

**ANALYSIS OF COMMUNITY-BASED ORGANISATIONS' EFFECTIVENESS IN
PROMOTING GRASSROOTS EDUCATIONAL SERVICES IN GREATER TZANEEN
MUNICIPALITY, SOUTH AFRICA**

BY

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DECLARATION

I, Malatji Carlifonia of student number 16018966, hereby declare that this research project for Master of Arts in Rural Development (AGMARD) submitted to the Institute for Rural Development at the University of Venda has not been submitted previously for any degree at this or another university. It is original in design and execution, and all reference material contained therein has been duly acknowledged.

Signature.....



Date: 23 February 2024

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ABSTRACT

Community-based organisations (CBOs) play an integral role in promoting educational services, particularly to disadvantaged communities in rural areas. However, debatably, their effectiveness in delivering educational services is rarely known. Thus, the current study was undertaken to analyse the effectiveness of community-based organisations in providing educational services to the grassroots communities of Mosiphane village in Greater Tzaneen Local Municipality, South Africa. An exploratory sequential mixed method design was adopted in the study where qualitative data were collected first, and confirmatory quantitative data were collected last. Qualitative data were collected through focus group discussions and key informant interviews using open-ended questionnaires, while quantitative data were collected through face-to-face interviews using closed-ended questionnaires. Thematic content analysis with the aid of Atlas ti version 8 was used to analyse qualitative data, whereas the Statistical Package for Social Sciences (SPSS) version 27 was used to analyse quantitative data. The findings identified several approaches used by the CBO to facilitate grassroots educational services. Parental involvement, outreach programmes, and community involvement were the most common approaches used by Mosiphane community-based organisations. Lack of monitoring and evaluation systems, ineffective resource management and inadequate funding affected the community-based organisations in providing educational services in the study area. To address these community-based organisation establishing and implementing monitoring and evaluation systems, improving resource management, advocating for increased funding, and fostering collaborations, capacity building, and community engagement to enhance their effectiveness in promoting grassroots educational services. The findings of this study are crucial in providing actionable insights for policymakers, educators, and community stakeholders to enhance the effectiveness of grassroots educational initiatives.

Keywords: Community-based organisations, educational services, grassroots education, rural communities, South Africa, sustainable development

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List of Acronyms and Abbreviations

ACW	American Civil War
AIDS	Acquired Immune Deficiency Syndrome
ART	Antiretroviral Treatment
CBOs	Community-Based Organisations
CDT	Community Development Theory
CIVIC	Cooperative Involvement of Volunteers in the Community
COVID-19	Coronavirus Disease of 2019
ESD	Exploratory Sequential Design
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
NPO	Non-Profit Organisation
RA	Research Assistance
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Emergency Fund

CHAPTER 1: INTRODUCTION

1.1 Background

Community-based organisations (CBOs) are local organisations involved in diverse development and poverty reduction programmes (Roy *et al.*, 2017). The CBOs carry out important work globally, such as political advocacy in healthcare, women's rights, community and human development, and educational services (Roy *et al.*, 2017). They also play a crucial role globally in local development and poverty alleviation programmes, especially in Africa, Asia, and Latin America. Their evolution and importance became more distinct, mainly after the 1970s, particularly in underdeveloped and least developed countries. During this period, prevailing conditions of government incompetence, failure to provide social services, and poor performance compelled CBOs to carry out critical public service delivery programmes and community development advocacy. While the importance of CBOs has continued to grow since then, their effectiveness and relevance in championing community service delivery and development are frequently questioned. In South Africa, CBOs, in partnership with the private and public sectors, are an integral component of community development, including in education. This study analysed the effectiveness of the CBOs in fostering the sustainability of rural grassroots educational services.

Community-based organisations (CBOs) are recognised globally in both the developed and developing world. There are approximately 1.5 million non-profit organisations (NPOs) in the United States of America (USA) involved in various socio-economic development programmes (Murtaza *et al.*, 2016). In India, there are various types of CBOs focused on empowering women financially, socially, and politically. Some of the programmes championed by CBOs in India include the enhancement of women's decision-making capacity, education, and health (Devi, 2013; Lahariya *et al.*, 2020).

Also, Sub-Saharan Africa has an increasing number of CBOs from within and outside the continent to tackle problems facing the region. In Nigeria, the CBOs are associated with self-help (Ogundipe, 2003) and involved in resource mobilisation, agricultural, economic development, health, and education, as well as political lobbying and running programmes to address the needs of the immediate communities (Ogundipe, 2003; Agboola, 2010; Olutayo & Odunsi 2017). In Ethiopia, CBOs are mostly engaged in advocacy and humanitarian services on interventions that affect children, women, and youth among others (Grobman, 2017). Besides, they are involved in human rights advocacy, food security, education, health, sanitation, and hygiene services. Moreover, CBOs in Ethiopia contribute to the well-being of

vulnerable groups. However, this is done in partnership with the churches, civil society, and government (Grobman, 2017).

In Ghana, while 65% of the CBOs are involved in agriculture and agro-processing activities, about 15% of the CBOs undertake educational programmes and only 7% promote health- and nutrition-related activities (Nyamugasira, 2019). Interestingly, CBOs in Kenya focus more on health-related issues such as HIV/AIDS initiatives (Glaser, 2007). The success and impact of CBOs in delivering services show conflicting outcomes. For instance, a study by Badacho *et al.* (2017) revealed that 91% of overall household satisfaction with CBOs in community-based health insurance in Ethiopia. A study by Bamiwuye & Adisa (2021) on “The roles of CBOs in rural development activities in Osun State” revealed that CBOs in Osun State were not meeting their roles as expected. This could be attributed to certain challenges in accessing funds, the poverty level of the people in the community and the lack of government support.

In South Africa (SA), like the rest of the sub-Saharan continent, CBOs are the critical stakeholders in health, poverty, women's issues, community development and education. For example, in Eastern Cape Province, CBOs play a substantial role in mobilising people living with HIV to adhere to antiretroviral treatment (ARVT), and screen for hypertension and diabetes (Lupuwana & Kheswa, 2021). Similarly, CBO volunteers in Gauteng Province do home visits for needs assessment on various socio-economic issues (Lehlola, 2017). According to the Department of Social Development (2023), there were 266 531 registered NPOs in South Africa at the end of September 2022.

Limpopo Province has the third largest number (10%) of registered NPOs, signaling the increasing need for social services in the province (Department of Social Development, 2023). Many CBOs in the province are involved in educational services such as early childhood development, home-based care, drop-in and community centres, and after-school programmes, among others (Eswarappa, 2021). However, numerous constraints like limited funding, a lack of human resources and recently, the COVID-19 pandemic negatively influenced the economy and effectiveness of the CBOs in the province (Limpopo report, 2020). In support of this, Lehlola, (2017) confirmed that CBOs have fallen due to poor funding. Reputedly, the main cause of poor funding relates to failure by grassroots CBOs to raise due to inability to fundraise and lack access to formal funding channels such as government grants or corporate sponsorships (Maluleka, 2021). This is happening at a time when the demand for CBO services for social development is increasing. The increase in CBOs' services is likely to be due to increased awareness of their services and a positive shift of CBOs in attitudes towards community development (Roy *et al.*, 2017; Trivahu, 2020).

