1	Business and industry leaders?	.731

Extraction Method: Principal Axis Factoring. a. 1 factors extracted.

Source: Author 2016

The results show that all the four variables used to measure community effort have practical significance. Their factor loading values exceeded the recommended cut-off level of 0.40.

Community Comfort (COMCOMF)

The correlation coefficients matrix for the 4 items that were used to measure community comfort scale was calculated using EFA. The results as shown in Table 4-16, show's that the correlation coefficients between the items are greater than 0.3 which indicates that they are suitable for factor analysis.

Table 4-16 Correlation matrix for community comfort scale

		COMCOMF 1	COMCOMF 2	COMCOMF 3	COMCOMF 4
Correlation	COMCOMF 1	1.000			
	COMCOMF 2	.372	1.000		
	COMCOMF 3	.633	.340	1.000	
	COMCOMF 4	.548	.391	.649	1.000

a. Determinant = .266

Source: Author 2016

There is the absence of multicollinearity because the determinant score as indicated on the table is 0.266 which is above the recommended 0.00001 cut-off score.

Table 4-17 KMO and Bartlett's Test for Community Comfort Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.759
Bartlett's Test of Sphericity	Approx. Chi-Square	434.578
	df	6
	Sig.	.000

Source: Author 2016

Sampling adequacy for community comfort measurement scale was evaluated using Kaiser-Meyer-Olkin (KMO), presented in Table 4-18.

Table 4-18 Factor loadings Matrix for Community Comfort Scale

		Factor	
		1	
COMCOMF 3	Teachers and administrators of local schools?	.823	
COMCOMF 4	Members of civic and non-profit organizations serving the community?	.774	
COMCOMF 1	Bussiness and industry leaders?	.748	
COMCOMF 2	Elected government officials?	.469	

Extraction Method: Principal Axis Factoring.

a. 1 factors extracted.

Source: Author 2016

The computed KMO statistic as shown in Table 4-17, is 0.759, thus it demonstrates sampling-adequacy because it is above the minimum acceptable level of 0.50 recommended by Lin & Wu, (2016).

The factor loading of community comfort scale items was examined as presented in Table 4-18. The results show that all the four variables used to measure community effort have practical significance. Their factor loading values exceeded the recommended cut-off level of 0.40.

Summary of factor loadings for study constructs used to measure characteristics of existing town-gown relationships are shown in table 4-19.

Table 4-19 Summary of factor loadings for characteristics of town-gown relationships variable constructs.

		(1)	(2)	(3)	(4)
Level of effort	PEREFF 2	.786			
	PEREFF 1	.785			
	PEREFF 4	.775			
	PEREFF 3	.726			
	COMEFF 2		.809		
	COMEFF 1		.808		
	COMEFF 3		.782		
	COMEFF 4		.721		
Level of comfort	PERCOMF 2			.851	
	PERCOMF 3			.804	
	PERCOMF 4			.786	
	PERCOMF 1			.731	
	COMCOMF 3				.823
	COMCOMF 4				.774
	COMCOMF 1				.748
	COMCOMF 2				.469

Source: Author 2016

Table 4-19 above shows that all the variables have factor loading that are above the recommended cut-off value of 0.4, (Field 2013, Hair et al. 2014).

4.4.2.2 Validity analysis: Variables for roles of town-gown stakeholders in the successful development of their partnerships

The theory/concept, constructs and their variable codes and the 2 sets of 6 questionnaire variables that were used to determine the roles Univen, Thohoyandou town and its stakeholders should play to develop successful town-gown partnerships are shown in Table 4.20.

Table 4-20 Roles of town-gown stakeholder variables coding

Research objective		Questionnaire Statement for Univen Community			source	
	Construct	Variable code	To what extent do you agree that Univen should play the following roles in the successful development of their town-gown partnerships?			
ii) To establish the roles of the University of Venda, Thohoyandou town and its stakeholders in the successful development of their partnerships;	(Roles of the University (RU))	RU 1	Create an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs.		Initiative for a Competitive Inner City (ICIC) and CEOs for Cities, (2002)	
		RU 2	Include meaningful community participation and dialogues in formulating this strategy and any other university strategic plans.			
		RU 3	Charge specific departments and offices with explicit economic development goals.			
		RU 4	Appointing a coordinator to oversee and implement the economic development strategy.			
		RU 5	Deploy college and university leadership to serve on the boards of business associations, community organizations, and public-sector bodies.			
		RU 6	Think long-term views to realize the benefits of developing town-gown partnerships.			
	Questionnaire statement for Thohoyandou town and its stakeholders					
	(Roles of Town Stakeholders (RTS))	Construct	Variable code	To what extent do you agree that Thohoyandou town and its stakeholders should play the following roles in the successful development of their town-gown partnerships?		
		RTS 1		Elected officials and municipal government should incorporate Univen in the short-term and long-term economic development strategies of Thohoyandou town and its surrounding environs.		
		RTS 2		The Mayor should organize a forum together with Univen and Thohoyandou town stakeholders to identify and further economic development partnerships and opportunities.		
		RTS 3		The mayor should establish a university-liaison office within the Mayoral office to advance collaboration partnerships and economic development of Thohoyandou and its rural environs.		
		RTS 4		Community organizations and Traditional leaders should seek out "win-win" partnerships with Univen and acknowledge its economic interests for the development of Thohoyandou town and its rural environs		
		RTS 5		Business and the private sectors within Thohoyandou town and beyond should invest with Univen in various aspects such as real estate development, supplier development, research commercialization, workforce development, and other economic development partnerships.		
		RTS 6		The business sector should involve Univen in business forums, associations, and public/private initiatives.		

Source: Author 2016

EFA was used to calculate the correlation coefficients matrix of the 6 items that were used to measure roles of the university scale in the successful development of town-gown partnerships. Item RU3, was eliminated as it was having a correlation coefficient less than the recommended value of 0.3. The results of the remaining 5 items are shown in Table 4-21, and the correlation coefficients between the items are greater than 0.3 which indicates that they are suitable for factor analysis. There is absence of multicollinearity because the determinant score as indicated on the table is 0.183 which is above the recommended 0.00001 cut-off score.

Table 4-21 Correlation matrix for roles of town-gown stakeholders

	RU 1				
Correlation RU 1	1.000				
RU 2	.647	1.000			
RU 4	.507	.531	1.000		
RU 5	.430	.446	.494	1.000	
RU 6	.454	.445	.416	.480	1.000

a. Determinant = .183

Source: Author 2016

In order to determine the sampling adequacy of the responses given in order to establish the roles of the university in the successful development of town-gown partnerships, the Kaiser-Meyer-Olkin (KMO) test was performed. The computed KMO statistic as shown in Table 4-22, is 0.825 which is a great value. It is above the minimum acceptable level of 0.50 recommended by Lin & Wu, (2016). Therefore, it demonstrates sampling-adequacy and with confidence, factor analysis is appropriate for this set of data.

Table 4-22 KMO and Bartlett's Test for Community Effort Scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.825
Bartlett's Test of Sphericity	Approx. Chi-Square	556.552
	df	10
	Sig.	.000

Source: Author 2016

The factor loading of roles of the university (RU) scale items was examined as presented in Table 4-23.

Table 4-23 Factor loadings Matrix for Roles of University (RU) Scale

		Factor 1
RU 2	Include meaningful community participation and dialogues in formulating this strategy and any other university strategic plans.	.766
RU 1	Create an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs.	.750
RU 4	Appointing a coordinator to oversee and implement the economic development strategy.	.698
RU 5	Deploy college and university leadership to serve on the boards of business associations, community organizations, and public-sector bodies.	.646
RU 6	Think long-term views to realize the benefits of developing town-gown partnerships.	.624

Extraction Method: Principal Axis Factoring. a. 1 factors extracted.

Source: Author 2016

The results shows all the remaining 5 variables have practical significance. Their factor loading values exceed the recommended cut-off level of 0.40. They have high factor loading indicating that they are significantly contributing to the factor being measured.

4.4.2.3 Validity analysis: Factors that contribute to the establishment of viable and functional, innovative collaborative town-gown partnerships.

Innovative, collaborative town-gown partnerships depend on various factors. This section analyses data in order attain the research objective, which seeks to determine the factors that are essential for the establishment of viable and functional, innovative collaborative town-gown partnerships between Univen, Thohoyandou town, and its stakeholders.

The questionnaires statement and the variables that were used to asses this objective and the selected references that have also used these variables are presented in Table 4-24.

Table 4-24 Viable and Functional Town-Gown Partnerships Variables Coding

Research objective		Questionnaire statement		Source
iii) To determine the factors that contribute to the establishment of viable and functional innovative and collaborative university-stakeholder's partnerships for University of Venda, Thohoyandou town, and its stakeholders	Construct	Variable code	<i>To what extend do you agree that the following factors contribute to the establishment of viable and functional innovative collaborative town-gown partnerships between Univen, Thohoyandou town and its stakeholder's?</i>	
		VFTGP 1	Effective communication	Suarez-Balcazar et.al, (2005)
		VFTGP 2	Respect for human diversity that comes with partnerships	
		VFTGP 3	Promoting the culture of learning from each other	
		VFTGP 4	Respect the culture of each organization which is part of the partnerships	
		VFTGP 5	Understanding the multidisciplinary nature of town-gown partnerships	
		VFTGP 6	Trust and mutual respect among stakeholders	
		VFTGP 7	Integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town	
		VFTGP 8	Capitalize on each stakeholder's strength and resources	
		VFTGP 9	Transfer of knowledge to the private sector by means of partnerships, consulting, research contracts and development and training programs	
		VFTGP 10	Increased support from private sector to the university, (financial resources and private-sector professional practitioners)	Russo et.al, (2007)
		VFTGP 11	The university should provide jobs, revenues and increased competitiveness (highly skilled human capital) to the host communities.	
		VFTGP 12	Provision of high quality services, infrastructure and city brand to the university by the host community	

Source: Author 2016

EFA was used to calculate the correlation coefficients matrix of the 12 items that were used to measure the factors that contribute to viable and functional innovative collaborative town-gown partnerships. Items VFTGP 8 and 9, were eliminated after performing tests because they had correlation coefficients less than the recommended value of 0.3. The results of the remaining 5 items are shown in Table 4-25, and the correlation coefficients between the items are greater than 0.3 which indicates that they were suitable for factor analysis. The

determinant score as indicated on the table is 0.007 which is above the recommended 0.00001 score, therefore there is absence of multicollinearity.

Table 4-25 Correlation matrix for Viable and Functional town-gown partnerships scales

	VFTGP 1	VFTGP 2	VFTGP 3	VFTGP 4	VFTGP 5	VFTGP 6	VFTGP 7	VFTGP 10	VFTGP 11	VFTGP 12
Correlation	VFTGP 1	1.000								
	VFTGP 2	.614	1.000							
	VFTGP 3	.574	.585	1.000						
	VFTGP 4	.470	.527	.568	1.000					
	VFTGP 5	.544	.560	.583	.563	1.000				
	VFTGP 6	.521	.549	.528	.516	.570	1.000			
	VFTGP 7	.421	.447	.466	.509	.497	.441	1.000		
	VFTGP 10	.483	.476	.492	.463	.541	.541	.491	1.000	
	VFTGP 11	.473	.444	.457	.421	.450	.439	.387	.547	1.000
	VFTGP 12	.464	.492	.441	.461	.501	.507	.478	.597	.638
a. Determinant = .007										

Source: Author 2016

The Kaiser-Meyer-Olkin (KMO) sampling-adequacy test performed for the factors that contribute to the establishment of viable and functional innovative collaborative university stakeholder's partnerships. The computed KMO statistic as shown in Table 4-26, is 0.938 which is a great value. It is above the minimum acceptable level of 0.50 recommended by Lin & Wu, (2016). Therefore, it demonstrates sampling-adequacy and with confidence, factor analysis was appropriate for this set of data.

Table 4-26 KMO and Bartlett's Test Viable and Functional town-gown partnerships scales

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.938
Bartlett's Test of Sphericity	Approx. Chi-Square	1634.420
	df	45
	Sig.	.000

Source: Author 2016

The table 4-27, below shows the factor loadings of the 10 variables measuring factors that contribute to viable and functional town-gown partnerships. The results show that the 10 variables, their factor loading values exceeded the recommended cut-off level of 0.40. Therefore, the variables have practical significance, and they are significantly contributing to the factor being measured.

Table 4-27 Factor loadings Matrix for Viable and Functional town-gown partnerships scales

		Factor
		1
VFTGP 5	Understanding the multidisciplinary nature of town-gown partnerships	.757
VFTGP 4	Respect for human diversity that comes with partnerships	.738
VFTGP 3	Promoting the culture of learning from each other	.737
VFTGP 6	Trust and mutual respect among stakeholders	.723
VFTGP 10	Increased support from private sector to the university, (financial resources and private-sector professional practitioners)	.723
VFTGP 1	Effective communication	.715
VFTGP 12	Provision of resources such as land, high quality services, infrastructure, and city brand to the university by the host community	.713
VFTGP 2	Respect the culture of each organization which is part of the partnerships	.702
VFTGP 11	The university should provide jobs, revenues and increased competitiveness (highly skilled human capital) to the host communities.	.660
VFTGP 7	Integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town	.640

Extraction Method: Principal Axis Factoring.

a. 1 factors extracted. 4 iterations required.

Source: Author 2016

The Scree Test results in conjunction with Eigenvalues were used to determine the number of factors to retain per construct (Field 2013; Alsaif 2013). Kaiser (1960), recommend the rule of thumb of holding all factors which are more than eigenvalues values of 1. Furthermore, Yong and Pearce (2013) posits that “the scree test is only reliable when you have a sample size of at least 200”. Therefore, the scree test was used as the study sample surpasses this number significantly.

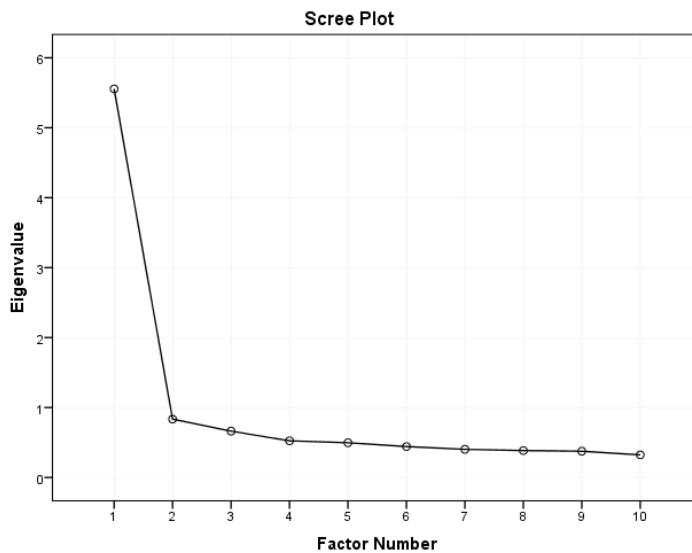


Figure 4-1 Scree Plot for Factors for Viable and Functional Town-Gown partnerships scale has 1 underlying factor.

Source: Author 2016

The results of this study's scree test are shown in figure 4-1. It depicts that the scale used has one underlying factor successful town-gown partnerships depend on.

4.4.2.4 Validity analysis of student housing possibilities as a manifestation of town-gown partnerships

The theory/concept, constructs and their variable codes and the various questionnaire variables that were used to determine the student housing possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders are shown in Table 4.28

Table 4-28 Student housing possibilities variables coding

Research objective		Research questions		Sample supporting references	
iv) To determine student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town and its stakeholders	constructs	To what extent do you agree or disagree that following factors are essential for the development of student housing as a manifestation of town-gown partnerships?			
		Student Housing as a manifestation of town-gown partnerships (SH)	SH 1	the community and the university should work together to address student housing problems.	
			SH 2	Well planned off-campus student housing has the potential to revitalize Thohoyandou town	
			SH 3	Unintegrated off-campus student housing can negative impact the host community	
			SH 4	Explore public-private partnerships to develop off-campus student residences	
			SH 5	Need to revise the town planning scheme to regulate student housing	
			SH 6	University and the community should establish a committee to inspect off-campus student housing conditions.	
		To what extent do you agree or disagree that student housing model as a manifestation of town-gown partnerships should possess the following characteristics?		Boston (2014) Bowman, (2007)	
	Characteristics of Student Housing (CSH)	CSH 1	Close proximity to the university (less than 5km)		
		CSH 2	Good amenities (internet, study areas, outdoor space, water etc.)		
		CSH 3	Attractive and safe environments from crimes		
		CSH 4	Accessible to public transport within a walking distance		
		To what extent do you agree or disagree that student housing as a manifestation of town-gown partnerships should play the following roles in the community?			
	Roles of Student Housing (RSH)	RSH 1	Extending well into public realm		
		RSH 2	Provision of service to the community to enhance its environment		
		RSH 3	A University ambassador to the community		
		RSH 4	Community infrastructure or support (walkways, Wi-Fi etc.)		
		RSH 5	A place of social gathering for interaction and dialogues		
		RSH 6	A residence for students		

Source: Author 2016

The table above presents 3 subsets of questionnaire variables that were used to assess student housing development possibilities as a manifestation of town-gown partnerships and the sample supporting references.

Analysis of factors essential for the development of student housing as a manifestation of town-gown partnerships

Preliminary interpretation indicated that variables SH2 and SH5 had low correlation coefficient values ($r < .30$) an indication of lack of patterned relationship and they were eliminated. Correlation coefficients of the remaining variables of student housing possibilities as a manifestation of town-gown partnerships scale is presented in Table 4-29. This table shows that there is patterned relationship for the variables presented the values are all greater than the recommended correlation coefficient ($r < +/- .30$), (Yong and Pearce, 2013). As a follow up, the determinant score, 0.331 is above the recommended rule of thumb of 0.0001, thus indicating the absence of multicollinearity.