The effectiveness of CBOs in the provision of social services varies from one community to another. Moreover, the level of community participation in CBOs affects how members perceive the effectiveness of CBOs. In the Eastern Cape Province of South Africa, for instance, the community-based approach stood out as essential in eradicating poverty (Lupuwana & Kheswa, 2021). This is because through meetings, people get informed, and their plights are tackled by the CBOs. The effectiveness of the CBOs would not be noticed if the exploitation of other community members persists. Thus, the current study was carried out to assess the CBOs' effectiveness in promoting grassroots educational services in Mosiphane village of Greater Tzaneen Municipality in South Africa.

1.2 Statement of the Research Problem

South Africa is a developing country where a total of 3.7 million adults are still illiterate (Khuluvhe, 2022), which could be a result of historical inequalities brought about by the apartheid system, in which black people particularly those in rural communities were deprived of access to quality education (Mckeever, 2017). The Re-Solve Report (2018) conducted in Ramotshinyadi village in Limpopo province revealed that 65% of its citizens are illiterate. Zappala (2022) mentions that the educational standards in South Africa have dropped gradually. This was a result of the COVID-19 pandemic and subsequent lockdown restrictions in 2020 that impacted the education system. In South Africa, school closures were announced on 18 March 2020, interrupting the learning of almost 17 million learners (Stats SA, 2020).

In 2022, the Limpopo province had the lowest matriculation pass rate among all provinces, standing at 72.1% (Mogakane, 2024). While the pass rate improved in 2023 to 79.5%, the province has constituents ranked between the ninth and seventh place out of 9 provinces (Mogakane, 2024). Reportedly, there is a growing concern about violence in Limpopo schools, that affects both students and teachers. There are incidents of students stabbing each other, creating an unsafe and unhealthy learning environment. For instance, Teffo *et al.*, (2024) revealed instances of student bullying, weapon possession, and gang activity in secondary schools within the Capricorn South District of Limpopo Province. In addition, the study showed that the subsequent disciplinary hearings cause students and teachers to miss their lessons, which negatively impacts academic performance and syllabus completion. This problem forces some children to drop out of school, contributing to high illiteracy rates. These are some of the issues facing the education sector, which requires schools and people in the communities to work together. Contrariwise, CBOs exist to empower people through education by providing them with necessary information, expertise, and guidance about education. However, in the process of executing their mandate, CBOs experience multiple challenges. Among the challenges are inadequate organisational capacity, leadership, and limited

financial support to carry out their roles and responsibilities (Agere, 2014; Kang'ethe, 2014). These challenges affect the effectiveness of CBOs in executing their mandate, leading to complete failure (Maboya & McKay, 2019). Therefore, the current study was undertaken to assess the CBOs' effectiveness in promoting grassroots educational services in Mosiphane village in Greater Tzaneen Municipality, South Africa.

1.3 Justification of the Study

The information generated from this study contributes to the existing body of knowledge on the effectiveness of CBOs in providing educational services. The findings of the study sought to enrich communities' understanding and shed light on the support that CBOs require for their development efforts. The findings may further inform the design and implementation of policies, programmes, and interventions aimed at strengthening grassroots educational services. Moreover, policymakers, educators, and practitioners can utilise the results to allocate resources effectively, tailor interventions to local needs, and enhance collaboration between CBOs, government agencies, and other stakeholders. Furthermore, the findings of this study may contribute to efforts towards achieving inclusive and equitable quality education for all, as well as reducing disparities within and among countries. In addition, the study would provide practical recommendations and strategies to enhance the effectiveness of CBOs in promoting grassroots educational services. These recommendations will be based on the insights gained from the research findings and would serve as a valuable resource for CBOs, policymakers, and other stakeholders involved in grassroots education initiatives in the Greater Tzaneen Municipality.

1.4 Research Objectives

The main objective of the study was to assess the effectiveness of community-based organisations in promoting grassroots educational services in the Greater Tzaneen Municipality of South Africa.

Specific Objectives

The specific objectives of this study were to:

- a. Identify the approaches used by community-based organisations to promote grassroots educational services in Greater Tzaneen Municipality.
- b. Examine the factors affecting Community-Based Organisations' effectiveness in promoting grassroots educational services.
- c. Recommend strategies to enhance the effectiveness of Community-Based Organisations in promoting grassroots educational services.

1.5 Research Questions

- a. What approaches are used by community-based organisations to facilitate educational services at the grassroots?
- b. What are the factors affecting Community-based Organisations' effectiveness in promoting grassroots educational services?
- c. What strategies would enhance the effectiveness of Community-Based Organisations in promoting grassroots educational services?

1.6 Operational Definitions of Key Terms and Concepts

- a. Hussain *et al.* (2008) define *community-based organisations (CBOs)* as organisations that are not for profit but help disadvantaged communities (Hussain *et al.*, 2008). In this study, CBOs refer to organisations that are established by various stakeholders in the community to help the address a educational services issues/challenges facing the community.
- b. *Community development* involves the collective efforts of community members to initiate and sustain positive changes aimed at enhancing their social and economic well-being (Green & Haines, 2015). It encompasses a range of activities and initiatives driven by local residents, aimed at improving living conditions, fostering social cohesion, and enhancing economic opportunities within the community (Schutte, 2016). This process often involves capacity building, infrastructure development, empowerment of marginalized groups, and the promotion of sustainable practices to ensure long-term improvements in community resilience and quality of life.
- c. *Effectiveness* refers to the capability of producing a desired result or the ability to produce the desired output (Raveendra *et al.*, 2017). In this study, effectiveness is the capacity of CBOs to promote change that addresses poor education through building the capacity of communities to address their development.
- d. *Educational services* are establishments that provide instruction and training in various subjects, which may be privately-owned and operated for profit or not for profit, or they may be publicly owned and operated (Smith, 2018). In this regard, CBOs in Mosiphane village offer tutorials, career guidance, after-school programmes, winter school programmes and financial assistance services to pupils.

- e. *Grassroots communities* refer to groups or organizations that emerge from within a community, typically at the local level and often driven by the initiative and participation of community members (Staples, 2016).

- f. *Sustainable Development* refers to the ongoing socio-economic activities of communities, governments, and private organizations that can continue to provide benefits to future generations despite current social, political, and economic conditions (Shen *et al.*, 2023) .

1.7 Organisation of Research Dissertation

This current research dissertation is divided into five chapters;

Chapter 1 introduces the focus of the study. This was done by highlighting the background of the study, articulating the statement of the research problem, objectives, questions, justification of the study and definitions of key concepts. Soon after this is Chapter 2 which is devoted to the presentation of the relevant literature underpinning the study. These included the history of CBOs, approaches used by CBOs in facilitating educational services, factors affecting the successful facilitation of educational services by CBOs and strategies to enhance the effectiveness of CBOs. The chapter also covered the theoretical framework, whereby the study adopted community development theory. Chapter 3 covers the research methodology used in this study. The first sections of the chapter cover the description of the study area, research design, population and sampling procedures, data collection tools and techniques, Data analysis and ethical considerations occupy the last section of the chapter. Chapter 4 presents the findings of the study. The findings of the exploratory study are presented first followed by explanatory results. These cover the presentation of the demographic information results, followed by the findings of the approaches, factors and strategies that could enhance the effectiveness of CBO. Chapter 5 discusses the findings of the study while conclusions and recommendations occupy the last sections of this chapter.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In this chapter, available literature on this subject was reviewed, highlighting critical issues and gaps in the effectiveness of the CBOs. The review served as the starting point for understanding the work and effectiveness of CBOs in educational services in rural communities in Greater Tzaneen Municipality. In this chapter, the specific literature review aspects were based on the following: understanding community-based organisations (CBOs), the role of the CBOs, approaches CBOs use, and challenges faced by CBOs in promoting educational services. Also, the theoretical framework of the study was articulated and the overall conclusion as well as a summary of the chapter was given last. The theoretical framework of this study was anchored on the analysis of CBOs' effectiveness in promoting grassroots educational services.

2.2 Roles of Community-Based Organisations (CBOs)

The primary role of the CBOs is to provide social services to the communities where they are based. Ranerup & Henrikson (2022) define social services as welfare activities that are intended to help disadvantaged community members. In the same breath, Bradley *et al.*, (2011) outlined that social services are organised actions and/or activities that are planned to alleviate social challenges faced by a society or people in a community often not intended for profit. In other words, social services are the deeds that an individual, people, or organisation perform/s within a society to help the unprivileged people address challenges they are facing. Blakaney *et al.*, (2015) state that the CBOs' social services differ based on their locations and the challenges that they are facing. There are various and varied types of social services. These include food, education, and health. It is noteworthy that some of the CBOs may focus on one social service while others may focus on all of them. The social service that the current study focused on was richly presented in the section below.

2.3 The History and Evolution of CBOs

The history of CBOs dates back to the American Civil War (ACW), whereby charity groups were designed to help those who were displaced, disabled, or impoverished by the war. This is in line with Wanjohi (2019) who mentioned that the history or inauguration of the CBOs can be traced back to the ACW from the period of 1980s and 1990s. In the 1980s and 1990s, community-based organisations were then referred to as movements as they shifted from local communities and expanded to regions, nations, and international organisations (Emovwodo

et al., 2022). With globalisation and the introduction of structural adjustment programmes, these organisations became efficient in addressing the problems caused by large-scale financial forces.

The coming into existence of CBOs shifted the norms of sustainable socio-economic service delivery (Mgawanyemba, 2017). The non-governmental organisations (NGOs) chip in to take responsibility from the state and consolidate the efforts of the government to bring about change in the lives of the poor. The inadequacy of the government to render services concerning the growing population and the failure of the NGOs to meet the needs of the targeted beneficiaries led to the origin of CBOs (Mgawanyemba, 2017). According to Laher & Khan (2011), there are lots of CBOs with different agendas. With the world facing many challenges such as crime, poverty, poor service delivery, and environmental injustices, the CBOs are often involved in these spheres. Emovwodo *et al.* (2022) mention health, crime, poor service delivery, and poverty as some of the targeted areas by the CBOs because these are the common challenges that African communities, including South Africa, are facing.

Community-Based Organisations mainly differ based on their goals (Trivahu, 2020). There are those CBOs which mainly focus on specific problems facing the community, for example, education or climate change. Naidoo & Gomez (2020) add that there are also CBOs which are multidimensional by focusing on different areas that affect the community. Agonafer *et al.* (2021) comment that the CBOs are mainly understood as working on their communities. Adebayo *et al.* (2018) argue that CBOs also extend their services to the external communities mainly if the challenges of communities are linked to the community where the CBOs originated. In other words, the CBOs mainly prioritise the needs of their community while extending help to the communities which are having the same challenges that can affect community members where the CBOs are based. Furthermore, despite the CBOs sometimes helping external communities, it is rare to find them forming partnerships with others. This is because CBOs function on the local level. Since they are localised, they mostly tackle issues within the community they operate in (Naidoo & Gomez, 2020).

2.4 Global Trends on Community-Based Organisations

Community-Based Organisations (CBOs) are global culture that individuals and communities embrace for their ability to address various social deficiencies (Mgawanyemba, 2017). They have been established and implemented in developed regions such as Europe to serve local communities in closing socio-economic gaps. The European Union (EU), which consists of 27 countries, has placed a strong emphasis on assisting civil society, particularly in terms of funding, tangible resources, and protection of human rights defenders (Habane & Alexander, 2016).

In this regard, EU institutions and member states are encouraged to make funding available for CBOs, including those working to protect and promote the EU's foundational values of fundamental rights, democracy, and the rule of law, as well as small grassroots organisations. The funds are used to support a wide range of CBO activities, including service provision, watchdog activities, advocacy, aid foundations, human rights, and civic education (Brandsen *et al.*, 2016). Following this emphasis, European countries such as the Netherlands, and Sweden are committed to making a difference in traditional welfare support programmes, as well as developing and expanding the role of CBOs in meeting unmet community needs (Bailey *et al.*, 2018).

In 2013, CBO was established in Poelenburg, Netherlands, to improve the local economy, employment, and livelihoods of the people in the Poelenburg area (Bailey *et al.*, 2018). This formed organisation focuses on resident coaching, provides work experience positions, collects bulky garbage, maintains a community garden, and organises sports activities in the Poelenburg neighbourhood (Bailey *et al.*, 2018).

Similarly, Norrtälje in Sweden established a CBO in 2014 to create an opportunity to build a workplace that suits the community through a co-operative social enterprise, while also providing on-site job training for people with similar experiences and engaging in local charity (Lindbergh, 2018). The CBO's main activities are to provide the community with business experience and knowledge. This programme is sponsored by the municipality council, a recycling company, and a city employment service agency (Bailey *et al.*, 2018).

Africa is not exempt from the implementation of these kinds of programmes. Coovadia *et al.*, (2009) believe that many African communities are disadvantaged when it comes to education. Gray & Lombard (2008) mention that the CBOs that are driven by education offer support to the schools by rendering free tutorials to the learners. Rugumamu (2015) adds that education as a social sphere is broad, therefore, other CBOs support the sphere of education by supporting the learners with basic skills. Some learners are unable to go to school due to a lack of school uniforms. Subsequently, some CBOs offer clothes and shoes to learners as a way of contributing to their education.

In sub-Saharan Africa, CBOs are also common. A study conducted by Njue & Muthaa (2018) on "Influence of availability of sanitary facilities on the participation of the girl-child in public primary schools in Garissa country of Kenya", revealed that female learners at their maturity stage are often faced with the challenge of affording sanitary pads. This is supported by Mokaya *et al.*, (2022) who added that female learners would be absent from the schools because of their menstrual cycle and not having sanitary pads. In response to this challenge, some CBOs have developed a space for a child to be free to go to school. Badacho *et al.*,

(2017) say that some of the CBOs offer sanitary towels to the schools to assist the learners to attend school freely even when they are on a menstrual cycle.

Ghana is one of the sub-Saharan African countries with CBOs that are established to combat social challenges. Nyamugasira's (2019) study reported that the primary focus of the CBOs in Ghana is on Agriculture in which 65% of CBOs are involved in agricultural activities. This reveals that the main focus of CBOs in Ghana is on combating hunger and poverty. Therefore, the social services rendered by the CBOs are to assist the government in keeping the country's food secure. HIV transmission among men has also become a major problem in Ghanaian communities, while the main problem is access to HIV services (Abubakari *et al.*, 2021). In their study, "Community-Based Interventions to increase HIV self-testing and linkage to care among men who have sex with men – Lessons from Ghana, West Africa", Abubakari *et al.*, (2021) revealed that CBOs were very successful at recruiting and providing HIV testing kits. This implies that with the ongoing spread of HIV, CBOs in Ghana play an indispensable role in curbing its spread.

2.4.1 The state and operating environment of CBOs in South Africa

South Africa is the local and focal point of the study and one of the African countries affected by coloniality which separated mainly black people from access to adequate social services such as education, health facilities, and economy. The country gained its independence in 1994 and with the reigning of the black majority-owned government, the country is yet to cater social services to its people.