Table 4-29 Correlation Matrix for Student Housing (SH) scale

		SH1	SH2	SH4	SH6
Correlation	SH1	1.000			
	SH2	.447	1.000		
	SH4	.415	.517	1.000	
	SH6	.483	.484	.543	1.000

a. Determinant = .331

Source: Author 2016

The Kaiser-Meyer-Olkin (KMO) and Bartlett's test was performed to measure sampling adequacy for the variables being measured. The computed KMO statistic as shown in Table 4-30, is 0.781 a sampling criteria rating of middling (Kaiser, 1974). It is above the minimum acceptable level of 0.50 recommended, (Lin & Wu, 2016, Yong and Pearce, 2013). Therefore, it demonstrates sampling-adequacy and with confidence, factor analysis is appropriate for this set of data.

Table 4-30 KMO and Bartlett's Test for Student Housing scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.781
Bartlett's Test of Sphericity	Approx. Chi-Square	362.238
	df	6
	Sig.	.000

Source: Author 2016

The table 4-31, below shows the factor loadings of the remaining 4 variables and the results show that their factor loading values exceeded the recommended cut-off level of 0.40.

Table 4-31 Factor Loading Matrix of Student Housing scale

	Factor	
		1
SH 6	University and the community should establish a committee to inspect off-campus student housing conditions.	.740
SH 4	Explore public-private partnerships to develop off-campus student residences	.718
SH 2	Well planned off-campus student housing has the potential to revitalize Thohoyandou town	.693
SH 1	the community and the university should work together to address student housing problems.	.625

Extraction Method: Principal Axis Factoring.

a. 1 factors extracted.

Source: Author 2016

The variables shown in Table 4-31 have practical significance, and they are significantly contributing to the factor being measured.

Analysis of characteristics of student housing as a manifestation of town-gown partnerships (CSH)

Variable CSH2 was eliminated during the preliminary interpretation. It indicated that it had a low correlation coefficient value ($r < .30$), which is a sign of lack of patterned relationship. Correlation coefficients of the remaining variables of characteristics of student housing as a manifestation of town-gown partnerships scale is presented in Table 4-32. The result shows that there is patterned relationship amongst the variables. The values are all greater than the recommended correlation coefficient ($r < +/- .30$), (Yong and Pearce, 2013). As a follow up, the determinant score, 0.450 is above the recommended rule of thumb of 0.0001, thus indicating the absence of multicollinearity (Yong and Pearce, 2013).

Table 4-32 Correlation Matrix of Characteristics of Student Housing scale

	SH 1	CSH 3	CSH 4
Correlation			
CSH 1	1.000		
CSH 3	.484	1.000	
CSH 4	.455	.617	1.000

a. Determinant = .450

Source: Author 2016

The Table 4-33 shows the results of Kaiser-Meyer-Olkin (KMO) and Bartlett's test that was performed to measure sampling adequacy for the variables being measured.

Table 4-33 KMO and Bartlett's Test for Characteristics of Student Housing scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.676
Bartlett's Test of Sphericity	Approx. Chi-Square	261.868
	df	3
	Sig.	.000

Source: Author 2016

The computed KMO statistic as shown in Table 4-33 is 0.676, it is above the minimum recommended level of 0.50 (Lin & Wu, 2016, Yong and Pearce, 2013). Therefore, it demonstrates this set of data is suitable for factor analysis.

Table 4-34 Factor Loading Matrix for Characteristics of Student Housing

		Factor
		1
CSH 3	Attractive and safe environments from crimes	.808
CSH 4	Accessible to public transport within a walking distance	.763
CSH 1	Close proximity to the university (less than 5km)	.598

Extraction Method: Principal Axis Factoring.

a. 1 factors extracted.

Source: Author 2016

The table 4-34, shows the factor loadings of the remaining 4 variables and the results show that their factor loading values exceed the recommended cut-off level of 0.40. Therefore, the variables have practical significance, and significantly contributing to the factor being measured.

Analysis of the roles that student housing as a manifestation of town-gown partnerships should play in the community

During the preliminary interpretation, variable RSH5 (shown in Table 4-27) was eliminated. It had a low correlation coefficient value ($r < .30$), an indication of lack of patterned relationship. The correlation coefficients of the remaining variables of roles student housing should play in the community as a manifestation of town-gown partnerships scale is presented in Table 4-35.

Table 4-35 Correlation Matrix for Roles of Student Housing (RSH) scale

	RSH 1	RSH 2	RSH 3	RSH 4	RSH 6
Correlation	RSH 1	1.000			
	RSH 2	.604	1.000		
	RSH 3	.538	.564	1.000	
	RSH 4	.389	.556	.449	1.000
	RSH 6	.452	.540	.512	.552
					1.000

a. Determinant = .150

Source: Author 2016

The results show a patterned relationship amongst the variables. The values were all greater than the recommended correlation coefficient ($r < +/- .30$), (Yong and Pearce, 2013). As a follow up, the determinant score, 0.150 is above the recommended rule of thumb of 0.0001, thus indicating the absence of multicollinearity (Yong and Pearce, 2013).

Sampling adequacy was measured as shown in Table 4-36, using Kaiser-Meyer-Olkin (KMO) and Bartlett's test. The computed KMO statistic as shown is 0.836, it is above the minimum recommended level of 0.50 (Yong and Pearce, 2013). This demonstrates the data set was suitable for factor analysis.

Table 4-36 KMO and Bartlett's Test for Characteristics of Student Housing scale

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.836
Bartlett's Test of Sphericity	621.677
df	10
Sig.	.000

Source: Author 2016

The table 4-37, below shows the factor loadings of the remaining 5 variables and the results show that their factor loading values exceed the recommended cut-off level of 0.40.

Table 4-37 Factor Loading Matrix for Characteristics of Student Housing

	Factor
	1
RSH 2	Provision of service to the community to enhance its environment
RSH 3	A University ambassador to the community
RSH 6	A residence for students
RSH 1	Extending well into public realm
RSH 4	Community infrastructure or support (walkways, Wi-Fi etc.)

Extraction Method: Principal Axis Factoring. a. 1 factors extracted.

Source: Author 2016

The variables presented in Table 4-37 are practically significant, and significantly contributes to the factor being measured.

4.5 Characterizing existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

This section presents data on the two conceptual dimensions which were used to determine the quality and characteristics of existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders. These two conceptual dimensions are; firstly, the level of comfort that the existing town-gown relationship holds for the university and community stakeholders, and secondly the level of effort that is required to maintain existing town-gown relationships. Gavazzi et.al (2014), by combining the comfort and effort dimensions presented four types of town-gown relationships that describe the characteristics of existing town-gown relationships of the university and community members these are; harmonious, traditional, conflicted and devitalized relationship. Thus, by combining the comfort and effort index, the

study identified the type of existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

These two conceptual dimensions' effort (TOTEFF) and comfort (TOTCOMF) each have a theoretical range of 0 to 32 (Gavazzi, 2016; Gavazzi and Fox 2014). This theoretical range is determined by summing the means of each of the two components that define each conceptual dimension. For example, to determine the level of effort on a range of 0-32, we sum the total mean of variables measuring personal effort and the overall highest total score should be 16. Also by summing the mean of variables from community effort, the highest total score should also be 16. Therefore, by adding the two values from personal effort (PEREFF) and community effort (COMEFF), it was possible to get the value of effort (TOTEFF) within the theoretical range from 0 to 32. The same applied when determining the value of the level of comfort (TOTCOMF), we added the summed mean values from personal comfort (PERCOMFF) and community comfort (COMCOMFF).

Univen community perspective of existing town-gown relationships

This section presents results on the characteristics of existing town-gown relationships from Univen perspective. The respondents were asked to indicate their direct personal experiences and their opinions about the university's overall sensitivities with each of the four representatives from Thohoyandou town. Firstly, personal contact (PEREFF) with and their opinion on overall contact (COMEFF) of the university with each of the representatives from the community was measured using a five point Likert-scale ranging from 0 as no contact at all, to 4 a great deal of contact. Secondly, the respondents were asked to indicate their level of comfort in terms of own personal relationships (PERCOMF) and their opinion on the overall relationship (COMCOMF) of the university with each of the four community representatives for Thohoyandou town. A five point Likert-scale was used to capture these respondent's levels of comfort ranging from 0 "very negative" to 4 "very positive".

Personal Effort (PEREFF)

Table 4-38, shows the descriptive statistics of the responses on personal effort.

Table 4-38 Personal effort responses of respondents from Univen community

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PEREFF1	1.15	1.202	.708	.134	-.585	.267
PEREFF2	1.16	1.245	.779	.134	-.485	.267
PEREFF3	1.81	1.324	.041	.134	-1.148	.267
PEREFF4	1.62	1.386	.320	.134	-1.159	.267
	$\Sigma 5.74$					

Source: Author 2016

The results show that they are within the acceptable range of normality as skewness is within the range of +/-2 and kurtosis is within +/-3 range which are recommended ranges, (Lee 2008). The mean is generally low on all responses and the sum of all the means is 5.74 which is below the mid-point of 8 thus indicating low personal effort. Therefore, there is low personal contact between individuals from the university and the representatives from Thohoyandou town.

Community effort (COMEFF)

The descriptive statistics of the responses on the opinion of the overall community effort are shown in Table 4-39. The results show's that skewness was within the range of +/-2 and kurtosis was also within +/-3 range which are recommended ranges for data to be considered normally distributed and amenable for further statistical tests.

Table 4-39 Community effort responses of respondents from Univen community

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
COMEFF1	2.23	1.233	-.205	.134	-.886	.267
COMEFF2	2.42	1.134	-.370	.134	-.587	.267
COMEFF3	2.53	1.199	-.390	.134	-.740	.267
COMEFF4	2.32	1.231	-.247	.134	-.871	.267
	$\Sigma 9.5$					

Source: Author 2016

Table 4-39 shows that the mean was generally above average on all responses and the sum of all the means was 9.5 which indicate slightly higher community effort as it was above the mid-point mean value of 8. Therefore, there is slightly higher effort from the university in trying to maintain its town-gown relationships.

Personal comfort (PERCOMF)

Table 4-40 shows the descriptive statistics of the responses about personal comfort.

Table 4-40 Personal comfort responses of respondents from Univen Community

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
PERCOMF1	1.39	1.143	.376	.134	-.657	.267
PERCOMF2	1.37	1.194	.520	.134	-.615	.267
PERCOMF3	1.96	1.268	-.061	.134	-.960	.267
PERCOMF4	1.82	1.339	.173	.134	-1.064	.267
	$\Sigma 6.54$					

Source: Author 2016

The results presented depicts that this data set is suitable for further statistical tests, as both values are within the acceptable range of +/-2 for skewness and +/-3 for kurtosis. The mean

of all the variables is low and the sum of all the means was 6.54 which is below the personal comfort mid-point mean value 8. This shows low personal comfort with the representatives from Thohoyandou town.

Community comfort (COMCOMF)

The descriptive statistics of the responses on the opinion of overall community comfort are shown in Table 4-41. The results presented depicts that both values are within the acceptable range of +/-2 for skewness and +/-3 for kurtosis.

Table 4-41 Community comfort responses of respondents from Univen community

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
COMCOMF1	2.44	1.149	-.368	.134	-.538	.267
COMCOMF2	2.55	1.117	-.455	.134	-.422	.267
COMCOMF3	2.58	1.066	-.391	.134	-.390	.267
COMCOMF4	2.44	1.172	-.448	.134	-.523	.267
$\Sigma 10.01$						

Source: Author 2016

The mean of all the variables as shown in Table 4-41 above was high and the sum of all the means is 10.01 which is above the community comfort mid-point mean value 8. This shows that there is high comfort between the university and the four representatives of Thohoyandou town.

Table 4-42 presents a summary of this study's results values with regards to the two dimensions that are used to determine the characteristics of town-gown relationships.

Table 4-42 Summary of level of effort and level of comfort

	Σ mean values		Σ mean values
Personal Effort (PEREFF)	5.54	Personal Comfort PERCOMF	6.54
Community Effort (COMEFF)	9.5	Community Comfort (COMCOMF)	10.01
Level of Effort (TOTEFF)	15.04	Level of comfort (TOTCOMF)	16.55

Source: Author 2016

Table 4-42 shows that the level of effort is 15.04 which is below the mid-point 16. On the other hand, the level of comfort is 16.55, slightly high above the mid-point 16. Thus, there is a combination of low effort and higher comfort.

The results presented in table 4-43 shows that personal comfort (PERCOMF) and personal effort (PEREFF) of Univen representatives are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.678$.

Table 4-43 Correlation of Personal effort and Personal Comfort

		PEREFF	PERCOMF
PEREFF	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	331	
PERCOMF	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.000	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

The results in Table 4-43 indicates that greater contact between Univen and Thohoyandou town and its stakeholders will increase their town-gown relationship satisfaction.

Table 4-44 shows the community comfort (COMCOMF) and community effort (COMEFF) of Univen representatives are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.542$.

Table 4-44 Correlation of community effort and community comfort

		COMEFF	COMCOMF
COMEFF	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	331	
COMCOMF	Pearson Correlation	.542**	1
	Sig. (2-tailed)	.000	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

This association between COMEFF and COMCOMF presented in Table 4-44 is similar as was detected above in Table 4-43, that greater community effort between Univen and Thohoyandou town and its stakeholders will increase their town-gown relationship comfort satisfaction.

Table 4-45 depicts that the personal effort (PEREFF) and community effort (COMEFF) of Univen representatives are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.334$. This association shows that increasing personal effort will positively improve the image of the overall level of Univen community effort. This, in the end will also increase the town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

Table 4-45 Correlations of personal effort and community effort

		PEREFF	COMEFF
PEREFF	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	331	
COMEFF	Pearson Correlation	.334**	1
	Sig. (2-tailed)	.000	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

The correlation of personal comfort (PERCOMF) and community comfort (COMCOMF) of Univen representatives is presented in Table 4-46.

Table 4-46 Correlations of personal comfort and community comfort

		PERCOMF	COMCOMF
PERCOMF	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	331	
COMCOMF	Pearson Correlation	.402**	1
	Sig. (2-tailed)	.000	
	N	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

Table 4-46 depicts that there is significant correlation $p<0.001$ (2-tailed) and positively associated $r = 0.402$. This association shows that increased personal comfort will positively improve the overall comfort of Univen community. This will also help the university to improve the town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

The personal effort (PEREFF), community effort (COMEFF), personal comfort (PERCOMF) and community comfort (COMCOMF) were further broken down to indicate the variations from campus representatives. Figure 4-2 shows that effort levels measured as personal contact with Univen Council as highest following staff, students and lastly the faculty leaders. On the other hand, Univen Council and staff are contributing the most to the overall effort of the university as a whole, followed by students and lastly faculty leaders.

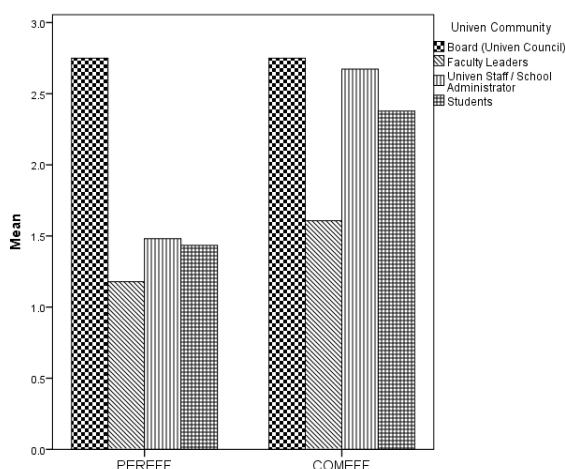


Figure 4-2 Effort levels as Personal and Community Contact

Source: Author 2016

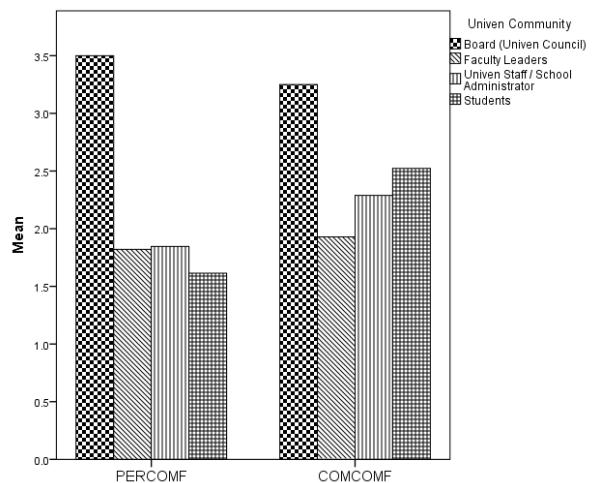


Figure 4-3 Effort levels as Personal and Community Comfort

Source: Author 2016

Generally, the results presented in Figure 4-3 shows that Univen Council has the highest personal and community comfort levels. Then followed by staff, faculty leaders and students on personal comfort. On the contribution to community comfort, there are variations students contributed second highest followed by staff and lastly the faculty leaders. Furthermore, the effort and comfort level of experiences shows that there are weaknesses in both dimensions with the faculty leaders having significantly lower scores than other groups. Gavazzi and Fox, (2014) posit that the experience levels of effort and comfort of stakeholders help in identifying their strength and weaknesses. This also helps in making decisions to solve immediate problems and plan for the future harnessing the identified opportunities or strengths.