The CBOs in South Africa operate based on the crisis and objectives that they want to achieve. This implies that CBOs in South Africa operate based on the crisis they are facing. South Africa is one of the African countries that was badly affected by HIV. A study conducted by Ncama (2017) highlighted that South African CBOs were concerned with the outbreak of HIV, therefore, the CBOs aided with providing HIV health education and deliverance of preventative kits to rural communities.

Covid-19 has impacted South Africa negatively (Mubangizi, 2021). Evans & Lewis (2022) mention that some of the CBOs were able to partner with health officials to aid the community members in delivering health services such as hosting mobile vaccinations. Evans & Lewis (2022) added that CBOs were able to provide groceries to the affected community members.

2.5 Approaches used by Community-Based Organisations in Educational Services

For successful facilitation of social services in communities, CBOs use different approaches. These include but are not limited to volunteerism, management, welfare, development, and empowerment.

Community-based organisations regard volunteerism as one of their best approaches to the facilitation of social services (Agonafer *et al.*, 2021). However, this approach has its advantages and disadvantages. According to Naidoo & Gomez (2020), voluntary contributions help the CBOs to run smoothly. In support of this, Chechetto-Salles & Geyer (2006) mention that volunteerism minimises the costs of the CBOs in the sense that people volunteer to assist in doing some of the activities instead of using the available funds. Lahar & Khan (2020) believe that volunteering is unlimited to offering labour because even volunteered donations enable the CBOs to sustain themselves. Although this approach seems to be beneficial, other scholars like Chechetto-Salles & Geyer (2006), and Austin-Evelyn (2017) argue that volunteerism often becomes a danger to the CBOs with the possibility of leading them towards dysfunctionality. Austin-Evelyn (2017) emphasises that when the volunteers are no longer contributing to the CBOs, it might likely collapse or have low productivity.

Management is another approach that CBOs use when rendering their services to communities (Pradytia *et al.*, 2022). To understand how the management approach operates, Chechetto-Salles & Geyer (2006) state that three types of basic managers can be identified in CBOs. These include the top managers. Top managers are those often placed in the policy interpretations. The second is middle managers who are often responsible for implementing the policies given or interpreted by the top managers. The last managers are referred to as the first-line managers and are those responsible for conducting routine administration.

These approaches are used for the successful facilitation of social services as indicated earlier. In that regard, Austin-Evelyn (2017) claims that CBOs with appropriate management would be able to function sustainably given that the managers know their tasks and roles. In other words, CBOs without management or managers are likely to collapse due to the absence of accountability. The same applies to the management of tasks because failure to prioritise managerial roles can lead to the failure of the CBOs. In line with this, Trivahu (2020) claims that managers with personal agendas can lead to the collapse of the CBOs, therefore, the rightful selection of managers enables the CBOs to last longer given their commitments to make the CBOs function sustainably.

Another approach that CBOs can take advantage of is welfare. Karmel (1990) sees the welfare approach in the context of the CBOs as the approach that is centred on delivering social services to all community members. Midgley & Tang (2019) stress that in this approach,

development is only seen when it involves everyone in the community. In the context of the CBOs, the welfare approach stresses that when social services are being rendered by CBOs, the target should be the whole community rather than a few members of the community.

The development approach which is also referred to as social development is an approach that is targeted to social problems with an involvement of economic development (Midgley & Tang, 2019). According to Banerjee (2020), the development approach focuses on socio-economic development, which aims at solving social problems and simultaneously improving the economic status of the beneficiaries.

Empowerment is one of the approaches that is adopted by organisations, including CBOs aiming at empowering people. Patel (2016) states that the empowerment approach is often used when identifying problems faced by communities and instigating interventions with people at the forefront. In other words, the empowerment approach recognises the capability of people which the CBOs tap into them to allow people to be the ones bringing changes to their community.

Most of the approaches mentioned above are interrelated. However, it is not all CBOs that employ all of them to facilitate social services. In other words, the use of these approaches depends on the CBOs' strengths and understanding, therefore, there may be other CBOs who are not aware of all of them. According to Patel (2016), some organisations, including the CBOs, often rely on their capabilities and others are guided by the problems facing the communities.

2.6 Factors Affecting Community-Based Organisations' Facilitation of Educational Services

There are CBOs which are successful in facilitating social services in their designated communities. Community involvement, communication, human resources, and availability of funds have become successful factors that are often adopted by the CBOs in facilitating social services.

In community involvement, Ngcobo (2019) mentions that the community members are prioritised as the problem solvers rather than the CBOs leaders leading in the problem-solving. In their study, "Community Responses to the Ebola Outbreak: Contribution of CBOs and Community Leaders in Four Health Districts in Guinea", Camara *et al.*, (2020) reported that the community members in Guinea were able to identify the challenges that they were facing. Although this study was able to involve community members and CBOs in the data collection process, it lacked collaboration and co-creation of the mitigating factors. Shokane & Nel (2020), in their study "An asset-based participatory community analysis of natural hazards in

Naphuno, Greater Tzaneen Municipality, Limpopo Province, South Africa”, adopted the participatory action research to allow the community members to be involved in the analysis and identification of their problems and needs. The gap identified in the two studies above is that despite involving community members in the identification of the problems, there was still a lack of co-creation of the mitigating factors or formed partnerships to bring solutions to the problems facing communities.

Along with community involvement, Christina *et al.*, (2022) believe that communication has also become a central part in aiding the CBOs to facilitate social services. Massengele *et al.*, (2017) outlined the help in providing free baby diapers and wipes, the Diaper Bank of North Carolina (CBO) adopted a survey as a communication strategy which allowed them to directly communicate with the community members who were unable to afford baby diapers and wipes. In other words, to assist the affected people, communication with the rightful people helps the CBOs to know which people deserve social services. Camara *et al.*, (2020) comment that in rural communities, the rightful communication is often done through the community leaders.

Human resources have undeniably become the successful factor that CBOs adopt in rendering their services. Therefore, Shokane & Nel (2020) share that the CBOs often rely on free labour that people offer to help them facilitate social services. According to Christina *et al.*, (2022), human resources in the form of volunteerism has become a community responsibility to assist the CBOs. This implies that free labour that is volunteered by the community members helps in the delivery of services. Ngcobo (2019) adds that when community members offer free help, the CBOs can minimise the costs that they face.

Ngcobo (2019) states that CBOs cannot function without funds, therefore, funds from donors help the CBOs to render their services. In that regard, Agonafer *et al.*, (2021) comment that the failure of CBOs is influenced by the absence of funds or the inability of the CBOs to sustainably generate an income. Although funds have become the key factor for CBOs to provide social services, Koitaba's (2013) study, “An analysis of factors influencing financial control practices in CBOs in Baringo County Kenya,” reported that mismanagement of funds often leads to the downfall of CBOs.

Furthermore, the work of CBOs on communities, especially in rural areas, cannot go unnoticed because of their dedication to alleviating the challenges faced by the communities. According to Sherr *et al.*, (2016), their successful work does not mean that they do not encounter challenges. In that regard, there are challenges that they face that often hinder their growth and ability to aid the communities they are working in. According to Trivahu (2020), one of the thorny challenges the CBOs face is the inability to source funds. Trivahu (2020) adds that

there are CBOs with great agendas and/or goals, however, their inability to acquire funds might lead them to not succeed. The same applies to the reliance on donations, as Lupuwana & Kheswa (2021) state that when there are no donations made to the CBOs, they often collapse or produce poor service delivery to their beneficiaries. Sherr *et al.*, (2016) point out that this challenge does not affect the CBOs only but the beneficiaries as well. In other words, if the CBOs collapse, this means that people benefitting from them will suffer as well. In most cases, the challenges that were faced by the communities may escalate with little hope from the beneficiaries about being aided to facilitate or ease their challenges.