Summary of perspective of Univen community on characteristics of existing town-gown partnerships

In summary the mean score of effort dimension (TOTEFF) 15.04 fell below the mid-point and the mean score for comfort dimension (COMEFF) 16.55 fell above the mid-point. This indicates that from Univen perspective the existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders are characterized by lower effort and higher comfort as shown in figure 4-4. This is an indication of traditional town-gown relationship type, (Gavazzi 2016; Gavazzi and Fox 2014)

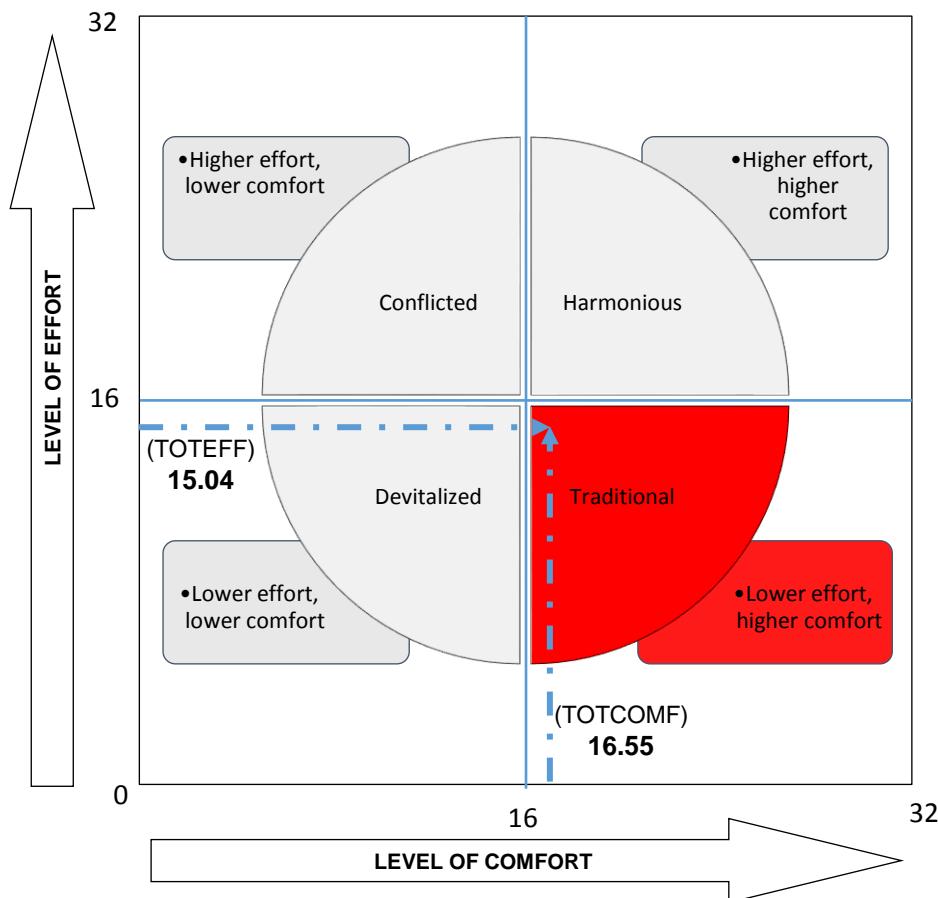


Figure 4-4 A Four-Square Typology of Town-Gown Relationships characterizing existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders: Univen community perspective.

Source: Author 2016

These findings from this study align with what Gavazzi and Fox (2014) posit that this traditional relationship type seems to be the default state of town-gown relationships amongst most universities and their host communities. This type of a town-gown relationship is described as characterized by stakeholders that are disconnected from each other, focusing on their own interests and ignoring each other (Gavazzi 2016; Gavazzi and Fox 2014; Gavazzi et.al 2014). A typical example of the findings of traditional town-gown relationship is the Mount Allison University, Sackville, New Brunswick, Canada. The university and the town traditionally resorted to achieving their own plans, unknown to one another, (Gavazzi et.al 2014). This type of town-gown relationship has potential to benefit both stakeholders if they start paying more attention and align their interests.

Thohoyandou town community perspective of existing town-gown relationships

Table 4-47 shows the descriptive statistics of the responses on personal effort, community effort, personal comfort and community comfort from Thohoyandou community. The results show's that skewness is within the range of +/-2 and kurtosis is within +/-3 range which are recommended ranges (Lee 2008).

Table 4-47 Descriptive statistics of Thohoyandou community responses on characteristics of existing town-gown relationships.

		Mean	Std. Deviation	Skewness		Kurtosis	
		Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Level of Effort (TOTEFF)	PEREFF1	2.42	1.165	-.588	.637	.362	1.232
	PEREFF2	2.50	1.000	.655	.637	-.764	1.232
	PEREFF3	2.67	1.073	-.255	.637	-.996	1.232
	PEREFF4	2.00	1.537	.000	.637	-1.269	1.232
	$\Sigma 9.59$						
	COMEFF1	2.33	1.371	-.217	.637	-1.226	1.232
	COMEFF2	2.42	1.165	-.588	.637	.362	1.232
	COMEFF3	2.33	1.303	-.154	.637	-.774	1.232
Level of Comfort (TOTEFF)	COMEFF4	2.17	1.528	.034	.637	-1.342	1.232
	$\Sigma 9.25$						
	PERCOMF1	2.58	1.443	-.417	.637	-1.215	1.232
	PERCOMF2	2.17	1.115	-.385	.637	-.055	1.232
	PERCOMF3	2.33	1.435	-.484	.637	-.834	1.232
	PERCOMF4	2.00	1.706	-.132	.637	-1.873	1.232
	$\Sigma 9.08$						
	COMCOMF	2.75	1.357	-.770	.637	-.326	1.232
	COMCOMF	2.42	1.311	-.363	.637	-.759	1.232
	COMCOMF	2.33	1.371	-.217	.637	-1.226	1.232
	COMCOMF	2.00	1.477	-.203	.637	-1.253	1.232
	$\Sigma 9.50$						

Source: Author 2016

The mean for all the variables presented in Table 4-47 is above the mid-point mean value of 8. Therefore, from Thohoyandou community perspective all the four representatives have slightly higher levels of effort and comfort.

Table 4-48 depicts that the personal effort (PEREFF) and community effort (COMEFF) of Thohoyandou town representatives are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.334$. This association shows that increasing personal effort will positively improve the overall level Thohoyandou community effort. This will also increase the level of satisfaction of town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

Table 4-48 Correlations for PEREEF & COMEFF

		PEREEF	COMEFF
PEREEF	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	12	
COMEFF	Pearson Correlation	.731**	1
	Sig. (2-tailed)	.007	
	N	12	12

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

The correlation of personal comfort (PERCOMF) and community comfort (COMCOMF) Thohoyandou town representatives is presented in Table 4-49. It shows that there is significant correlation $p<0.05$ (2-tailed) and positively associated $r = 0.665$. This association shows that increased personal comfort will positively contribute to the improvement of the overall comfort level of Thohoyandou community. This increased comfort is essential for the successful development of town-gown partnerships.

Table 4-49 Correlations for PERCOMF & COMCOMF

		PERCOMF	COMCOMF
PERCOMF	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	12	
COMCOMF	Pearson Correlation	.665*	1
	Sig. (2-tailed)	.018	
	N	12	12

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Author 2016

In summary, the mean score of effort dimension (TOTEFF) 18.84 fell above the mid-point and the mean score for comfort dimension (COMEFF) 18.58 fell also above the mid-point. This indicates that from Thohoyandou town representative's perspective the existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders are characterized by higher effort and higher comfort as shown in figure 4-3. This is an indication of harmonious town-gown relationship type, (Gavazzi 2016; Gavazzi and Fox 2014)

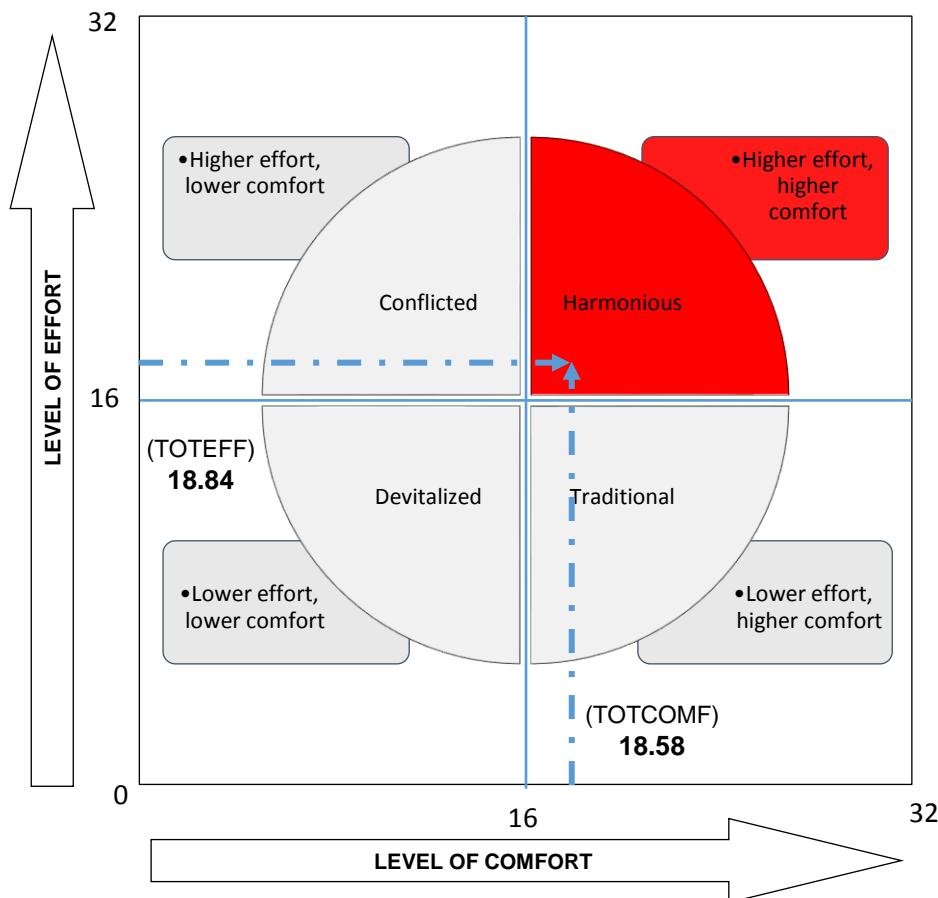


Figure 4-5 A Four-Square Typology of Town-Gown Relationships characterizing existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders: Thohoyandou community's perspective.

Source: Author 2016

These results indicate an optimal town and gown relationship in which partners have a sense of connectedness and are jointly involved in all activities that are of shared benefit, (Gavazzi 2016; Gavazzi and Fox, 2014; Gavazzi et.al, 2014). However, in reality town-gown relationships between Univen and Thohoyandou town and its stakeholders have not yet reached that stage. On the other hand, these results are biased as respondents who were selected are those who attended meetings hosted by Univen about the "Univen Town Concept". Furthermore, this sample only consisted of 12 respondents, which a very low sample size and as such generalizations cannot be drawn from this sample it does not truly represent Thohoyandou community as a whole which has a population of 69453 according to Stats SA 2011.

4.6 Regression analysis

4.6.1 Regression analysis: institutional context factors defining successful town-gown relationships.

The study hypothesized that creating an appropriate institutional context with well-defined roles will result in successful town-gown relationships. At the conceptual level, the institutional context with clearly defined roles is expected to correlate with successful town-gown relationships (ICIC 2002). Because of the measurement criteria employed to measure successful town-gown relationships, multiple regression analysis was selected as an appropriate statistical procedure for investigating institutional context factors that influence the success of town-gown relationships.

This study computed personal effort, community effort, personal comfort and community comfort were computed to create a single construct dubbed Sustainable Town-Gown Relationships (STGR) as a proxy measure for town-gown relationships. This is because such a construct tries to depict that if both levels of effort and comfort are high between town-gown stakeholders, it leads to harmonious relationships. This optimal type of university-community relationships requires that institutions should play their roles to develop successful and sustainable town gown partnerships, (Gavazzi 2016, Gavazzi et.al 2014).

A correlation matrix was first computed to depict relationships between independent variables likely to compromise the explanatory power of the overall model. Table 4-50, gives a summary of such correlations after one variable (RU3) was removed from the analysis as posed problems of compromising the predictive power of model (owing to low correlations coefficients below the recommended value of 0.30). Therefore, based on Albersher's (2015) recommendation and interpretation of correlation coefficients (r).

Table 4-50 Correlation matrix depicting association between institutional context independent variables of successful town-gown relationships

		RU1	RU2	RU4	RU5	RU6
RU1	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	331				
RU2	Pearson Correlation	.647**	1			
	Sig. (2-tailed)	.000				
	N	331	331			
RU4	Pearson Correlation	.507**	.531**	1		
	Sig. (2-tailed)	.000	.000			
	N	331	331	331		
RU5	Pearson Correlation	.430**	.446**	.494**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	331	331	331	331	
RU6	Pearson Correlation	.454**	.445**	.416**	.480**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	331	331	331	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

Table 4-50, shows that the value of r, significant at 0.01, level (2-tailed), and ranged between 0.416 and 0.647. This substantiates the absence of the problem of multicollinearity in this study.

Table 4-51 Key for institutional context variables defining successful town-gown partnerships

RU 1	Create an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs.
RU 2	Include meaningful community participation and dialogues in formulating this strategy and any other university strategic plans.
RU 4	Appointing a coordinator to oversee and implement the economic development strategy.
RU 5	Deploy college and university leadership to serve on the boards of business associations, community organizations, and public-sector bodies.
RU 6	Think long-term views to realize the benefits of developing town-gown partnerships.

Source: Author 2016

Table 4-51 presents the key for the variables coding for institutional context roles that define or influence successful town-gown partnerships for easy of reference.

To assess the goodness of fit, this study adopted the R² measure in the regression model to discover the magnitudes of disparities in the participant's response variables. Values for R² always lie between (0) and (1). The rule of thumb for good fit for the evaluated model should always be closer to (1) (Alsaif, 2013:163).

Table 4-52 Model summary for influence of institutional context roles town-gown relationships

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.923 ^a	.852	.850	.82857	.852	376.058	5	326	.000

a. Predictors: RU1, RU2, RU4, RU5, RU6

Source: Author 2016

Results of this study presented in Table 4-52 revealed that independent variables explain about 85.2% of the dependent variable (roles of the institution in successful town-gown partnerships), with R-Square equal to 0.852. The outcome of the ANOVA test confirmed the model's best fit, which could predict a better outcome than using the mean with the ratio of improvement reached F= 376.058 and significant value equal 0.000 ($p<.05$).

Table 4-53 ANOVA test for influence of institutional context roles town-gown relationships

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1290.881	5	258.176	376.058	.000 ^b
Residual	223.810	326	.687		
Total	1514.691	331			

a. Dependent Variable: STGR, b. Predictors: RU1, RU2, RU4, RU5, RU6

Source: Author 2016

Table 4-53 above presented the ANOVA test results. The study presents the Coefficients for influence of institutional context roles in the success of town-gown relationships.

Table 4-54 Coefficients for influence of institutional context roles town-gown relationships

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
1 RU1	.109	.061	.208	1.795	.074	-.010	.228	.034	29.509
RU2	.057	.066	.109	.863	.389	-.072	.186	.028	35.331
RU4	.103	.057	.199	1.793	.074	-.010	.216	.037	27.277
RU5	.101	.054	.193	1.874	.062	-.005	.208	.043	23.307
RU6.	.113	.053	.226	2.151	.032	.010	.217	.041	24.383

a. Dependent Variable: STGR

Source: Author 2016

Institutional context factor RU1 of creating an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs, was found to be positively ($\beta=0.109$) influencing successful town-gown relationships. Such an association was found to be significant at $p<0.1$ (P -value = 0.074). These results suggest that the university should strive to create an explicit urban economic development strategy focusing on Thohoyandou town

and its rural environs if successful town-gown partnerships are to be developed. The ICIC (2002), substantiate this role by indicating that university leaders can strengthen their town-gown partnerships through, adopting initiatives such as developing economic development strategies which integrate their interests and those of the community. Moreover, in the case of Colombia University, the leader President Rupp initiated an economic development strategy that was aimed at channelling university's purchasing and contracting businesses to the host community. This has contributed significantly over time to the success of their town-gown relationships (ICIC, 2002). Furthermore, Stellenbosch University is another successful example of how universities can play this role to enhance the success of their town-gown partnerships. In the early 2000's the then Rector and Vice Chancellor Chris Brink with the support of other council members developed the *Stellenbosch University Strategic Framework for the Turn of the Century and Beyond*. In this strategy, the university acknowledged, that it contributed to the past injustices and it committed itself to contribute towards "appropriate redress and development initiatives" (Stellenbosch 2000:16). This led to the successful establishment of a unique town-gown joint governance board, the Rector-Executive Mayor Forum (REMF) in 2005 (Swilling et al., 2012; Davies & Swilling 2015).

The university role RU2, of including meaningful community participation and dialogues in formulating this strategy and any other university strategic plans was found to be positively ($\beta=0.57$) influencing successful town-gown relationships. Such an association was found not to be significant (P -value = 0.389). This poor association is related to the view that as town-gown partnerships evolve they present opportunities and challenges such as frustration, annoyance, and difficulty. In addition, that the stakeholders from the host community such as residents and some local governments may mobilize to hinder university activities because of social and economic concerns (Bruning et.al, 2006; Sungu-Eryilmuz and Greenstein 2010). Furthermore, such an insignificant association can be attributed to Stevenson (1998) view that strategies and factors that contribute to the successful development of town-gown partnerships vary from place to place, organization to organization and are challenged by constantly changing socio-economic circumstances. Therefore, there is no standard approach to the development of successful town-gown partnerships.

The university role of appointing a coordinator to oversee and implement the economic development strategy, (RU4) was found to be positively ($\beta=0.103$) influencing the successful development of town-gown partnerships. Such an association was found to be significant at $p<0.1$ (P -value = 0.074). These results suggest that to develop successful town-gown relationships that is required RU4. ICIC (2002), supports this by stating that the university

should appoint a coordinator responsible for implementing the university economic development strategy. This will ensure the successful development and sustainability of town-gown partnerships. In addition, a typical successful example is the Great Cities Community Engagement Program, initiated by the University of Illinois in Chicago. It grew rapidly leading the successful development of town-gown partnerships because a coordinator was appointed to oversee the whole programme (ICIC 2002). Therefore, universities should appoint a coordinator in order to successfully develop and sustain their town-gown partnerships.

The study shows that the university's role of deploying university leaderships to serve on the boards of business associations, community organizations and public-sector bodies, (RU5) was found to be positively ($\beta=101$) influencing the successful development of town-gown partnerships. The study results shows that such an association was found to be significant (P -value = 0.062). These results suggest that for effective development of successful town-gown partnerships the university should play its role RU5. The ICIC (2002) presents a typical successful example, were in President Eugene Trani of Virginia Commonwealth University, served on a local board as chair of Richmond Regional Chamber of Commerce in West Contra Costa County. This strengthened their town-gown relationships and the impact of the university on the local and regional economy.

The institutional context factor RU6 of thinking long-term views to realize the benefits of developing town-gown partnerships was found to be positively ($\beta=0.113$) influencing successful town-gown relationships. Such an association was found to be significant at $p<0.1$ (P -value = 0.032). These results suggest that institutional context factor RU6 is important in influencing the development of successful town-gown partnerships. This is because meaningful benefits of developing town-gown partnerships do not happen overnight. It requires having long term goals and plans in order to realize the benefits of town-gown partnerships (ICIC, 2002).

4.6.2 Regression analysis: factors accounting for building and sustaining successful town-gown relationships

The study hypothesized that there are several critical factors that account for building and sustaining successful town-gown relationships. At the conceptual level, these factors are expected to correlate with successful town-gown relationships (Martin et.al, 2005; Suarez-Balcazar et.al, 2007, Russo et.al, 2007). Because of the measurement criteria employed to measure the influence of these factors in building successful town-gown relationships, multiple regression analysis was selected as an appropriate statistical procedure.

Sustainable Town-Gown Relationships (STGR) construct was also used as a proxy measure for the factors that are needed to establish viable and functional innovative collaborative town-gown partnerships. Such a construct tries to depict that if both levels of effort and comfort are high between town-gown stakeholders, it leads to harmonious relationships. This optimal type of university-community relationships requires consideration of certain factors to maintain successful and sustainable town gown partnerships, (Gavazzi 2016, Gavazzi et.al 2014).

A correlation matrix was first computed to depict relationships between independent variables likely to compromise the explanatory power of the overall model.

Table 4-55 Correlation matrix for factors accounting for building and sustaining successful town-gown relationships

		VFTGP 1	VFTGP 2	VFTGP 3	VFTGP 4	VFTGP 5	VFTGP 6	VFTGP 7	VFTGP 10	VFTGP 11	VFTGP 12
VFTGP 1	Pearson Correlation	1									
	Sig. (2-tailed)										
	N	331									
VFTGP 2	Pearson Correlation	.614**	1								
	Sig. (2-tailed)	.000									
	N	331	331								
VFTGP 3	Pearson Correlation	.574**	.585**	1							
	Sig. (2-tailed)	.000	.000								
	N	331	331	331							
VFTGP 4	Pearson Correlation	.470**	.527**	.568**	1						
	Sig. (2-tailed)	.000	.000	.000							
	N	331	331	331	331						
VFTGP 5	Pearson Correlation	.544**	.560**	.583**	.563**	1					
	Sig. (2-tailed)	.000	.000	.000	.000						
	N	331	331	331	331	331					
VFTGP 6	Pearson Correlation	.521**	.549**	.528**	.516**	.570**	1				
	Sig. (2-tailed)	.000	.000	.000	.000	.000					
	N	331	331	331	331	331	331				
VFTGP 7	Pearson Correlation	.421**	.447**	.466**	.509**	.497**	.441**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000				
	N	331	331	331	331	331	331	331			
VFTGP 10	Pearson Correlation	.483**	.476**	.492**	.463**	.541**	.541**	.491**	1		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000			
	N	331	331	331	331	331	331	331	331		
VFTGP 11	Pearson Correlation	.473**	.444**	.457**	.421**	.450**	.439**	.387**	.547**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		
	N	331	331	331	331	331	331	331	331	331	
VFTGP 12	Pearson Correlation	.464**	.492**	.441**	.461**	.501**	.507**	.478**	.597**	.638**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	331	331	331	331	331	331	331	331	331	331

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Author 2016

Table 4-55, gives a summary of such correlations after two variables (VFTGP 8 and 9) were removed from the analysis. These 2 variables posed problems of compromising the predictive

power of model owing to low correlations coefficients below the recommended value of 0.30. Therefore, based on Albersher's (2015) recommendation and interpretation of correlation coefficients (r). Table 4-55, shows that the value of r , significant at 0.01, level (2-tailed), and ranged between 0.387 and 0.638. This substantiates the absence of the problem of multicollinearity among these variables in this study.

To assess the goodness of fit, this study adopted the R^2 measure in the regression model to discover the magnitudes of disparities in the participant's response variables. Values for R^2 always lie between (0) and (1). The rule of thumb for good fit for the evaluated model should always be closer to (1) (Alsaif, 2013:163).

Table 4-56 Model summary for factors accounting for building and sustaining successful town-gown relationships

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.926 ^a	.858	.853	.81983	.858	193.260	10	321	.000

a. Predictors: VFTGP12, VFTGP2, VFTGP4, VFTGP10, VFTGP6, VFTGP11, VFTGP5, VFTGP3, VFTGP2

Source: Author 2016

Results of this study presented in Table 4-56 revealed that the factors that account for building and sustaining the viable and functional innovative town gown partnerships (VFTGP's), they explain or influence about 85.8% of the variance or success of town-gown partnerships, with R-Square equal to 0.858.

Table 4-57 ANOVA test for factors accounting for building and sustaining successful town-gown relationships

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10	129.894	193.260	.000 ^b
	Residual	321	.672		
	Total	331			

a. Dependent Variable: STGR

b. Predictors: VFTGP12, VFTGP2, VFTGP4, VFTGP10, VFTGP6, VFTGP11, VFTGP5, VFTGP3, VFTGP2

Source: Author 2016

The outcome of the ANOVA test (Table 4-57) confirmed the model's best fit, which could predict a better outcome than using the mean with the ratio of improvement reached $F=193.260$ and significant value equal 0.001 ($p<.05$).

Table 4-58 presents the coefficients for the factors that account for building and sustaining successful town-gown partnerships.

Table 4-58 Coefficients for factors accounting for building and sustaining successful town-gown relationships

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error				Beta	Lower Bound	Upper Bound	Tolerance
									VIF
1 VFTGP 1	.072	.063	.139	1.131	.259	-.053	.196	.029	34.052
VFTGP2	.147	.072	.289	2.050	.041	.006	.289	.022	44.641
VFTGP3	-.020	.067	-.039	-.291	.772	-.152	.113	.025	40.019
VFTGP4	-.040	.064	-.077	-.629	.530	-.166	.086	.029	34.177
VFTGP5	.015	.066	.029	.229	.819	-.114	.144	.027	36.669
VFTGP6	.040	.064	.079	.624	.533	-.086	.166	.028	35.726
VFTGP7	.154	.061	.298	2.542	.011	.035	.273	.032	30.909
VFTGP10	.061	.062	.118	.971	.332	-.062	.183	.030	33.133
VFTGP11	.005	.062	.009	.073	.942	-.118	.128	.029	34.975
VFTGP12	.045	.069	.091	.648	.517	-.092	.182	.022	44.716

a. Dependent Variable: STGR

Source: Author 2016

The study results indicate that there are only 2 factors that significantly influence the success of town-gown relationships. Firstly, respect for human diversity that comes with partnerships (VFTGP2) was found to be positively ($\beta=0.72$) influencing successful town-gown relationships. Such an association was found to be significant ($P\text{-value} = 0.041$). Suarez-Balcazar (2004); Suarez-Balcazar et.al (2005), posit that the establishment of partnerships brings diverse people from different settings. Therefore, having respect for human diversity is a critical factor that contributes towards building successful town-gown partnerships. This factor sums up some of the other success factors advanced by Suarez-Balcazar et.al (2005) as shown in Figure 2.6, in Chapter 2. Respect for human diversity facilitates the development of a sense of trust, communication and mutual respect among town-gown partners, (Suarez-Balcazar, 2005). Therefore, this factor is essential in order to establish successful town-gown partnerships.

Secondly, the factor of integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town (VFTGP7) was found to

be positively ($\beta=0.154$) influencing successful town-gown relationships. Such an association was found to be significant at $p<0.1$ (P -value = 0.011). These results clearly indicate that to develop successful town-gown relationships we need VFTGP7. Russo et.al (2007); Stevenson (1998), argues that different stakeholders interested in establishing partnerships with universities have varying interests. Therefore, to develop successful town-gown partnerships multiple stakeholder's interests needs to be aligned through the adoption of a negotiated development model that focuses on the university as the anchor institution for the community to accrue long term benefits (Russo et.al 2007) as illustrated in Figure 2-5. Refer to Chapter 2.

Furthermore, the results in table 4-58 shows that variables (VFTGP1, VFTGP5, VFTGP6, VFTGP10, VFTGP11, and VFTGP12) were found to be positively ($\beta>0$) influencing the success of town-gown partnerships. The association of these variables was found to be insignificant at $p>0.1$. These results suggest that these factors are not significant in influencing the success of town-gown relationships. However, Russo et.al (2007) argues that to develop successful town gown partnerships several factors should be considered. These include; increased support from the private sector to the university, the university should provide jobs, revenues and increased competitiveness to the host community, provision of quality services, infrastructure and city brand to the university by the host community.

On the other hand, variables VFTGP3 and VFTGP4 were found to be negatively ($\beta<0$) influencing the success of town-gown relationships. Association of these variables was found to be insignificant $p>0.1$, these results suggest that these factors are not significant in influencing the success of town-gown relationships. This contradicts with the model for developing university community partnerships by Suarez-Balcazar et.al (2005). This model entails that, among other factors; promoting the culture of learning from each other (VFTGP3) and respecting the culture of each stakeholder (VFTGP4) are needed to develop successful town -gown partnerships.

In summary, such an insignificant association of these variables can be explained as acknowledged by this study that there is no standard approach to the development of successful town-gown partnerships (Cox 2000; Bowman 2007; Melfi 2008; Leeder 2007; Martin et.al 2005). Stevenson (1998) argues that strategies and factors that influence the development of successful town-gown partnerships vary from place to place and are challenged by constantly changing socio-economic circumstances.

4.7. Student housing possibilities as a manifestation of town-gown partnerships

The study assumed that successful development of innovative and collaborative town-gown partnerships between Univen, Thohoyandou town, and its stakeholders can help resolve the shortage of student housing. Therefore, this section analysed data from respondents about student housing possibilities as a manifestation of town-gown partnerships. The study adopted descriptive statistics to analyse respondent's views on the factors that influence the development of student housing. As well as their views on the characteristics and roles of such student housing residences should play in the community.

4.7.1 Factors essential for the development of student housing as a manifestation of town-gown partnerships

Table 4-59, presents the study results on normality test and the associated descriptive statistics for the variable measures of student housing possibilities for this study.

Table 4-59 Descriptive statistics of variable measures of Student Housing (SH) possibilities

	N	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
SH1	331	4.36	.050	.918	-1.452	.134	1.740	.267
SH2	331	4.32	.048	.881	-1.348	.134	1.768	.267
SH4	331	4.15	.053	.971	-1.014	.134	.388	.267
SH6	331	4.11	.055	.993	-1.035	.134	.512	.267
Valid N (listwise)	331							

Source: Author 2016

The results in Table 4-59 show that both skewness and kurtosis values of the variables are within the recommended range of +/- 2 for skewness and +/- 3 for kurtosis. Therefore, the data can be assumed to be normally distributed.

Table 4-60 Responses on factors for Student Housing possibilities

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
SH1	the community and the university should work together to address student housing problems.	1.5%	2.7%	13.3%	23.6%	58.9%
SH2	Well planned off-campus student housing has the potential to revitalize Thohoyandou town	1.8%	5.7%	16%	32%	44%
SH4	Explore public-private partnerships to develop off-campus student residences	1.2%	6%	15.4%	31.7%	45.6%
SH6	University and the community should establish a committee to inspect off-campus student housing conditions.	1.5%	1.5%	14.2%	28.7%	54.1%

Source: Author 2016

Firstly, 58.9% of the respondents strongly agree where as 1.5% strongly disagree that the community and the university should work together to address student housing problems (SH1). The DHET (2011), supports this by stating that formulating partnerships between the university and the local municipality is a critical factor in resolving student housing shortages in South Africa. Furthermore, such partnerships are encouraged where there is lack of public transport between student residences and the campus. According to Han, (2004) cited in DHET (2011), Boston is a successful example of how the university and the City of Boston Redevelopment Authority work together in resolving their community issues. They work together in developing and reviewing their strategic plans through which various issues are addressed such as demographics, transportation, and land use among others.

Secondly, about 44% of the respondents strongly agree and further 32% agree that well planned off-campus student residences have the potential to revitalize Thohoyandou town (SH2). Macintyre, (2003) cited in DHET (2011) supports this view that if student housing is properly planned it has the potential of revitalizing area neglected within a city. Furthermore, Bowman (2007) supports this by stating that student residences play a critical role in revitalizing declining urban centres. Thulamela LM (2011), supports that housing such as 4-storey walk-up apartments can be used as an urban regeneration tool for Thohoyandou CBD. Therefore, it can be concluded that properly planned student residences can potentially revitalize Thohoyandou town.

Exploring public-private partnerships to develop off-campus student residences (SH4) was supported by the respondents with 45.6% strongly agree and further 31.7% agreeing. The DHET (2011), also support this by recommending that public-private partnerships are useful given the huge student housing backlogs, fiscal challenges faced by the country and exacerbated by the increasing student enrolments in universities. In the case of Boston City, it recognizes that it has the responsibility to facilitate public-private partnerships for the provision of off-campus student housing because the university cannot provide 100% accommodation to its students (Boston 2014).

The responses indicate that 54.1% strongly agree and further 28.7% agree that they expect the university and the host community to establish a committee that is responsible for inspecting the housing conditions of off-campus student accommodation (SH6). A typical successful example is Boston City working together with its institutions of higher learning enacted an ordinance that calls for the inspection of student housing units to help address student housing concerns.

Table 4-61 shows a further break down of table 4-60, by presenting the comparative means of the university community against their responses on the variable that influence the development of student housing as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders.

Table 4-61 Comparative means between responses from Univen community and Student Housing scale

Univen Community	Variables for Student Housing			
	SH1	SH2	SH4	SH6
Board (Univen Council)	5.00	5.00	4.00	4.00
Faculty Leaders	4.14	3.57	3.71	4.00
Univen Staff	4.23	4.00	4.23	4.23
Students	4.36	4.13	4.15	4.34
Total	4.36	4.11	4.15	4.32

Source: Author 2016

To assess the goodness of fit, this study had adopted the R² measure in the regression model to discover the magnitudes of disparities in the participant's response variables. Values for R² always lie between (0) and (1). The rule of thumb for good fit for the evaluated model should always be closer to (1) (Alsaif, 2013:163).

Table 4-62 Model summary for influence of town-gown relationships on development of student housing

Model	R	R Square ^b	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.916 ^a	.840	.839	1.72212	.840	1731.844	1	330	.000

a. Predictors: STCR

Source: Author 2016

Results of this study revealed that the nature of existing town-gown relationships influences about 84% of the views on student housing possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders, with R-Square equal to 0.840 (see Table 4-62, below).

Table 4-63 ANOVA for influence of town-gown relationships on development of student housing

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5136.131	1	5136.131	1731.844	.000 ^b
Residual	978.681	330	2.966		
Total	6114.812 ^d	331			

a. Dependent Variable: SH

b. Predictors: STCR

Source: Author 2016

The outcome of the ANOVA test (Table 4-63) confirmed the model's best fit, which could predict a better outcome than using the mean with the ratio of improvement reached $F=1731.844$ and significant value equal 0.001 ($p<.05$).

Table 4-64 Coefficients for influence of town-gown relationships on development of student housing

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
1 STGR	1.841	.044	.916	41.615	.000

a. Dependent Variable: SH

Source: Author 2016

Sustainable town-gown relationships (STGR) was found to be positively ($\beta=1.841$) influencing the development of student housing as a manifestation of town-gown partnerships. Such an association was found to be significant at $p<0.1$ (P -value = 0.001). These results suggest that for the development of student housing as a manifestation of town-gown partnerships there should be positive town-gown relationships between Univen, Thohoyandou town, and its stakeholders.

4.7.2 Preference of the characteristics that student housing should possess as manifestation town-gown partnerships.

It is important to know about the preferred student housing characteristics given this potential of student housing development as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders. Thomsen and Eikemo (2010), posit that having this knowledge on student housing preferences is crucial for future reference in planning and development of housing policies to enhance student residences.

Table 4-65, presents the results normality test and the associated descriptive statistics for the variable measures of student housing possibilities for this study. The results show's that both skewness and kurtosis values of the variables are within the recommended range of +/- 2 and +/- 3 respectively. Therefore, the data can be assumed to be normal. Thus, the responses are normally distributed and data is amenable for further statistical tests. Bowman (2007) support this by adding that the university and students expect residences to be built closer to the university and amenities, in an attractive and safe place, which is accessible to public transit.

Table 4-65 Descriptive statistics of characteristics of student housing scale (CSH).

		N	Mean		Std. Deviation	Variance	Skewness	Kurtosis		
			Statistic	Statistic				Statistic	Std. Error	Std. Error
CSH4	Accessible to public transport within a walking distance	331	4.4864	.04556	.82882	.687	-1.724	.134	2.64 2	.267
CSH3	Attractive and safe environments from crimes	331	4.3233	.05279	.96045	.922	-1.306	.134	.842	.267
CSH1	Close proximity to the university (less than 5km)	331	4.2205	.05716	1.03996	1.082	-1.281	.134	.964	.267
Valid N (listwise)		331								

Source: Author 2016

Table 4-66 shows the responses of preferred student housing characteristics.

Table 4-66 Responses on preferred student housing characteristics

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
CSH1	Close proximity to the university (less than 5km)	2.7%	4.5%	15.4%	22.7%	54.7%
CSH3	Attractive and safe environments from crimes	0.9%	5.4%	13.3%	21.1%	59.2%
CSH4	Accessible to public transport within a walking distance	0.6%	3.3%	8.2%	22.7%	65.7%

Source: Author 2016

The responses in table 4-66 on all the characteristics are >50% strongly agreeing that these student housing characteristics are essential for consideration when developing student

housing as a manifestation of town-gown partnerships. Bowman (2007) support this by adding that the university and students expect residences to be built close to the university and amenities, in an attractive and safe place, which is accessible to public transit.