Trivahu (2020) mentions that most of the CBOs are fortunate or able to source funds for them to run, however, the challenge that is often associated with these CBOs is the mismanagement of funds. According to Okorley & Nkrumah (2021), some would get the funds and keep the funds for themselves leading to the donors questioning the management of funds and others would pull out from these organisations. Along with the mismanagement of funds, most donors often fund the CBOs because of the same goals they have in common. In that regard, Chechetto-Salles & Geyer (2006) share that, in most cases, the CBOs mismanage the funds from the donors by spending it on activities that do not align with the goals of the donors.

According to Lahar & Khan (2011), volunteerism is a huge pillar for CBOs, however, it can be regarded as one of the bigger challenges they face. The volunteers have different kinds of skills that they offer to the CBOs, therefore, some of them volunteers have skills that are central to the organisations (Rankoana, 2020). When these volunteers pull out, the CBOs face the challenge of replacing them given that hiring a professional would require a lot of money and this leads to the organisations having a battle to find the next volunteer.

This challenge of volunteerism is linked with the challenge of lack of skills. According to Lupuwana & Kheswa (2021), some CBO managers or leaders often do not undergo training to acquire the skills relevant to their organisations or projects that they are running. Lupuwana & Kheswa (2021) further explain that in cases where the project being run requires experts in the field, the managers or leaders of CBOs face the challenge of having to find volunteers who are experts for the specific projects. In other words, the management or running of CBOs requires leaders or volunteers with different skills to be able to cater for all the projects that will be made available. The challenge of volunteering is also tied to the difficulty of attracting and retaining committed individuals, primarily due to the scarcity of incentives and the constraints on available time (Studer & Schnurbein, 2013)

A study conducted by Brown & Wyatt (2010) on “Design Thinking for Social Innovation” revealed that illiteracy from the managers and beneficiaries regarding the use of the provided products has become one of the major challenges. Brown & Wyatt (2010) revealed that the

Hyderabad community in India was affected by the spread of malaria, therefore, a CBO aided the community with mosquito nets. Brown & Wyatt (2010) explain that instead of using the nets to curb mosquitos, they used them for fishing as hunger was their primary concern. This explains that not knowing the use of provided aid products can lead to the products being misused thus leading to more challenges. Brown & Wyatt (2010) state that cases like these are often propelled by a lack of engagement with the communities or beneficiaries regarding the challenges they are facing and the kind of immediate help they need which often leads to the CBOs delivering services that are not essential to those communities. Some of the challenges facing the CBOs are lack of funds, skills relevant to the projects, high level of illiteracy among project members, lack of infrastructure, equipment and fraudulent use of projects funds (Zona *et al.*, 2013). These challenges can prevent CBOs to plan, carry out, and assess their projects effectively. Making it harder to measure their effectiveness.

2.7 Strategies to Enhance the Effectiveness of Community-Based Organisations

The involvement of CBOs in addressing community challenges has become an important aspect of the development of communities, mostly those in rural areas (Patel 2016). Community based organisations (CBOs) do not operate freely and/or easily, therefore, there are strategies that they adopt to ensure that they can provide social services to their communities effectively. In that regard, this section covers the strategies used by the CBOs.

The African countries cannot be separated from the history of colonialism. Thus, colonialism is involved in the detachment of African people in development. As a part of decolonisation, the CBOs have adopted strategies that do not oppress people but let them be at the centre of their development. According to Williams (2020), community participation has now become a reliable strategy that enhances the effectiveness of the CBOs in delivering social services. Community participation refers to the involvement of community people in the matters that affect them (Baltzell, *et al.*, 2019). Adebayo *et al.*, (2018) tersely define community participation as allowing people to be the front-runners of their development. In the context of the CBOs, community participation refers to the involvement of community members in the solution bringing and/or delivering social services along with the CBOs. In other words, community participation stresses that CBOs together with the community members work together to tackle the issues that affect the community rather than the CBOs coming up with solutions without informing the community members.

Design thinking is an effective strategy for problem-solving. Mintrom & Luetjens (2016) see it as an effective, analytic, and problem-solving process which allows a person to thoroughly examine the problems he/she wants to solve using the lenses of the affected people. Banerjee (2020) and Shé *et al.*, (2022) state that design thinkers are often guided by the five strategies:

empathy, define, ideate, prototype, and test. Using these steps, Brian and Wyatt (2010) argue that design thinking allows people to strategise, thoroughly plan, and reach the best solutions after having evaluated the possible solutions together with the people affected. In the context of the CBOs, design thinking implies that leaders of the organisations should consider helping the affected communities after having engaged to find out the challenges they are facing and the possible solutions that can work for them.

2.8 Theoretical Framework

This section covers the theoretical framework. Therefore, the Community Development Theory (CDT) is outlined to ground this study.

2.8.1 Community Development Theory

This study was grounded by the Community Development Theory (CDT) which is the brainchild of Kazuko Tsurumi (1996). According to Tsurumi (1996), the CDT accentuates that people from any community should be the centre of their development. Tsurumi (1996) further points out that CDT positions community people at the forefront of bringing solutions to their communities in fighting injustices. In the context of this study, the CDT stresses that the community members and their CBOs should be responsible for bringing effective changes to their environment. This theory further demonstrates that for effective change and deliverance of social services, the CBOs should be led by the citizens or community members who are affected by the problems.

This theory was suitable for this study to analyse and assess the effects of CBOs in delivering or providing educational services in rural communities. Camara *et al.*, (2020) are of the idea that for effective change to the problems faced by the communities, the inhabitants and/or those affected by the problems should be involved in the co-creation and problem-solving processes. In this study, the researcher generated data through focus group discussions, key informant interviews and face-face interviews with CBO members, CBO beneficiaries, and community leadership as the stakeholders of the CBO. This was about the CDT which positions the community members at the centre of development. In other words, through the focus group discussion and lenses of the CDT, the study assessed the effectiveness of CBOs in the provision of educational services, and this was done through engagement with the community members.