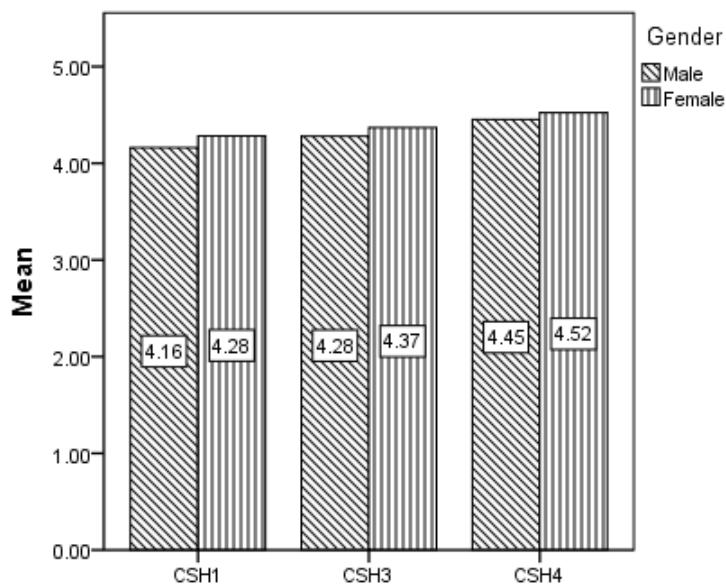


Figure 4-6 Mean scores for Characteristics of Student Housing against gender.

Source: Author 2016

Other statistical tests were performed in order to determine if there are different preferences on the preferred student housing characteristics amongst the different age groups and gender of respondents. A typical presentation of such results is shown in figure 4-6 of mean scores of preferred student housing characteristics in relation to gender of respondents. It indicates that these general preferences were not influenced by gender or age of the respondents as there are no significant differences between the mean scores. These align with Thomsen and Eikemo (2010), findings that; gender and age among other demographics had no significant effect on student housing preferences. However, in this study, such insignificant variance is because these are basic macro characteristics that are expected to be possessed by student residents. Furthermore, micro student housing characteristics that relate to the design, room sizes among other are influenced by more than one demographic factor.

4.7.3 Perspective on role of student residences in the community

The study assumes that for a student residence to become a contributing member or revitalization tool of the community it has to play certain roles which are influenced by the nature of town-gown partnerships (Bowman, 2007).

Table 4-67, presents the results normality test and the associated descriptive statistics for the variable measures of the respondent's perspectives on the roles of student residences in the community. The results show's that skewness values ranges from -0.760 to -1.302, and kurtosis values range from -0.176 to 1.293. These values are within the recommended range of +/- 2 for skewness and +/- 3 for kurtosis, (Lee, 2008). Therefore, it can be assumed that the data is normally distributed.

Table 4-67 Descriptive statistics for responses on roles of student residences in the community

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis		
		Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Statistic	Std. Error	
RSH6	A residence for students	331	4.3142	.04910	.89328	.798	-1.302	.134	1.293	.267
RSH4	Community infrastructure or support (walkways, Wi-Fi etc.)	331	4.1964	.05155	.93782	.880	-.933	.134	-.053	.267
RSH2	Provision of service to the community to enhance its environment	331	4.1269	.05105	.92878	.863	-.849	.134	-.176	.267
RSH3	A University ambassador to the community	331	4.0755	.05180	.94245	.888	-.807	.134	.039	.267
RSH1	Extending well into public realm	331	3.8701	.05955	1.08350	1.174	-.760	.134	-.106	.267
Valid N (listwise)		331								

Source: Author 2016

Bowman (2007), suggests that the development of university residences through town-gown partnerships requires, "the reconsideration and adaptation of student residences within their adopted communities-in-need." This includes considering the roles of the residence prior its establishment. Also, such housing development requires characteristics from both the university and the community to flourish. Therefore, this study assumes that if Univen, and Thohoyandou town are to build student residences as a manifestation of town-gown partnerships what roles should such residents play as a contributing member of the community.

Table 4-68 Responses on roles student housing should play in communities

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
RSH1	Extending well into public realm	3.3%	8.2%	21.5%	32.3%	34.7%
RSH2	Provision of service to the community to enhance its environment	0%	7.9%	13.9%	36%	42%
RSH3	A University ambassador to the community	0.9%	5.4%	19%	34.4%	40.2%
RSH4	Community infrastructure or support (walkways, Wi-Fi etc.)	0.3%	6%	16%	29%	48.6%
RSH6	A residence for students	0.9%	3.9%	11.8%	29.6%	53.8%

Source: Author 2016

The results, in general looking at the percentage values shows that the respondents mostly agree and strongly agree that student residences have a role to play in the community. Firstly 34.7% strongly agree and another 32.3% agree that student residence should extend well into the public realm. Secondly, 42% and 36% of the respondents strongly agree and agree respectively, that student residence should provide services to the community to enhance its environment. Thirdly, 40.2% of the respondents strongly agree and further 34.4% agree that the student residences should act as a university ambassador to the community. Fourthly, responses indicate that 48.6% strongly agree and 29% agree that student residences should play the role of being part of the community infrastructure or support such as walkways, localised WI-FI points among others. Finally, 53.8% of the respondents strongly agree and also 29.6% agree that student residence should play the role of being a residence for students. Thulamela LM (2011), supports that housing should extend well into the public realm in order to play the role of promoting safe environments through surveillance by fronting houses into the public realm.

The study assumes that for a student residence to become a contributing member or revitalization tool of the community it has to play certain roles which are influenced by the nature of town-gown partnerships (Bowman, 2007). This study went on further to determine if the nature of town-gown partnerships influences the perspectives of the roles student residences should play in their communities. Table 4-69 presents the model summary.

Table 4-69 Model summary for the influence of town-gown relationships on the roles of student residences in the community

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.921 ^a	.848	.847	1.63470	.848	1838.311	1	330	.000

a. Predictors: STCR, b. Dependent Variable: RSH

Source: Author 2016

The model summary presented in table 4-69 shows that 85% of the variance of the roles of student residences in the communities are shaped or depend on the nature of town-gown relationships. Poor town-gown relationships ivory towers result in no benefits to the community.

Table 4.70, present the ANOVA results for the influence of town-gown relationships on the roles of student residences in the community.

Table 4-70 ANOVA for the influence of town-gown relationships on the roles of student residences in the community

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4912.436	1	4912.436	1838.311	.000
Residual	881.844	330	2.672		
Total	5794.280 ^d	331			

a. Dependent Variable: RSH, b. Predictors: STCR

Source: Author 2016

The results in table 4-71 shows this model is goodness fit for the data 0.001 ($p<0.05$).

Table 4-71 Coefficients for the influence of town-gown relationships on the roles of student residences in the community

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
1 STCR	1.801	.042	.921	42.876	.000

a. Dependent Variable: RSH

The results from Table 4-71 shows that the regression equation fits well in predicting that the roles student residences should play as a contributing member of the urban fabric of the community given community are determined by the nature of town-gown relationships.

4.8 Chapter summary

This chapter analysed, presented, and interpreted data related to town-gown relationships between Univen, Thohoyandou town, and its stakeholders. The aspects that were covered in this chapter include the demography of respondents, measurement scale analysis, reliability analysis and validity analysis of the measurement tools that were used in this study. Data was then presented with respect to the research objectives on; characteristics of existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders. It further presented data on the roles and factors that town-gown stakeholders should consider in order to establish viable and functional successful town-gown partnerships. The study went on to present data on the possibilities of student housing development as a manifestation of town gown partnerships between Univen, Thohoyandou town, and its stakeholders.

5. CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This concluding chapter starts with the summary of research findings, followed by the conclusions and a set of recommendations.

5.2 Summary of research findings

This study set out to firstly highlight the characteristics of existing town-gown relationships between Univen, Thohoyandou town, and its stakeholders. Secondly, it set to establish the roles of these stakeholders should play in order to successfully development their town-gown partnerships. Thirdly, to determine the factors that contribute to the establishment of viable and functional innovative collaborative university-community partnerships. Fourthly, to determine student housing development possibilities as a manifestation of town-gown partnerships between the Univen, Thohoyandou town, and it stakeholders. Finally, to recommend a conceptual model of approach to town-gown relationships for tertiary institutions. The focus of this study was Univen's population represented by the Univen Board of Trustees, Faculty leaders, School Administrators and staff, and the students. The study was conducted from 2015 to 2016 at Univen which situated in Thohoyandou town in Limpopo Province in South Africa. A quantitative research method approach was adopted, aided with a case study research design. Gavazzi's (2016) Optimal College Town Assessment (OCTA) questionnaire, accompanied with other closed ended questions was used for data gathering. Stratified random sampling technique was applied in this study to select the respondents. Data that was gathered was tested for reliability and validity using Statistical Packages for Social Sciences (SPSS) version 23. Also, various statistical tests were performed such as computing the variables, regression analysis, and ANOVA tests.

5.2.1 Summary of findings on the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town and its stakeholders

With regards to highlights of the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou and its stakeholders. The personal comfort (PERCOMF) and personal effort (PEREFF) of Univen representatives are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.678$. A similar association was noticed from community comfort (COMCOMF) and community effort (COMEFF) variables they are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.542$. Furthermore, PEREFF and COMEFF variables are significantly correlated $p<0.001$ (2-tailed) and positively associated $r = 0.334$. In addition, the correlation of PERCOMF and COMCOMF depicts that there is significant correlation $p<0.001$ (2-tailed) and positively associated $r = 0.402$. The

PEREFF variable breakdown indicated variations in terms of overall contribution of representatives with Univen Council as highest followed by staff, students and lastly the faculty leaders. On the other hand, Univen Council and staff are contributed the most to the COMEFF of the university as a whole followed by students and lastly faculty leaders. With regards to PERCOMF Univen Council had the highest levels of personal comfort followed by staff, faculty leaders, and students. Also on COMCOMF Univen Council had the highest levels, however, there were variations students contributed second highest followed by staff and lastly the faculty leaders unlike in PERCOMF. Furthermore, the effort and comfort level of experiences shows that there are weaknesses in both dimensions with the faculty leaders having significantly lower scores than other groups. Finally, the mean score of effort dimension (TOTEFF) 15.04 fell below the mid-point 16, indicating low effort. On the other hand, the mean score for comfort dimension (COMEFF) 16.55 fell above the mid-point 16, an indication of slightly higher comfort. These characteristics of existing town-gown relationships between Univen, Thohoyandou town and its stakeholders of lower effort and higher comfort were an indication of traditional town-gown relationship type, as posited by Gavazzi (2016); Gavazzi and Fox (2014); Gavazzi et.al (2014).

5.2.2 Summary of findings on the roles of Univen in the successful development of town-gown partnerships

With regards to the roles of town-gown stakeholders in the successful development of their partnerships. The study findings revealed that roles that institutions of higher learning play in developing town-gown partnerships influence about 85.2% of the success of town-gown partnerships, with R-Square equal to 0.852. The outcome of the ANOVA test confirmed the model's best fit, which could predict a better outcome than using the mean with the ratio of improvement reached $F= 376.058$ and significant value equal 0.001 ($p<.05$). Firstly, the institutional context factor of *creating an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs* was found to be positively ($\beta=0.109$) influencing successful town-gown relationships. Such an association was found to be significant at $p<0.1$ ($P\text{-value} = 0.074$). Secondly, *appointing a coordinator to oversee and implement the economic development strategy*, was found to be positively ($\beta=0.103$) influencing the successful development of town-gown partnerships. Such an association was found to be significant at $p<0.1$ ($P\text{-value} = 0.074$). Thirdly, *deploying college and university leaderships to serve on the boards of business associations, community organizations and public-sector bodies*, was found to be positively ($\beta=0.101$) influencing the successful development of town-gown partnerships. The study results show that such an association was found to be significant ($P\text{-value} = 0.062$). Fourthly, *thinking long-term views to realize the benefits of developing town-gown partnerships* was found to be positively ($\beta=0.113$)

influencing successful town-gown relationships. Such an association was found to be significant at $p<0.1$ ($P\text{-value} = 0.032$). Finally, *including meaningful community participation and dialogues in formulating this strategy and any other university strategic plans* was found to be positively ($\beta=0.57$) influencing successful town-gown relationships. However, such an association was found not to be significant ($P\text{-value} = 0.389$).

5.2.3 Summary of findings on the factors that contribute to the establishment of viable and functional innovative partnerships between Univen, Thohoyandou town and its stakeholders

The results of this study revealed the factors that contribute to the establishment of viable and functional innovative town gown partnerships. These explain or influence about 85% of the variance or success of town-gown partnerships, with R-Square equal to 0.858. The outcome of the ANOVA test confirmed the model's best fit, and could predict a better outcome with the ratio of improvement reached $F= 193.260$ and significant value equal 0.001 ($p<.05$). The study results indicate that there are only 2 out of 12 factors that could significantly influence the success of town-gown relationships between Univen, Thohoyandou town, and its stakeholders. The first factor is, *respect for human diversity that comes with partnerships*, it was found to be positively ($\beta=0.72$) influencing successful town-gown relationships. Such an association was found to be significant ($P\text{-value} = 0.041$). The second factor is, *integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town*, which was found to be positively ($\beta=0.154$) influencing successful town-gown relationships. Such an association was found to be significant ($P\text{-value} = 0.011$).

In addition, the following factors were found to be positively ($\beta>0$) influencing the success of town-gown partnerships; *effective communication, understanding the multidisciplinary nature of town-gown partnerships, trust and mutual respect among stakeholders, capitalize on each stakeholder's strength and resources, transfer of knowledge to the private sector by means of partnerships, consulting, research contracts and development and training programs, increased support from private sector to the university, (financial resources and private-sector professional practitioners), the university should provide jobs, revenues and increased competitiveness (highly skilled human capital) to the host communities and provision of high quality services, infrastructure and city brand to the university by the host community*. However, the association of these variables was found to be insignificant $p>0.1$. On the other hand, *promoting the culture of learning from each other and respecting the culture of each organization which is part of the partnerships*, were found to be negatively ($\beta<0$) influencing

the success of town-gown relationships. The association of these variables was found to be insignificant $p>0.1$.

5.2.4 Summary of findings on student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town and its stakeholders

With regards to the community working together with the university, 58.9% of the respondents strongly agreed where as 1.5% strongly disagreed that the community and the university should work together to address student housing problems. Secondly, 44% of the respondents strongly agreed and further 32% agreed that well planned off-campus student residences have the potential to revitalize Thohoyandou town. Exploring public-private partnerships to develop off-campus student residences was supported by the respondents with 45.6% strongly agreed and further 31.7% agreeing. The responses indicate that 54.1% strongly agreed and further 28.7% agreed that they expect the university and the host community to establish a committee that is responsible for inspecting the housing conditions of off-campus student accommodation. Furthermore, results revealed that the nature of existing town-gown relationships influences about 84% of the views on student housing possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders, with R-Square equal to 0.840. The outcome of the ANOVA test confirmed the model's best fit, and could predict a better outcome with the ratio of improvement reached $F= 1731.844$ and significant value equal 0.001 ($p<.05$). Also, the nature of town-gown relationships was found to be positively ($\beta=1.841$) influencing the development of student housing as a manifestation of town-gown partnerships. Such an association was found to be significant at $p<0.1$ (P -value = 0.001).

The results show that on all the questions responses were >50% strongly agreed that student housing developed as a manifestation of town gown-partnerships should possess the following characteristics, *close proximity to the university (less than 5km), attractive and safe environments from crimes, and accessible to public transport within a walking distance*. These general preferences where not influenced by gender or age of the respondents $p>0.05$.

The results, in general looking at the percentage values shows that the respondents mostly agree and strongly agree that student residences have a role to play in the community. Firstly 34.7% strongly agreed and another 32.3% agreed that student residence should extend well into the public realm. Secondly, 42% and 36% of the respondents strongly agreed and agreed respectively, that student residence should provide services to the community to enhance its environment. Thirdly, 40.2% of the respondents strongly agreed and further 34.4% agreed that the student residences should act as a university ambassador to the community. Fourthly,

responses indicate that 48.6% strongly agreed and 29% agreed that student residences should play the role of being community infrastructure or support such as walkways, WI-FI among others. Finally, 53.8% of the respondents strongly agreed and also 29.6% agreed that student residence should play the role of being a residence for students. The study model summary of the influence of nature of town-gown partnerships on the possible roles that student housing developed as a manifestation of town-gown partnerships provided high correlation R value, 0.921. The model showed that 85% of the views of the roles of student residences in the communities are shaped or depend on the nature of town-gown relationships. The ANOVA results show this model is goodness fit, 0.001 ($p<0.05$).

5.3 Conclusions

This section provides the study conclusions from the findings with respect to the research objectives.

5.3.1 Conclusion on the characteristics of existing town-gown relationships between the University of Venda, Thohoyandou town and its stakeholders

In conclusion, town-gown relationships between Univen, Thohoyandou town, and its stakeholders are characterized by low effort and higher comfort as identified by the OCTA tool, which is a traditional town-gown relationship type. A breakdown of the effort and comfort level of experiences showed that there are weaknesses in both dimensions with the faculty leaders having significantly lower scores. Univen Council scored the highest in all the four domains personal effort, community effort, personal comfort, and community, and followed by staff members in only three domains. Students were second highest in the community comfort domain. Thus, it can be factually stated that Univen Council is the most important office that should drive the present and future process of establishing successful town-gown relationships with Thohoyandou town and its stakeholders.

5.3.2 Conclusion on the roles of Univen in the successful development of town-gown partnerships

The conclusion that can be drawn from the findings is that executing the following institutional context roles fosters the development of successful town-gown partnerships. Firstly, university leaders should adopt initiatives such as developing economic development strategies. Such initiatives should integrate both university and community interests to develop successful town-gown partnerships. Secondly, a coordinator should be appointed to direct the planning, management, and implementation of the economic development strategy. Thirdly, the university should deploy its leaderships to serve on the local boards of business associations,

community organizations and public-sector bodies. Finally, noticeable benefits of establishing town-gown partnerships do not happen overnight, it requires having long term goals and plans.

5.3.3 Conclusion on the factors that contribute to the establishment of viable and functional innovative partnerships between Univen, Thohoyandou town and its stakeholders

The conclusion that can be drawn from the findings is that the following two critical factors need to be considered to establish viable and functional innovative collaborative town-gown partnerships between Univen, Thohoyandou town, and its stakeholders. The first factor is respect for human diversity that comes with partnerships. Respect for human diversity facilitates the development of a sense of trust, communication and mutual respect among town-gown partners, bundled together these factors enhances the development of successful town-gown relationships. The second factor that needs to be considered is, integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town. Different stakeholders interested in establishing partnerships with universities have varying interests. Therefore, to develop successful town-gown partnerships their interests needs to be aligned through the adoption of a negotiated development model that focuses on the university as the anchor institution for the community to accrue long term benefits.

5.2.4 Conclusion on student housing development possibilities as a manifestation of town-gown partnerships between Univen, Thohoyandou town and its stakeholders

There are various conclusions that can be drawn from the findings on student housing possibilities as a manifestation of town-gown partnerships from the summary of findings. The nature of existing university-community relationships has an influence on the views on student housing possibilities as a manifestation of town-gown partnerships. To successfully redress student housing backlogs there is need to develop student housing through university-community partnerships between Univen, Thohoyandou town and its stakeholders there is need to consider the following factors. The community and the university should work together to address student housing problems. The study findings indicate that well planned off-campus student residences have the potential to revitalize Thohoyandou town. Also, the university should explore public-private partnerships to develop off-campus student residences. The university and Thohoyandou community should establish a committee that is responsible for inspecting the housing conditions of off-campus student accommodation. Furthermore, the study concludes that for such student residences to be a success they should possess certain characteristics and play particular roles to enhance the communities they could be located in. They should possess the following characteristics, close proximity to the university e.g. less

than 5km away, attractive and safe environments from crimes, and accessible to public transport within a walking distance. In addition to this, the study concludes that the nature of town-gown relationships influences the stakeholder's perception of student residences roles in the community. Student housing as a manifestation of town-gown partnerships should play the following roles as a contributing member of the community, extending well into public realm, provision of service to the community to enhance its environment, a University ambassador to the community, community infrastructure or support (walkways, Wi-Fi etc.), and a residence for students.

5.4 The study hypothesis

At the beginning of the study, it was hypothesised that;

- Creating an appropriate institutional context with well-defined roles will result in successful town-gown relationships and that,
- There are several critical factors that account for building and sustaining successful town-gown relationships.

The study used multiple regression analysis to test the first part of the hypothesis and the results revealed that roles played by town-gown stakeholders influence about 85.2% variance of the success of town-gown partnerships. The ANOVA test confirmed that the model best fit and could predict a better outcome with a ratio of improvement reached $F=376.058$ and significant value equals $0.01(p<.05)$. The study established that the following institutional roles of; creating an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs, appointing a coordinator to oversee and implement the economic development strategy, deploying university leaderships to serve on the boards of business associations, community organizations, and public-sector bodies and thinking of long term goals and plans to realize the benefits of developing town-gown partnerships were found to be positively influencing the success of town-gown partnerships ($\beta>0$) and such association was found to be significant at $p<0.1$. Therefore, the first part of the hypothesis is affirmed as true.

Multiple regression analysis was performed to test the second part of the hypothesis. The results show that there was no problem of multicollinearity among the variables r, significant 0.01 level (2-tailed) and ranged between 0.387 and 0.638. The results also revealed that the several critical factors that account for building and sustaining successful town-gown relationships explain 85.8% of the variance in the success of town-gown partnerships. The ANOVA test outcome confirmed the model's best fit and could predict better outcome with a ratio of improvement reached $F=193.260$ and significant value equal $0.001 (p<.50)$. The study determined that are 2 critical factors that influence positively ($\beta>0$) and are significant ($p<.05$)

for the success of town-gown partnerships between Univen, Thohoyandou town, and its stakeholders. These factors are; respect for human diversity that comes with partnerships and integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town. Therefore, the second part of the hypothesis is affirmed as true.

5.5 Recommendations

This section outlines the recommendations drawn from the research conclusions.

5.5.1 Improving town-gown relationships

The results from this study can be used to direct and guide the university leadership for the university to pay attention to the other Univen representative groups faculty leaders, staff, and students. There is need to pay attention to the faculty leaders. Their experiences of effort and comfort need to be increased to positively change the nature of relationships from traditional style to harmonious relationship type which entails successful town-gown partnerships.

5.5.2 Institutional context roles to foster the development of successful town-gown partnerships

The study recommends that the university executes the following institutional context roles to foster the development of successful town-gown partnerships. The university leaders should adopt initiatives such as developing economic development strategies, integrating both university and community interests. A coordinator should be appointed to direct the planning, management, and implementation of the economic development strategy. The university should deploy its leaderships to serve on the local boards of business associations, community organizations and public-sector bodies. Noticeable benefits of establishing town-gown partnerships do not happen overnight; it requires having long term goals and plans and should be incorporated into the university strategic plans.

5.5.3 Factors to consider to establish viable and functional innovative collaborative town-gown partnerships

The study also recommends the university to employ the two identified critical factors to establish viable and functional innovative collaborative town-gown partnerships between Univen, Thohoyandou town, and its stakeholders. These factors are, respect for human diversity that comes with partnerships and integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town.

5.5.4 Student housing development possibilities

Furthermore, to help resolve student housing backlogs at the university, there is need to improve the existing town-gown relationships. The community and the university must work together, explore public-private partnerships, establish a committee for managing off-campus accommodation and utilize student residences as a revitalization tool for the community. More so, such student residences should possess the following characteristics, in proximity to the university, attractive and safe environments from crimes, and accessible to public transport within a walking distance. In addition to this, the stakeholders need to improve their town-gown relationships to realize how town-gown partnerships can enhance the community. Student housing as a manifestation of town-gown partnerships should play the following roles as a contributing member of the community, extending well into the public realm, provision of service to the community to enhance its environment, a University ambassador to the community, community infrastructure or support, and a residence for students.

5.6 Conceptual model for the establishment of successful town-gown partnerships

At the beginning of the study, it was set out that the study will recommend a conceptual model for guiding the successful development of town-gown partnerships. The recommended conceptual model is provided in figure 5-1.

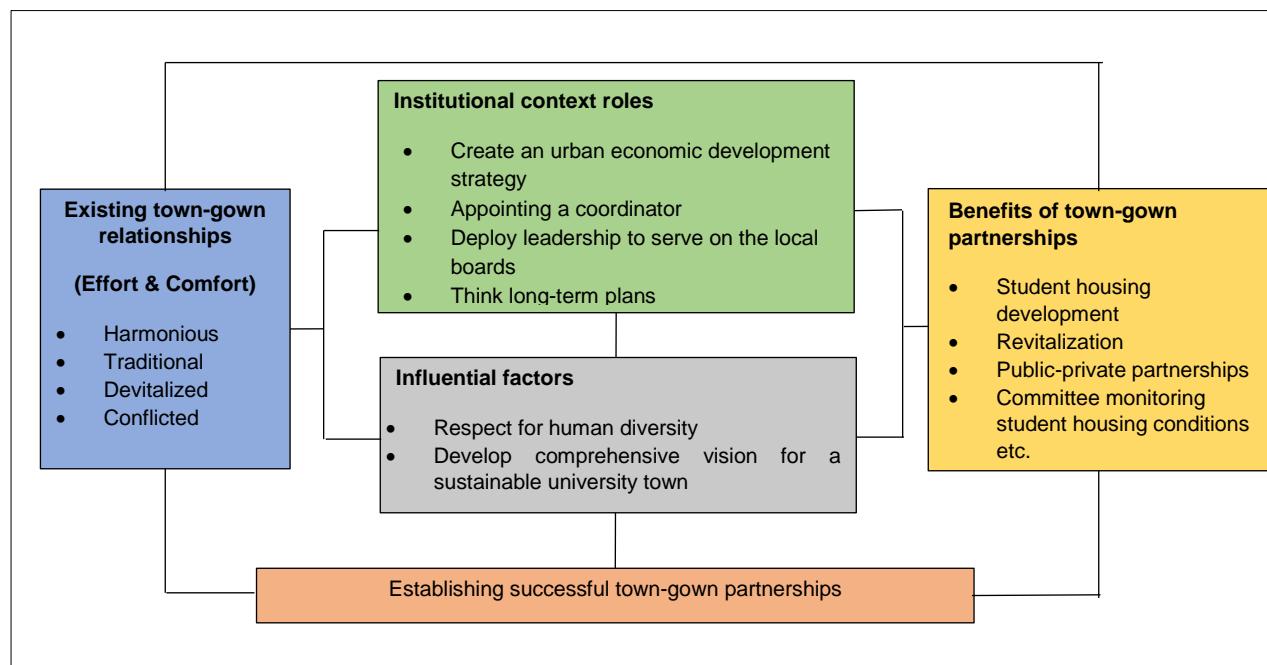


Figure 0-1 Conceptual model for the establishment of successful town-gown partnerships

Source: Author 2016

This model summarizes the study recommendations. As it depicts, the university should improve its levels of effort and comfort, to attain a more integrated harmonious town-gown relationship. This aided with the identified institutional context roles and influential factors will help realize the various benefits associated with the establishment of town-gown partnerships.

5.7 Areas for future research

Further areas that are amenable to research can be researched in relation to town-gown partnerships considering that there is a knowledge gap in this area from the African context include carrying out a similar study in other university towns in South Africa to compare the nature, challenges, and opportunities of establishing town-gown partnerships. Another possible research area is to repeat a similar study but basing more on the Thohoyandou community and select a large sample size to gain insights about town-gown relationships from the community's perspective.

5.8 Chapter summary

This chapter summarised the research findings and conclusions with specific reference to the research objectives. It further on provided findings on the tests of the research hypotheses. The study drew the recommendations from the research conclusions. This chapter also provided the research conceptual model for the establishment of successful town-gown partnerships between Univen, Thohoyandou town and its stakeholders. The study proposed areas for future research.

6. REFERENCES

- Adewale, A. R. and Esther, M. M. 2012. The Relationship Between Stakeholders' Involvement In Strategic Planning And Organisation's Performance-A Study Of The University Of Venda. *The International Business & Economics Research Journal (Online)*, 11(11), pp,1175.
- Albesher, A. 2016. Trust as a source of long-term adoption of e-government. Brunel University London. (Unpublished PhD Dissertation).
- Alice Regeneration Strategy, 2011. Retrieved from:
<http://www.aspire.org.za/reports/Alice%20Regeneration%20Strategy%20-%20Final.pdf> (Accessed 15 October 2016)
- Al-Shehri, A. M. 2012. Quality management and medical education in Saudi Arabia. In K.-S. Ng (Ed.), Quality management and practices. Retrieved from :<http://www.intechopen.com/books/quality-management-and-practices/qualitymanagement-and-medical-education-in-saudi-arabia> (Accessed 15 October 2016)
- Bender, G. 2008. Exploring Conceptual Models for Community Engagement at Higher Education Institutions in South Africa. *Perspectives in Education*. 26, pp, 81 - 95.
- Bevir, M. 2007. *Encyclopedia of governance*. (1st ed). Thousand Oaks: Sage Publications.
- Bingham, L. B., Nabatchi, T., & O'Leary, R. 2005. The new governance: Practices and processes for stakeholder and citizen participation in the work of government. *Public Administration Review*, 65(5), pp, 547-558.
- Bowman, K. 2007. *A New Role for Student Housing: Revitalizing a Mid-sized City Core*.
- Brown-Luthango, M. 2013. 'Community-university engagement: the Philippi CityLab in Cape Town and the challenge of collaboration across boundaries', *Higher Education*, 65 (3), pp, 309-324, Academic Search Complete, EBSCOhost, viewed 4 August 2015.
- Bruning, S.D., McGrew, S. and Cooper, M. 2006. Town–gown relationships: Exploring university–community engagement from the perspective of community members. *Public Relations Review*, 32(2), pp,125-130.
- Bryman, A, 2015. Social research methods. Oxford university press.

Carter, O. K. 2009. 'Mayor, university promote Arlington as 'College Town.'', *Fort Worth Business Press*, 25 (46), p, 7, Regional Business News, EBSCOhost, viewed 4 August 2015.

Chakwizira, J. 2014. Reviewing Mainstream Participation, Mediation & Conflict Resolution Theories: A Rejoinder, PowerPoint slides, University of Venda, Thohoyandou.

City of Clemson Comprehensive Plan 2024, 2014. Accessed from:
http://www.cityofclemson.org/sites/default/files/planning/Chapter%209%20-%20Town%20and%20Gown_1.pdf (Accessed 12 February 2016).

Cloete, N., Pillay P., Badat, S., and Moja, T. 2004. National Policy and a Regional Response in South African Higher Education. Oxford: James Currey Ltd.

Cohen, J., Cohen, P., West, S.G. and Aiken, L.S. 2013. Applied multiple regression/correlation analysis for the behavioral sciences. Routledge: London.

Cox, D. N. 2000. Developing a framework for understanding university-community partnerships. Cityscape, pp, 9-26.

Creswell, J.W, 2013. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th Ed. Sage publications: New Delhi.

Cronbach, L.J., 1951. Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), pp, 297-334.

Dale, R. 2006. *Development planning*. 1st ed. New Delhi: Academic Foundation.

Davies, M. and Swilling, M., 2015. Intermediaries and learning in sustainability-oriented urban transitions: a transdisciplinary case study from Stellenbosch Municipality. Unpublished Masters thesis, Stellenbosch University. Retrieved from:http://markswilling.co.za/wp-content/uploads/2015/09/Davies_Swilling.pdf (Accessed 20 February 2016).

De Búrca, G. and Scott, J. 2006. New governance, law and constitutionalism. *Law and New Governance in the EU and US*, pp.1-13.

Department of Education, 1997. *Education White Paper 3: A Programme for the Transformation of Higher Education*. General Notice 1196 of 1997. Pretoria

Department of Higher Education and Training. 2011. *Report on the ministerial committee for the review of the provision of student housing at South African universities*. Department of Higher Education and Training: South Africa.

- Field, A. 2013. Discovering statistics using IBM SPSS statistics. Sage.
- Gavazzi, S. M., Fox, M. and Martin, J., 2014. Understanding campus and community relationships through marriage and family metaphors: A town-gown typology. *Innovative Higher Education*, 39(5), pp,361-374.
- George, D., and Mallory, M. 2010. *SPSS for Windows Step by Step: A Simple Guide and Reference, 17.0 update (10a ed.)* Boston: Pearson.
- Giannakos, M. N., Krogstie, J., and Chrisochoides, N. 2014. Reviewing the flipped classroom research: Reflections for computer science education. In Proceedings of the Computer Science Education Research Conference pp, 23-29. New York, NY: ACM.
- Gossy, G. 2008. A stakeholder rationale for risk management: Implications for corporate finance decisions. Springer Science & Business Media.
- Gottlieb, L., Feeley, N. and Dalton, C. 2005. The collaborative partnership approach to care: A delicate balance. *Elsevier Health Sciences*.
- Gumprecht, B. 2003. 'The American College Town', *Geographical Review*, 93(1), pp, 51-80, Academic Search Complete, EBSCOhost, viewed 4 August 2015.
- Gumprecht, B. 2010. 'The American College Town', *Geographical Review*, 93(1), pp, 51-80, Academic Search Complete, EBSCOhost, viewed 4 August 2015.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. 2014. Multivariate Data Analysis. 7th ed. EdinBurgh: Prentice-Hall.
- Hajer, M.A. and Wagenaar, H. 2003. *Deliberative policy analysis: understanding governance in the network society*. Cambridge University Press.
- Healey, P. 1997. *Collaborative planning*. 1st ed. Basingstoke, Hampshire: Palgrave Macmillan
- Hess, D. 2007. Social reporting and new governance regulation: The prospects of achieving corporate accountability through transparency. *Business Ethics Quarterly*, 17(03), pp, 453-476.
- Hong Kong 2030 Planning Vision and Strategy (HK 2030). 2003. Retrieved from:
http://www.pland.gov.hk/pland_en/p_study/comp_s/hk2030/eng/wpapers/pdf/wpaper36.pdf (Accessed 20 February 2016).
- Initiative for a Competitive Inner City (Organization), & CEO's for Cities (Organization). 2002. Leveraging colleges and universities for urban economic revitalization: an action agenda. Boston, MS, ICIC, Initiative for a Competitive Inner City.