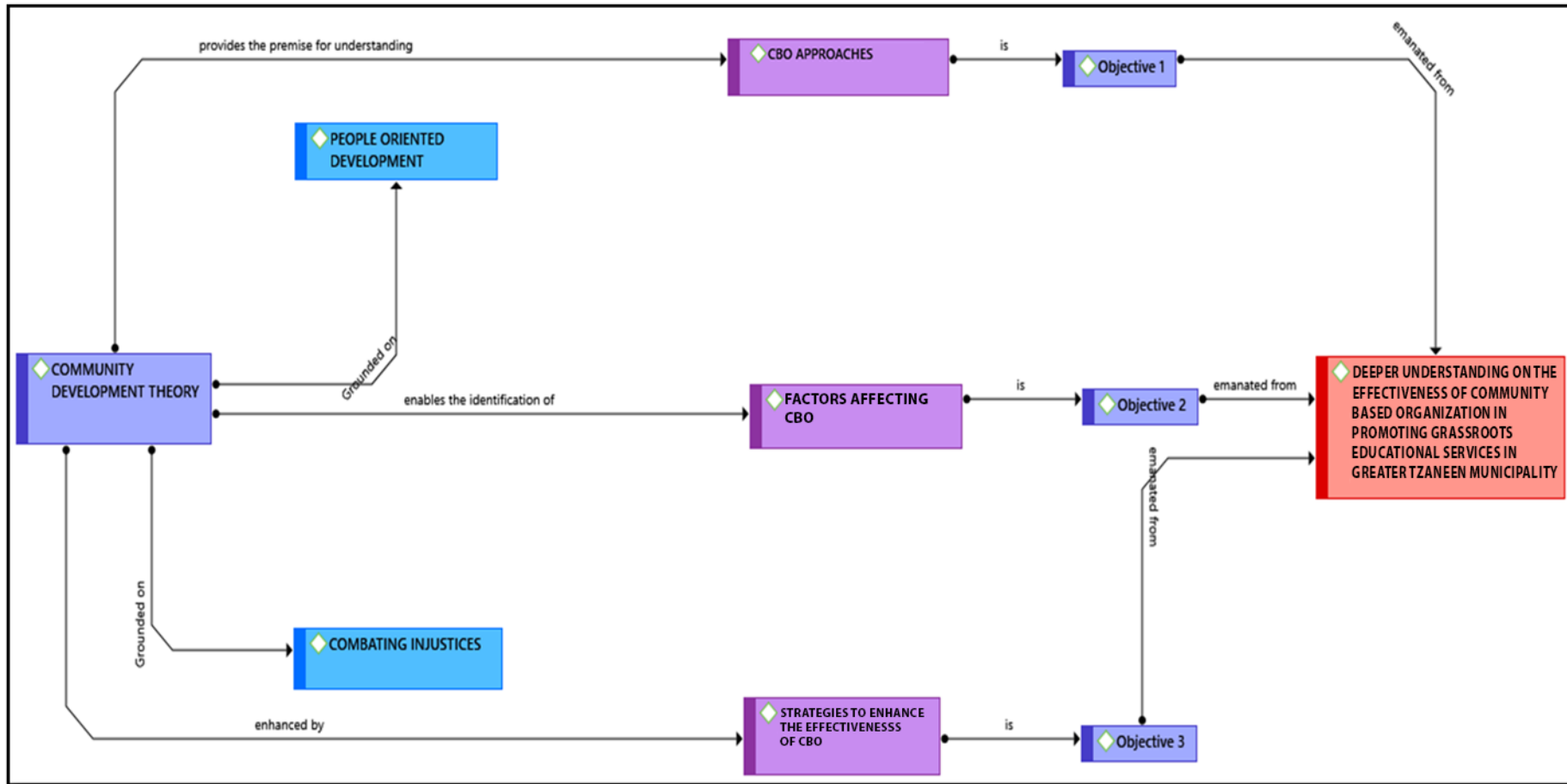


Figure 2.1 Theoretical framework

Source: Adapted from Tsurumi (1996)

2.9 Summary of Literature Review

This chapter has covered the study literature review and the theoretical framework. It reviewed the literature on the effectiveness of CBOs in the provision of social services in rural communities. The literature review revealed the role that is played by the CBOs in providing social services in rural communities. In that regard, the literature covered education service as the social service that the current study focused on. The literature lastly covered the strategies that would enhance the effectiveness of CBOs in facilitating services to community members. The second section covered the theoretical framework. The theoretical framework outlined the CDT and its application in this study. In that regard, the CDT demonstrated that the CBOs contribute to the development of rural communities. Furthermore, the CDT revealed that although CBOs form a critical part of community development, the community members themselves cannot be sidelined from the development. In the next chapter, the research methodology was explained.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology and techniques that were used to carry out the study. Firstly, the study area was described by specifically focusing on the site and its local socio-economic context. Thereafter, the research design, study population description, sampling, data collection and data analysis procedures were also outlined. The last part of this chapter explained the ethical considerations that were applied in the study.

3.2 Description of the Study Area

The study was conducted at Mosiphane village in Greater Tzaneen Local Municipality, South Africa. The area was selected because of high concentration of CBOs involved in education services, making it a pertinent area to assess the effectiveness of such organizations. Greater Tzaneen Local Municipality is on the central-eastern side of Limpopo Province. It is one of the five Local Municipalities that make up Mopani District Municipality. It borders Greater Letaba, Ba-Phalaborwa, Maruleng and Greater Giyani Local Municipalities to the north, east, south-east, and north-east, respectively. The village is located about 22km to the East of Tzaneen town and can be accessed along the D3216 road between Mavele and Nwamitwa village. The village is under the reign of Queen Tinyiko N'wamitwa, who became the first female leader of the Vatsonga nation. The GPS coordinates of Mosiphane village are 23°71'26"South and 30°43'58"East.

The area is one of the villages in Greater Tzaneen Municipality with CBOs that are actively working. Stats SA (2021a) report indicates that Mosiphane village is home to an estimated population of 1,599 people made up of 435 households. The village is subdivided into two sections, namely, Mosiphane A and Mosiphane B. The Vatsonga ethnic group constitutes most of the residents of Mosiphane village. The Census report (2018) reveals that there are two main spoken languages in Mosiphane village, namely, Xitsonga and Khelobedu. The report further reveals that Xitsonga forms the largest part of the population with about 85%, followed by Khelobedu-speaking people with 13% and the rest with 2%. There is one public primary school, established in 1960 and one public secondary school, established in 1990. Both schools have adopted Xitsonga as their home language, however, poor facilities in both schools remain a concern. There is only one clinic servicing all the neighbouring villages in the proposed study area.