- Kaiser, H. 1974. An index of factorial simplicity. *Psychometrika*, Vol. 39 (1), pp, 31-36.
- Kemp, R. L (ed), 2013. *Town and Gown Relations: A Handbook of Best Practices*. McFarland & Company Publishers: North Carolina.
- Kemp, R. L 2014. 'Town and Gown Relations Revitalize America's Downtowns', *National Civic Review*, 103, 2, p. 27, MasterFILE Premier, EBSCOhost, viewed 4 August 2015.
- Khozaei, F., Ramayah, T. and Hassan, A.S. 2012. A Shorter Version of Student Accommodation Preferences Index (SAPI). *American Transactions on Engineering & Applied Sciences*, 1(3), pp,195-211.
- Kothari, C.R. 2004. *Research methodology: Methods and techniques*. New Age International:Dhelli.
- Lazarus, J., Erasmus, M., Hendricks, D., Nduna, J., & Slamat, J. 2008. Embedding community engagement in South African higher education. *Education, Citizenship and Social Justice*, 3(1), pp, 57-83.
- Lederer, J., 2007. University, Downtown, and the Mid-size City: An Examination of the Roles of University in Downtown Revitalization Within the Context of Community-university Partnerships.
- Lee, M. 2003. Conceptualizing the new governance: a new institution of social coordination. In Unpublished paper presented to the Institutional Analysis and Development Mini-Conference in May (Vol. 3).
- Lee, M., 2008. Identification of clinical and economic effectiveness of nursing care for the hospitalized clients with total hip replacement. ProQuest.
- Li, Z., Li, X. and Wang, L. 2014. Speculative urbanism and the making of university towns in China: A case of Guangzhou University Town. *Habitat International*, 44, pp,422-431.
- Lodico, M.G., Spaulding, D.T. and Voegtle, K.H. 2010. Methods in educational research: From theory to practice (Vol. 28). John Wiley & Sons.
- Martin, J, and Samels, J. 2006, "Collegetowns' Popping Up All Over", University Business, 9 (4), pp, 27-28, *Academic Search Complete*, EBSCOhost, viewed 26 March 2016.
- Martin, L. L., Smith, H., & Phillips, W. 2005. Bridging "town & gown" through innovative university-community partnerships. *The Innovation Journal: The Public Sector Innovation Journal*, 10 (2), 1-15

- Massey, J., Field, S., and Chan, Y. 2014. Partnering for economic development: How town-gown relations impact local economic development in small and medium cities. *Canadian Journal of Higher Education*, 44(2), pp, 152-169.
- Melfi, M. 2008. Do downtown university campuses contribute to mid-size city downtown revitalization? A comparative case study of Kitchener and Cambridge, Ontario.
- Memorandum of Understanding Stellenbosch: A Sustainable University Town, 2007.
- Miles, M. B., and Huberman, A. M. 1994. *Qualitative data analysis: An expanded source book* (2nd ed.). Newbury Park, CA: Sage.
- Mohamad, M.M., Sulaiman, N.L., Sern, L.C. and Salleh, K.M., 2015. Measuring the Validity and Reliability of Research Instruments. *Procedia-Social and Behavioral Sciences*, 204, pp,164-171.
- Nadi, M.A., Moulavi, H & Tograee, B. 2012. The Relation of Social Capital and Organizational Justice with Organizational Commitment Based on Structural Equation Model among Female High School Teachers in Isfahan in 2011-12. *New Educational Approaches*, 7(2), 97-120. Retrieved from: <http://uijs.ui.ac.ir/nea/article-1-776-en.html> (Accessed 20 February 2016)
- National Commission on Higher Education (NCHE) (1996). A Framework for Transformation. Pretoria.
- National Development Plan 2030. Our Future-make it work. Sherino Printers.
- Pallant, J. 2013. *SPSS Survival Manual* (5th Ed.). Sydney: Allen & Unwin.
- Papadomichelaki, X. and Mentzas, G. 2012. e-GovQual: A multiple-item scale for assessing e-government service quality. *Government information quarterly*, 29(1), pp, 98-109.
- Preece, J., 2013. Service Learning and Community Engagement in South African Universities: Towards an 'Adaptive Engagement' Approach. *Higher Education in an Era of Reconstruction, Internationalisation, Competition & Cooperation*, pp,265.
- Rhodes, R.A.W. 1996. The new governance: governing without government. *Political studies*, 44(4), pp 652-667.
- Rowe, C.D. 2011. The Sustainability of Service Learning and Community Engagement in the Post 'Community Higher Education Service Partnership' era (Unpublished Doctoral

dissertation, School of Education, Faculty of Humanities, University of the Witwatersrand).

Rubin, V. 2000. Evaluating university-community partnerships: An examination of the evolution of questions and approaches. *Cityscape*, 219-230.

Russo, A.P., van den Berg, L. and Lavanga, M. 2007. Toward a Sustainable Relationship between City and University A Stakeholdership Approach. *Journal of Planning Education and Research*, 27(2), pp.199-216.

Soska, T. and Butterfield, A.K.J. 2013. Ed. University-community partnerships: Universities in civic engagement. Routledge.

Statistics South Africa (Stats SA). 2011. Thohoyandou. Accessed from:

http://www.statssa.gov.za/?page_id=4286&id=12542. (Accessed August 2015)

Stellenbosch Strategic Plan 2000. Retrieved from:

http://www.sun.ac.za/english/Documents/Strategic_docs/statengels.pdf (Accessed 12 October 2016).

Stevenson, J. M 1998. 'Bridging Academies and Economies for the Future: Leadership and Partnership for 'Town and Gown' Communities', Education, 119, 1, p. 126, *Academic Search Complete*, EBSCOhost, viewed 4 August 2015.

Suarez-Balcazar, Y., Davis, M.I., Ferrari, J., Nyden, P., Olson, B., Alvarez, J., Molloy, P. and Toro, P. 2004. University-community partnerships: A framework and an exemplar. *Participatory community research: Theories and methods in action*, pp,105-120.

Suarez-Balcazar, Y., Harper, G., & Lewis, R. 2005. An interactive and contextual model of community-university collaborations for research and action. *Health Education & Behavior*, 32, pp, 84-101.

Sungu-Eryilmaz, Y. 2009. Town-gown collaboration in land use and development. Lincoln Institute of Land Policy.

Swilling, M., Sebitosi, B. and Loots, R. 2012. Sustainable Stellenbosch: opening dialogues. African Sun Media.

Thomsen, J., & Eikemo, T. 2010. Aspects of student housing satisfaction: A quantitative study. *Journal of Housing and the Built Environment*, 25(3), pp, 273-293. Retrieved from <http://www.jstor.org/stable/41107515>. (Accessed 12 October 2016).

Thulamela Urban Development and Revitalisation Framework, 2011

University of Venda (Univen). 2016. Institute of Planning and Quality Assurance (IPQA).

University of Venda (Univen) Strategic Plan 2009-2013

University of Venda (Univen) Strategic Plan 2012-2016

University of Venda (Univen) Strategic Plan 2016-2020

University of Venda (Univen) University Town Concept, first draft 2014

University of Venda's Research and Innovation Policy 2010

Warzecha, M 2009, 'A Sleeping Giant?', *Corporate Knights Magazine*, 7 (3), pp, 32-33,

Business Source Complete, EBSCOhost, viewed 4 August 2015.

Weiner, J. 2007. Measurement: reliability and validity measures. Bloomberg School of Public Health, Johns Hopkins University, mimeo (Power Point Presentation) Retrieved from: http://ocw.jhsph.edu/courses/hsre/PDFs/HSRE_lect7_weiner.pdf. <http://jae.oxfordjournals.org>. (Accessed 20 October 2015).

Whitt, M.C, 2014 'There's no place like home', University Business, 17, 6, p. 28, *Academic Search Complete*, EBSCOhost, viewed 4 August 2015.

Williams, C. 2011. Research methods. *Journal of Business & Economics Research (JBER)*, 5(3).

Wu, H. and Lin, J. 2016. A Scaled F-distribution as Approximation to the Distribution of Test Statistic in Covariance Structure Analysis, Structural Equation Modeling, 23(3),pp, 409-421.

Yin, R.K. 2013. *Case study research: Design and methods*. 3rd Ed. Sage publications: California.

Yong, A.G. and Pearce, S. 2013. A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in Quantitative Methods for Psychology*, 9(2), pp,79-94.

Young, W.B. 1995. University-community partnerships-Why bother?. *Metropolitan Universities*, 6(3), pp,71-77.

Zuriekat, M., Salameh, R, & Alrawashdeh, S. (2011). Participation in performance measurement Systems and level of satisfaction. *International Journal of Business and Social Sciences*, 2 (8),pp, 159-169.

APPENDIX 1: RAOSOFT SAMPLE SIZE CALCULATOR



Raosoft®

Sample size calculator

What margin of error can you accept?	<input type="text" value="5"/> %	<p>The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i>, while 10% answer <i>no</i>, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55.</p> <p>Lower margin of error requires a larger sample size.</p>
What confidence level do you need?	<input type="text" value="97"/> %	<p>The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone.</p> <p>Higher confidence level requires a larger sample size.</p>
What is the population size?	<input type="text" value="15931"/>	<p>How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.</p>
What is the response distribution?	<input type="text" value="50"/> %	<p>For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.</p>
Your recommended sample size is	458	<p>This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.</p>

Online surveys with *Vovici* have completion rates of 66%!

Alternate scenarios

With a sample size of	<input type="text" value="100"/>	<input type="text" value="200"/>	<input type="text" value="300"/>	With a confidence level of	<input type="text" value="90"/>	<input type="text" value="95"/>	<input type="text" value="99"/>
Your margin of error would be	10.82%	7.62%	6.21%	Your sample size would need to be	267	376	638

Save effort, save time. Conduct your survey online with *Vovici*.

More information

If 50% of all the people in a population of 20000 people drink coffee in the morning, and if you were repeat the survey of 377 people ("Did you drink coffee this morning?") many times, then 95% of the time, your survey would find that between 45% and 55% of the people in your sample answered "Yes".

The remaining 5% of the time, or for 1 in 20 survey questions, you would expect the survey response to more than the margin of error away from the true answer.

When you survey a sample of the population, you don't know that you've found the correct answer, but you do know that there's a 95% chance that you're within the margin of error of the correct answer.

Try changing your sample size and watch what happens to the *alternate scenarios*. That tells you what happens if you don't use the recommended sample size, and how M.O.E and confidence level (that 95%) are related.

To learn more if you're a beginner, read **Basic Statistics: A Modern Approach** and **The Cartoon Guide to Statistics**. Otherwise, look at the **more advanced books**.

In terms of the numbers you selected above, the sample size n and margin of error E are given by

<http://www.raosoft.com/samplesize.html>

1/2

$$x = Z(c/100)^2 r(100-r)$$

$$n = N x / ((N-1)E^2 + x)$$

$$E = \text{Sqrt}[(N - n)x / n(N-1)]$$

where N is the population size, r is the fraction of responses that you are interested in, and $Z(c/100)$ is the critical value for the confidence level c .

If you'd like to see how we perform the calculation, view the page source. This calculation is based on the Normal distribution, and assumes you have more than about 30 samples.

About Response distribution: If you ask a random sample of 10 people if they like donuts, and 9 of them say, "Yes", then the prediction that you make about the general population is different than it would be if 5 had said, "Yes", and 5 had said, "No". Setting the response distribution to 50% is the most conservative assumption. So just leave it at 50% unless you know what you're doing. The sample size calculator computes the critical value for the normal distribution. Wikipedia has good articles on statistics.

How do you like this web page? Good as-is Could be even better

© 2004 by [Raosoft, Inc.](#). Please download and reuse this web page!
[Questions? Please let us know.](#)

[Print](#) [Done](#)

APPENDIX 2: QUESTIONNAIRE FOR UNIVEN COMMUNITY



QUESTIONNAIRE FOR UNIVEN COMMUNITY

Questionnaire
number:

My name is Moffat Frank (11616958) a Master of Urban and Regional Planning (MURP) student in the school of Environmental Sciences at the University of Venda. I am undertaking a research study entitled, “Exploring town-gown developmental paradigms: A case of University of Venda ‘Univen Town Concept’. This questionnaire is targeted to the Univen community.

The Univen Town Concept is a project that emanated as a directive from the Minister of Higher Education and Training Dr Nsimande, to drive the development of Thohoyandou town and its rural environs as a “University Town” through establishing innovative and collaborative partnerships between the university and its host community stakeholders.

I humbly request your objective assistance by completing this questionnaire. Your responses will be solely used for academic purposes only and information collected will be treated with utmost confidentiality.

Instruction: Please complete the following questions by ticking or cross on your response.

Section A: Personal information

1.Gender

1	Male	
2	Female	

 2._Age

1	25 & less	2	26-30	3	31-35
4	36-40	5	41-45	6	46-50
7	51-55	8	56-60	9.	61+

3.Highest qualification

1	Matric	2	Diploma	3	Degree
4	Honours	5	Masters	6	PhD

Section B: Institutional information

4.Please indicate the category of the Univen community you belong to

1	Board (Univen Council)		2	Faculty leaders (Dean /HOD)	
3	University Staff/ School Administrator		4	Students	

5.If you are a Faculty leader, administrator or student please indicate your school

1	Agriculture	2	Education	3	Environmental Sciences	
4	Human & Social Sciences	5	Health Sciences	6	Management Sciences	
7	Mathematical & Natural sciences	8	Law	9.	Other(specify)	

6. Please specify your department.....

Section C: Characteristics of existing relationships between the University of Venda, Thohoyandou town and its stakeholders

Use the following scale to answer questions 7 & 8.

0=no contact at all	1= no frequent contact	2=moderate contact	3=a good deal of contact	4=a great deal of contact
---------------------	------------------------	--------------------	--------------------------	---------------------------

7.How much **personal contact** do you have with the following groups of people in the community?

1	Business and industry leaders?	0	1	2	3	4
2	Elected government officials?	0	1	2	3	4
3	Teachers and administrators of local schools?	0	1	2	3	4
4	Members of civic and non-profit organizations serving the community?	0	1	2	3	4

8.How much **overall contact** do you believe **Univen** has with the following groups of people in the community?

5	Business and industry leaders?	0	1	2	3	4
6	Elected government officials?	0	1	2	3	4
7	Teachers and administrators of local schools?	0	1	2	3	4
8	Members of civic and non-profit organizations serving the community?	0	1	2	3	4

Use the scale ranging from very negative to very positive to answer questions 9 & 10.

0= very negative	1=slightly negative	2=neutral	3=slightly positive	4=very positive
------------------	---------------------	-----------	---------------------	-----------------

9.How would you rate your **own personal relationships** with the following groups of people in the community?

9	Business and industry leaders?	0	1	2	3	4
10	Elected government officials?	0	1	2	3	4
11	Teachers and administrators of local schools?	0	1	2	3	4
12	Members of civic and non-profit organizations serving the community?	0	1	2	3	4

10.How would you rate the relationships between **Univen as a whole** and the following groups of people?

13	Business and industry leaders?	0	1	2	3	4
14	Elected government officials?	0	1	2	3	4
15	Teachers and administrators of local schools?	0	1	2	3	4
16	Members of civic and non-profit organizations serving the community?	0	1	2	3	4

SECTION D: Roles of town-gown¹ stakeholders in successful development of their partnerships

Please indicate the most appropriate response according to the scale below to answer question 11.

1= strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
----------------------	------------	-----------	---------	------------------

11.To what extent do you agree that the Univen should play the following roles in the successful development of their town-gown partnerships?

1	Create an explicit urban economic development strategy focusing on Thohoyandou town and its rural environs.	1	2	3	4	5
2	Include meaningful community participation and dialogues in formulating this strategy and any other university strategic plans.	1	2	3	4	5
3	Charge specific departments and offices with explicit economic development goals.	1	2	3	4	5
4	Appointing a coordinator to oversee and implement the economic development strategy.	1	2	3	4	5
5	Deploy college and university leadership to serve on the boards of business associations, community organizations, and public-sector bodies.	1	2	3	4	5
6	Think long-term views to realize the benefits of developing town-gown partnerships.	1	2	3	4	5

SECTION E: Viable and functional model on possible innovative collaborative town-gown partnership

Use the following scale to answer question 12.

1= strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
----------------------	------------	-----------	---------	------------------

12.To what extent do you agree that the following factors contribute to the establishment of viable and functional innovative collaborative town-gown partnerships between Univen, Thohoyandou town and its stakeholder's?

1	Effective communication	1	2	3	4	5
---	-------------------------	---	---	---	---	---

¹ **Town and gown** – (university-community) refers to two different parts of a community, town being the government, businesses, community organizations and the residents and gown referring to the university community, academic staff and students.

2	Respect for human diversity that comes with partnerships	1	2	3	4	5
3	Promoting the culture of learning from each other	1	2	3	4	5
4	Respect the culture of each organization which is part of the partnerships	1	2	3	4	5
5	Understanding the multidisciplinary nature of town-gown partnerships	1	2	3	4	5
6	Trust and mutual respect among stakeholders	1	2	3	4	5
7	Integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town	1	2	3	4	5
8	Capitalize on each stakeholder's strength and resources	1	2	3	4	5
9	Transfer of knowledge to the private sector by means of partnerships, consulting, research contracts and development and training programs	1	2	3	4	5
10	Increased support from private sector to the university, (financial resources and private-sector professional practitioners)	1	2	3	4	5
11	The university should provide jobs, revenues and increased competitiveness (highly skilled human capital) to the host communities.	1	2	3	4	5
12	Provision of high quality services, infrastructure and city brand to the university by the host community	1	2	3	4	5

SECTION F: Student housing possibilities as a manifestation of town-gown partnerships

Use the following scale to answer questions 13, 14 & 15.

1= strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
----------------------	------------	-----------	---------	------------------

13.To what extend do you agree or disagree that following factors are essential for the development of student housing as a manifestation of town-gown partnerships?

1	the community and the university should work together to address student housing problems.	1	2	3	4	5
2	Well planned off-campus student housing has the potential to revitalize Thohoyandou town	1	2	3	4	5
3	Unintegrated off-campus student housing can negative impact the host community	1	2	3	4	5
4	Explore public-private partnerships to develop off-campus student residences	1	2	3	4	5
5	Need to revise the town planning scheme to regulate student housing	1	2	3	4	5
6	University and the community should establish a committee to inspect off-campus student housing conditions.	1	2	3	4	5

14.To what extend do you agree or disagree that student housing model as a manifestation of town-gown partnerships should possess the following characteristics?

1	Close proximity to the university (less than 5km)	1	2	3	4	5
2	Good amenities (internet, study areas, outdoor space, water etc.)	1	2	3	4	5
3	Attractive and safe environments from crimes	1	2	3	4	5
4	Accessible to public transport within a walking distance	1	2	3	4	5

15.To what extend do you agree or disagree that student housing as a manifestation of town-gown partnerships should play the following roles in the community?

1	Extending well into public realm	1	2	3	4	5
2	Provision of service to the community to enhance its environment	1	2	3	4	5
3	A University ambassador to the community	1	2	3	4	5
4	Community infrastructure or support (walkways, Wi-Fi etc.)	1	2	3	4	5
5	A place of social gathering for interaction and dialogues	1	2	3	4	5
6	A residence for students	1	2	3	4	5

THANK YOU FOR PARTICIPATING.

Appendix 3: QUESTIONNAIRE FOR THOHOYANDOU COMMUNITY



QUESTIONNAIRE FOR THOHOYANDOU TOWN AND ITS STAKEHOLDERS

Questionnaire number:

My name is Moffat Frank (11616958) a Master of Urban and Regional Planning (MURP) student in the school of Environmental Sciences at the University of Venda. I am undertaking a research study entitled, "**Exploring town-gown developmental paradigms: A case of University of Venda 'Univen Town Concept'**". This questionnaire is targeted to the Thohoyandou town and its stakeholders.