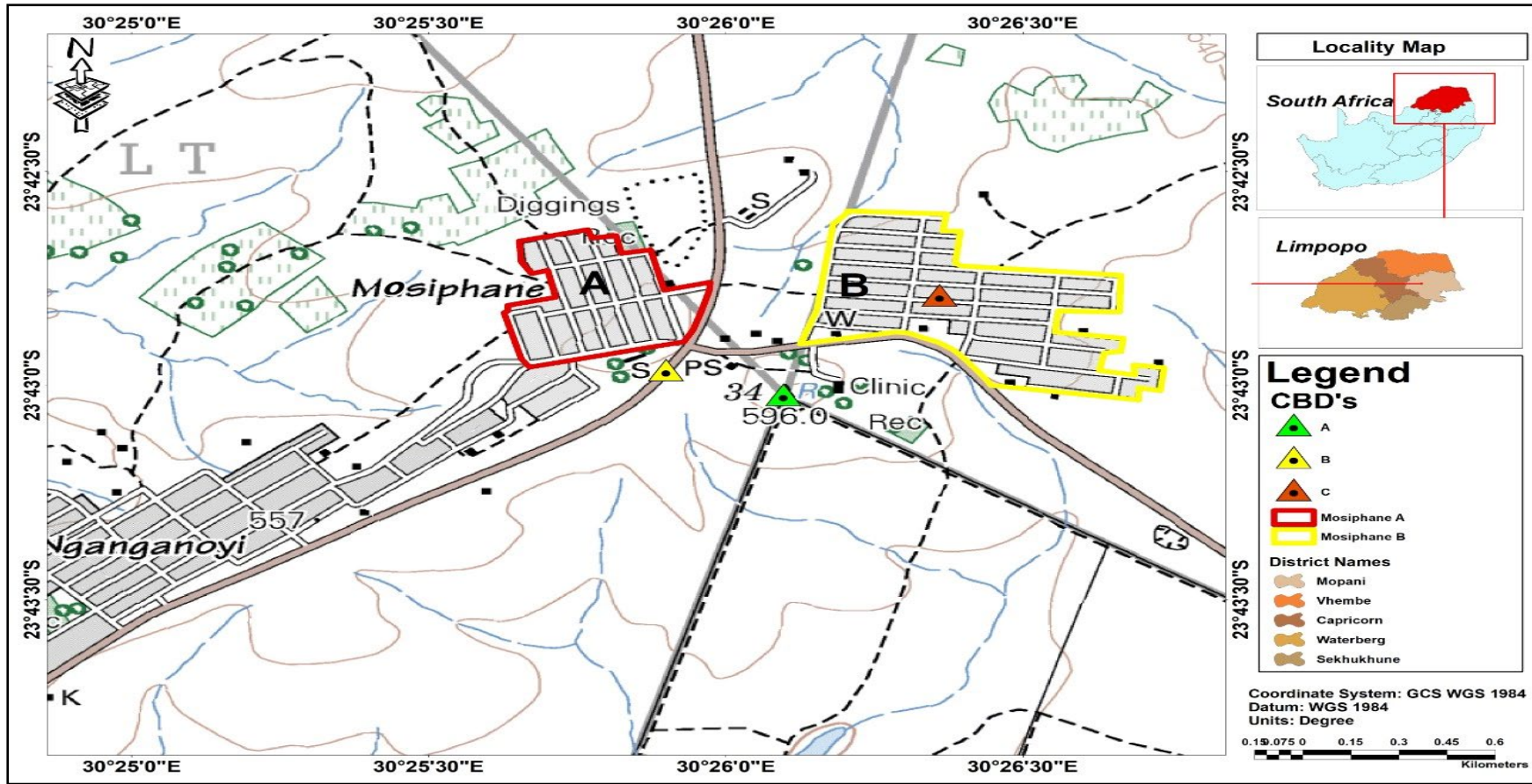


Figure 3.1 The map showing Mopani District and Greater Tzaneen Local Municipality

Source: University of Venda, GIS Resource Centre (2022)

3.3 Research Design

In this study, a mixed method research approach was adopted, following an exploratory sequential (ESD) research design (Figure 3.2). The mixed methods approach involves collecting both quantitative and qualitative data, integrating the two forms of data, and using different designs (Creswell & Clark, 2017). This approach was appropriate for this study because the combination of qualitative and quantitative approaches provided a complete understanding of the research problem as opposed to using one approach (Creswell & Clark, 2017). Moreover, the qualitative approach was deemed appropriate for the first phase to understand the intricacies and insights of CBOs challenges in promoting education services. Because of its exploratory nature of generating rich data concerning the phenomenon under the study, while the quantitative approach was suitable to capture the diverse views of a large number of participants timely about their experiences and perceptions.

According to Tashakkori & Teddlie (2019), the exploratory sequential design (ESD) involves collecting and analysing qualitative data first, which will later be used to design a data collection instrument for quantitative data, and this was further used to confirm the ideas shared by participants in the first phase (Tashakkori & Teddlie, 2019). This design was useful for this study in collecting data from both statistical and in-depth enquiry, allowing for confirmability and objective fact establishment. Due to its exploratory nature, this design also allowed the exploring of the research subject on the basis that, debatably, less is known regarding the effectiveness of CBOs in promoting grassroots educational services in Greater Tzaneen Municipality in Limpopo province, South Africa.

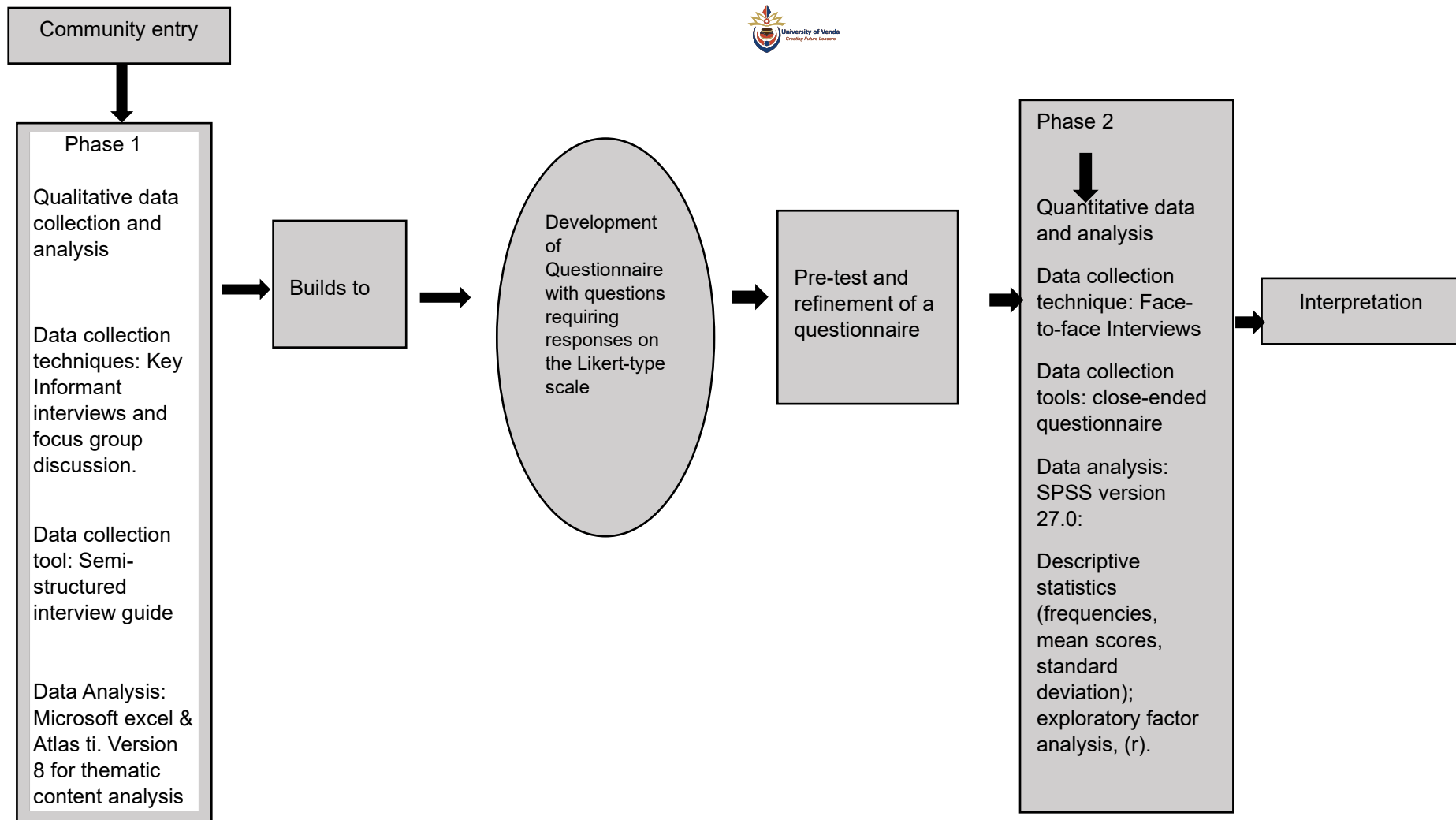


Figure 3.2 Schematic presentation of sequential mixed methods research design

Source: Adapted from Mathaulula *et al.* (2020)

3.4 Population and Sampling Procedures

Welman et al. (2011) define a population as the study items which consist of individuals, groups, organisations, and events of the conditions to which they are exposed. The population of this study included all the beneficiaries of educational services provided by CBOs in Mosiphane village. These consisted of both youth and adults from Mosiphane village. According to Bless (2011), youth are individuals aged between 18 and 35 years, while adults are any member of the village aged 36 years and above. Also included in this study were the key stakeholders (key informants) who work closely with CBOs in the village. These included CBO members, the chairperson of the Cooperative Involvement of Volunteers in Community (CIVIC), the ward councillor, as well as the traditional leader of Mosiphane village.