The Univen Town Concept is a project that emanated as a directive from the Minister of Higher Education and Training Dr Nzimande, to drive the development of Thohoyandou town and its rural environs as a "University Town" through establishing innovative and collaborative partnerships between the university and its host community stakeholders.

I humbly request your objective assistance by completing this questionnaire. Your responses will be solely used for academic purposes only and information collected will be treated with utmost confidentiality.

Instruction: Please complete the following questions by ticking or cross on your response.

Section A: Personal information

1.Gender Male Female 2._Age

1	25 & less	2	26-30	3	31-35
4	36-40	5	41-45	6	46-50
7	51-55	8	56-60	9.	61+

3.Highest qualification

1	Matric	2	Diploma	3	Degree
4	Honours	5	Masters	6	PhD

Section B: Institutional information

4.Please indicate the category of Thohoyandou community you belong to

1	Government officials	2	Business/private sector
3	Local School Administrator or staff	4	Traditional leader, Community organization leader

5.Please specify your organization.....

Section C: Characteristics of existing relationships between the University of Venda, Thohoyandou town and its stakeholders

Use the following scale to answer question 6.

0=no contact at all	1= no frequent contact	2=moderate contact	3=a good deal of contact	4=a great deal of contact
---------------------	------------------------	--------------------	--------------------------	---------------------------

6. How much **personal contact** do you have with the following groups of people from Univen?

1	Students from Univen?	0	1	2	3	4
2	Faculty from Univen?	0	1	2	3	4
3	Administrator/staff members from Univen?	0	1	2	3	4
4	Governing board members of Univen?	0	1	2	3	4

Use the following scale to answer question 7.

0=not active at all	1= not frequently active	2=moderately active	3=frequently active	4= very active
---------------------	--------------------------	---------------------	---------------------	----------------

7. How **active** do you believe the following groups of people from Univen are in terms of contributing to the well-being of the community as a whole?

5	Students from Univen?	0	1	2	3	4
6	Faculty from Univen?	0	1	2	3	4
7	Administrator/staff members from Univen?	0	1	2	3	4
8	Governing board members of the campus?	0	1	2	3	4

Use the scale ranging from very negative to very positive to answer questions 8 & 9.

0= very negative	1=slightly negative	2=neutral	3=slightly positive	4=very positive
------------------	---------------------	-----------	---------------------	-----------------

8. How would you rate your **own personal relationships** with the following groups of people from Univen?

9	Students from Univen?	0	1	2	3	4
10	Faculty from Univen?	0	1	2	3	4
11	Administrator/staff members from Univen?	0	1	2	3	4
12	Governing board members of Univen?	0	1	2	3	4

9. How would you rate the relationships between the following groups of people from Univen and Thohoyandou **community as a whole**?

13	Students from Univen?	0	1	2	3	4
14	Faculty from Univen?	0	1	2	3	4
15	Administrator/staff members from Univen?	0	1	2	3	4
16	Governing board members of Univen?	0	1	2	3	4

SECTION D: Roles of town-gown¹ stakeholders in successful development of their partnerships

Please indicate the most appropriate response according to the scale below to answer question 10.

1= strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
----------------------	------------	-----------	---------	------------------

10. To what extent do you agree that Thohoyandou town and its stakeholders should play the following roles in the successful development of their town-gown partnerships?

1	Elected officials and municipal government should incorporate Univen in the short-term and long-term economic development strategies of Thohoyandou town and its surrounding environs.	1	2	3	4	5
2	The Mayor should organize a forum together with Univen and Thohoyandou town stakeholders to identify and further economic development partnerships and opportunities.	1	2	3	4	5
3	The mayor should establish a university-liaison office within the Mayoral office to advance collaboration partnerships and economic development of Thohoyandou and its rural environs.	1	2	3	4	5
4	Community organizations and Traditional leaders should seek out "win-win" partnerships with Univen and acknowledge its economic interests for the development of Thohoyandou town and its rural environs	1	2	3	4	5
5	Business and the private sectors within Thohoyandou town and beyond should invest with Univen in various aspects such as real estate development, supplier development, research commercialization, workforce development, and other economic development partnerships.	1	2	3	4	5
6	The business sector should involve Univen in business forums, associations, and public/private initiatives.	1	2	3	4	5

SECTION E: Viable and functional model on possible innovative collaborative town-gown partnership

Use the following scale to answer question 11.

1= strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
----------------------	------------	-----------	---------	------------------

11. To what extent do you agree that the following factors contribute to the establishment of viable and functional innovative collaborative town-gown partnerships between Univen, Thohoyandou town and its stakeholder's?

¹ **Town and gown** – (university-community) refers to two different parts of a community, town being the government, businesses, community organizations and the residents and gown referring to the university community, academic staff and students.

1	Effective communication	1	2	3	4	5
2	Respect for human diversity that comes with partnerships	1	2	3	4	5
3	Promoting the culture of learning from each other	1	2	3	4	5
4	Respect the culture of each organization which is part of the partnerships	1	2	3	4	5
5	Understanding the multidisciplinary nature of town-gown partnerships	1	2	3	4	5
6	Trust and mutual respect among stakeholders	1	2	3	4	5
7	Integrating the interests of the multiple university-town stakeholders, to formulate a comprehensive vision for a sustainable university town	1	2	3	4	5
8	Capitalize on each stakeholder's strength and resources	1	2	3	4	5
9	Transfer of knowledge to the private sector by means of partnerships, consulting, research contracts and development and training programs	1	2	3	4	5
10	Increased support from private sector to the university, (financial resources and private-sector professional practitioners)	1	2	3	4	5
11	The university should provide jobs, revenues and increased competitiveness (highly skilled human capital) to the host communities.	1	2	3	4	5
12	Provision of resources such as land, high quality services, infrastructure and city brand to the university by the host community	1	2	3	4	5

SECTION F: Student housing possibilities as a manifestation of town-gown partnerships

Use the following scale to answer questions 12, 13 & 14.

1= strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
----------------------	------------	-----------	---------	------------------

12. To what extent do you agree or disagree that following factors are essential for the development of student housing as a manifestation of town-gown partnerships?

1	the community and the university should work together to address student housing problems.	1	2	3	4	5
2	Well planned off-campus student housing has the potential to revitalize Thohoyandou town	1	2	3	4	5
3	Unintegrated off-campus student housing can negative impact the host community	1	2	3	4	5
4	Explore public-private partnerships to develop off-campus student residences	1	2	3	4	5
5	Need to revise the town planning scheme to regulate student housing	1	2	3	4	5
6	University and the community should establish a committee to inspect off-campus student housing conditions.	1	2	3	4	5

13. To what extent do you agree or disagree that student housing model as a manifestation of town-gown partnerships should possess the following characteristics?

1	Close proximity to the university (less than 5km)	1	2	3	4	5
2	Good amenities (internet, study areas, outdoor space, water etc.)	1	2	3	4	5
3	Attractive and safe environments from crimes	1	2	3	4	5
4	Accessible to public transport within a walking distance	1	2	3	4	5

14. To what extent do you agree or disagree that student housing as a manifestation of town-gown partnerships should play the following roles in the community?

1	Extending well into public realm	1	2	3	4	5
2	Provision of service to the community to enhance its environment	1	2	3	4	5
3	A University ambassador to the community	1	2	3	4	5
4	Community infrastructure or support (walkways, Wi-Fi etc.)	1	2	3	4	5
5	A place of social gathering for interaction and dialogues	1	2	3	4	5
6	A residence for students	1	2	3	4	5

THANK YOU FOR PARTICIPATING.

APPENDIX 4: UHDC PROPOSAL APPROVAL LETTER

UNIVERSITY OF VENDA

OFFICE OF THE DEPUTY VICE-CHANCELLOR: ACADEMIC

TO : MR/MS F MOFFAT
SCHOOL OF ENVIRONMENTAL SCIENCES
FROM: PROF J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC
DATE : 30 JUNE 2016

DECISIONS TAKEN BY UHDC OF 14TH JUNE 2016

Application for approval of Master's research proposal in Environmental Sciences: F Moffat (11616958)

Topic: "Exploring town-gown developmental paradigms: A case of University of Venda's "Univen Town concept."

Supervisor:	UNIVEN	Prof. G Anyumba
Co-supervisor:	UNIVEN	Dr. E Ingwani

UHDC approved Master's proposal



Prof J.E. CRAFFORD
DEPUTY VICE-CHANCELLOR: ACADEMIC

APPENDIX 5: RESEARCH ETHICS APPROVAL CERTIFICATE

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Mr F Moffat

Student No:
11616958

PROJECT TITLE: **Exploring town-gown
developmental paradigms: A case of University of
Venda's 'Univen Town Concept'.**

PROJECT NO: **SES/16/URP/01/1107**

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof G Anyumba	University of Venda	Supervisor
Dr E Ingwani	University of Venda	Co-Supervisor
Mr F Moffat	University of Venda	Investigator - Student

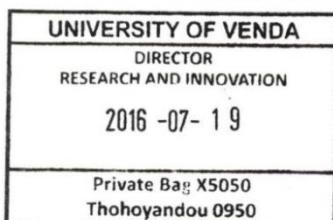
ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: July 2016

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

Name of the Chairperson of the Committee: Prof. G.E. Ekosse



University of Venda

PRIVATE BAG X5050, THOHYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA

TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

"A quality driven financially sustainable, rural-based Comprehensive University"

APPENDIX 6: RESEARCH SUPPORT LETTER



University of Venda

[School of Environmental Sciences]

Department of Urban and
Regional Planning

University Road, Thohoyandou, Limpopo
Private Bag X5050, Thohoyandou, 0950
Limpopo, South Africa

② +27 15 962 8585

② +27 15 962 8597

✉ james.chakwizira@univen.ac.za

✉ azwidovi.mashangu@univen.ac.za

Dear Sir / Ms

To Whom It May Concern

This is to inform you that Mr. Frank Moffat, Student Identity Number 11616958 is a post-graduate student in the Department of Urban and Rural Planning of the School of Environmental Sciences at the University of Venda.

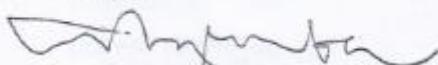
He is part of a number of people at the School of Environmental Sciences that are undertaking researches of the University Town Concept project that was directed to the University of Venda by the Minister of Higher Education and Training Dr. Blade Nzimande in November 2014.

The University Town Concept is the idea that the University of Venda with stakeholders in and around Thohoyandou will apply their combined resources to uplift the livelihoods and the economy of the regions around Thohoyandou.

The stakeholders of the University Town Concept include the following; (i) The Office of the Limpopo Premier, (ii) the University of Venda, (iii) Thulamela Local Municipality, (iv) Vhembe District Municipality, (v) VBS Mutual Bank, (vi) Madzivhandila Collage of Agriculture and (vi) Chief Tshivhase. It is expected that more stakeholders will join the University Town Concept.

I would be most grateful for rendering your assistance to Mr. Moffat. If you do have any concerns or other issues please feel free to contact me at 015 962 8592 or 0797924345. My email is Godfrey.Anyumba@univen.ac.za

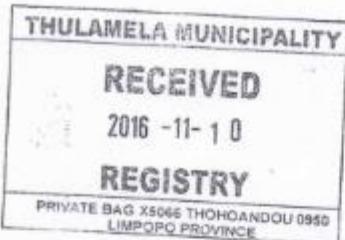
Thank you.



Prof. Godfrey Anyumba

10th November 2016

APPENDIX 7: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THULAMELA LM

 <p>The stamp is rectangular with a double-line border. Inside, at the top, it says "THULAMELA MUNICIPALITY". In the center, it says "RECEIVED" above the date "2016 -11- 10". Below that is "REGISTRY". At the bottom, it says "PRIVATE BAG X5066 THOHOANDOU 0950 LIMPOPO PROVINCE".</p>	<p>Moffat Frank Student no. 11616958 F3 D004 University of Venda Private Bag X5050 Thohoyandou, 0950 10/11/2016</p>
--	---

The Municipal Manager
Thulamela Local Municipality
Thohoyandou Civic Centre, Old Agriven Building,
Private Bag X5066
Thohoyandou, 0950
Dear Sir

REF: REQUEST FOR PERMISSION TO DISTRIBUTE QUESTIONNAIRES AND INTERVIEW MUNICIPAL OFFICIALS

My name is Moffat Frank student number 11616958. I am Master of Urban and Regional Planning (MURP) student in the School of Environmental Sciences at the University of Venda. I am undertaking a research study entitled, "Exploring town-gown developmental paradigms: A case of University of Venda 'Univen Town Concept'. I kindly request your permission to distribute questionnaires and conduct interviews with key municipal officials in the following units; Council, Community services, Corporate services, Development planning, Finance, Municipal Manager, Office of the Mayor, Technical Services, Housing and Electricity and other relevant units.

The Univen Town Concept is a project that emanated as a directive from the Minister of Higher Education and Training Dr Nzimande, to drive the development of Thohoyandou town and its rural environs as a "University Town" through establishing innovative and collaborative partnerships between the University of Venda and Thohoyandou town stakeholders and beyond.

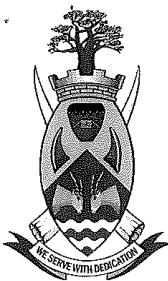
Thank you for your consideration.

Yours faithfully,
MOFFAT FRANK



cell: 079 638 6548, email: moreblessing.moffat@gmail.com

APPENDIX 8: PERMISSION TO CONDUCT RESEARCH IN THULAMELA LM



Private Bag X5066
Thohoyandou
0950
Limpopo Province
Tel: 015 962 7500
Fax: 015 962 5328
015 962 4020

Ref : 4/3/4/1
Enquiries : Matloga S.T
Tel : 015 962 7514
Fax : 015 962 4020
Email : matlogast@thulamela.gov.za

To : MOFFAT FRANK

From : THULAMELA MUNICIPALITY

Date : 22 November 2016

Subject : REQUEST FOR PERMISSION TO DISTRIBUTE
QUESTIONARES AND INTERVIEW MUNICIPAL OFFICIALS

1. The above matter refers.
2. Kindly note that your permission to conduct research has been granted.
3. Contact Human Resource Section for more information.

4. Hoping that this will reach your favorable consideration


MUNICIPAL MANAGER: MALULEKE H.E



No: 0039481

T
H
U
L
A
M
E
L
A

M
U
N
I
C
I
P
A
L
I
T
Y

1

APPENDIX 9: REQUEST FOR PERMISSION TO CONDUCT RESEARCH, VHEMBE DM

LIMPOPO PROVINCE VHEMBE DISTRICT MUNICIPALITY RECEIVED 2016 -11- 10 REGISTRY P.O.BOX 3000 THOHYANDOU 0950 015 960 1200 FAX 015 962 1017	Moffat Frank Student no. 11616958 F3 D004 University of Venda Private Bag X5050 Thohoyandou, 0950 10/11/2016
ADMINISTRATION 2016 -12 - 12 LIMPOPO PROVINCE VHEMBE DISTRICT MUNICIPALITY	

The Municipal Manager
Vhembe District Municipality
Private Bag X5006
Thohoyandou, 0950
Dear Sir/Madam

REF: REQUEST FOR PERMISSION TO DISTRIBUTE QUESTIONNAIRES AND INTERVIEW MUNICIPAL OFFICIALS

My name is Moffat Frank student number 11616958. I am Master of Urban and Regional Planning (MURP) student in the School of Environmental Sciences at the University of Venda. I am undertaking a research study entitled, "Exploring town-gown developmental paradigm: A case of University of Venda 'Univen Town Concept'. I kindly request your permission to distribute questionnaires and conduct interviews with key municipal officials in the following units; Council, Community services, Corporate services, Development planning, Finance, Municipal Manager, Office of the Mayor, Technical Services, Housing and Electricity and other relevant units.

The Univen Town Concept is a project that emanated as a directive from the Minister of Higher Education and Training Dr Nzimande, to drive the development of Thohoyandou town and its rural environs as a "University Town" through establishing innovative and collaborative partnerships between the University of Venda and Thohoyandou town stakeholders and beyond.

Thank you for your consideration.

Yours faithfully,
MOFFAT FRANK



cell: 079 638 6548, email: moreblessing.moffat@gmail.com

APPENDIX 10: VHEMBE DM PERMISSION TO CONDUCT RESEARCH

VHEMBE DISTRICT MUNICIPALITY

PRIVATE BAG X5006, THOHOYANDOU, 0950

TEL: 015 960 2000, FAX: 015 962 1017

Website: www.vhembe.gov.za



Ref: 4/1/1/1/1
Enq: R. Netshitenzhe

Mr Moffat Frank
University of Venda
P/Bag 5050
THOHOYANDOU
0950



REQUEST FOR PERMISSION TO DISTRIBUTE QUESTIONNAIRES AND INTERVIEW MUNICIPAL OFFICIALS

1. Your letter dated 10 November 2016 refers.
2. We have pleasure to inform you that your request has been granted.
3. Kindly note that as an institution we expect you to adhere to the ethical standards pertaining to research with regards to confidentiality and safety of our employees.
4. We hope you find the above in order.

ACTING MUNICIPAL MANAGER: NGOEPE N.A.

19/12/2016

DATE

"A developmental municipality focusing on sustainable service delivery and socio-economic development towards an equal society"

APPENDIX 11: TURNIT IN ORIGINALITY REPORT

Exploring town-gown developmental paradigms: A case of University of Venda's 'Univen Town Concept'

ORIGINALITY REPORT

% 12	% 9	% 5	% 6
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	elgl.org Internet Source	% 1
2	Submitted to University of Venda Student Paper	% 1
3	www.cherrycommission.org Internet Source	% 1
4	Submitted to Symbiosis International University Student Paper	% 1
5	etheses.bham.ac.uk Internet Source	% 1
6	jpe.sagepub.com Internet Source	<% 1
7	Gavazzi, Stephen M., and Michael Fox. "A Tale of Three Cities: Piloting a Measure of Effort and Comfort Levels within Town-Gown Relationships", Innovative Higher Education, 2015. Publication	<% 1

Submitted to University of Mauritius