A purposive sampling technique was used to select twenty-one respondents ($n = 21$) who participated in Phase 1 (qualitative) of the study. These consisted of ten beneficiaries, eight CBO members, the chairperson of the CIVIC Association, the ward councillor, and the traditional leader of Mosiphane village. Etikan and Bala (2020) describe the purposive sampling technique as a procedure that allows the researchers to draw the participants based on the judgement that the expected knowledge will be found from the samples. Thus, the purposive sampling technique was appropriate in this study because the researcher wanted to focus on particular characteristics of a population that are of interest, which best enabled the researcher to answer the research questions (Campbell *et al.*, 2020).

During the second phase (quantitative), a systematic sampling technique was used to select fifty beneficiaries ($n = 50$) of the CBO services from Mosiphane village. The Systematic sampling technique was deemed appropriate because of its ability to include a wide population in the research (Mostafa & Ahmad, 2017). The researcher systematically selected fifty participants from households in the village. The researcher selected every third household and started at the first house in the village.

3.5 Community Entry

The appointment to meet with the traditional leadership was arranged via telephone, serving as an introductory step to explain the study's purpose. A formal permission letter was then written and submitted to the traditional leadership of Mosiphane village, seeking their approval for conducting the study. Subsequently, regular communication was established with both the traditional leadership and the committee of the Community-Based Organization (CBO) to facilitate the study's implementation. The researcher thoroughly explained the study's objectives and emphasized the significance of participation. Finally, a consent form was signed by the traditional leadership to ensure their informed consent.

3.6 Research Assistant

Prior to the data collection process, a research assistant was recruited. The recruitment was based on experience in research processes and the ability to administer data collection tools. The research assistant was an honours student who was knowledgeable about local languages and familiar with the study area. The assistant was trained to administer the data collection tools. In addition, the research assistant was also orientated about the objectives of the study.

3.7 Data Collection

The data collection method refers to the techniques or ways that researchers employ to collect data from the research participants (Tracey, 2017). In this study, both qualitative and quantitative data were collected. However, qualitative data were collected first.

Phase 1: Qualitative data collection techniques and methods

During phase 1, data were collected through focus group discussions and key informant interviews using a semi-structured interview guide. Key informant interviews proceeded after focus group discussions (FGD). About twenty-one respondents participated in focus group discussions. Focus groups were constituted as follows: the first FGD consisted of 10 beneficiaries of CBO services consisted of seven female and three male, while the second focus group consisted of eight CBOs' staff members which consisted of six female and two male. Furthermore, traditional leadership (female participant), the chairperson of the CIVIC Association (male participant) and the ward councillor (female participant) participated in key informant interviews. The following uniform set of semi-structured questions was used to guide the focus group discussions and key informant interviews: a) What approaches do CBOs use to promote grassroots educational services? b) What are the factors affecting CBOs' effectiveness in promoting grassroots educational services? c) What strategies would enhance the effectiveness of CBOs in promoting grassroots educational services?

In addition, the researchers also made use of field notes to write down key issues that emerged during the interviews. Moreover, The responses from focus group discussions were written on the flipcharts while those from key informant interviews were written in the notebook. The tape recorders were also used to record responses from both focus group discussions and key informant interviews with a consent from the participants. Moreover, participants were interviewed using their own language which is Xitsonga. Both the focus group discussions and key informant interviews were conducted at the traditional leader' home in Mosiphane village. The focus group discussions lasted for about 4 hours, while the interviews lasted for 2 hours. Both activities took place on the same Saturday. Refreshments were provided during focus

group discussions and interviews. In addition to FGDs, ground rules were set at the beginning of the FGDs, this was done to create a respectful and inclusive atmosphere. The rules included taking turns to speak, respecting others' opinions, and avoiding interruptions. This ensured that everyone has an opportunity to voice out their thoughts.

Phase 2: Quantitative data collection methods and techniques

Data which were obtained in Phase 1 through key informant interviews and focus group discussions were used to construct a close-ended questionnaire which was used in Phase 2 of the study. The questionnaire with questions that required responses on a Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree) was used to collect quantitative data in Phase 2 of the study. There were two sections in the questionnaire. The first section captured participants' demographic profiles and the second section captured participants' perceptions regarding educational services provided by CBOs in Mosiphane village. The questionnaire was systematically administered face-to-face to fifty beneficiaries of the CBO in Mosiphane village. The researcher gave consent form to participants to every third household and started at the first house in the village. The participants' consent was obtained before commencing with data collection. This implies that consent was obtained from the participants prior to the collection of data. This was evidenced by the researcher collecting the consent forms after two days from the initial date of distributing them. This gave the participants much time to reach an informed decision. After, collecting the consent forms, the interviews took place in the traditional leader' home in the garage. Refreshments were also provided during the interviews.

Before the use of the questionnaire in the data collection, the questionnaire was pre-tested with 10 randomly selected participants in Mosiphane village. These participants were excluded from the final survey, to ensure that the study produces reliable, unbiased, and generalizable results. The results of the pre-test were used to revise the draft questionnaire.

3.8 Data Analysis

The qualitative data, which was obtained from Phase 1, was analysed using Atlas.ti version 8 software to perform thematic content analysis (refer to table 3.1). Firstly, the collected data was transcribed from Xitsonga to English, cleaned and captured into Microsoft word. Before importing into ATLAS ti. software, the researcher went through all the transcripts and notes collected during the data collection process to get familiar with the data. Keywords related to the research questions and objectives were identified. In addition, open and quick coding techniques were applied to group a family of themes and associated quotations (Cascio, *et al.*, 2019). The software further allowed for visual inspection of the network of themes.

The IBM Statistical Package for Social Sciences (SPSS) version 27.0 was used to analyse quantitative data in Phase 2. Firstly, data cleaning was performed, and this involved removing outliers and checking if entries were correct. Thereafter, descriptive statistics were carried out to calculate the frequencies of occurrence of responses. Means for scores for each of the factors were calculated. Furthermore, exploratory factor analysis, (r) was administered to eliminate non-significant factors from variables. Then, the identified themes were ranked (see Table 3.1).

Data were further subjected to Principal Component Analysis (PCA) and Kaiser normalisation rotation technique to identify the factors based on the overall Eigen values and varimax for a simplified structure. This was carried out to investigate the structural validity and reliability of the identified factors. The analysis was set at a significance level of 95%, and factors with eigenvalues greater than 1 were taken into consideration. Consequently, items with factor loadings equal to or greater than 0.4 were deemed appropriate for extraction, while those with factor coefficients below 0.4 were excluded after scrutinising the initial pattern and structure matrices (Samuels, 2017). Factors with eigenvalues greater than one and items with factor loadings of 0.4 and higher were selected because a factor loading of 0.4 or higher indicates that the item contributes significantly to the factor and was therefore considered meaningful.

3.9 Ethical Considerations

Ethics in research refer to the various types of conduct that govern a person's behaviour (Hornby, 2015). In this study, an ethical clearance was obtained from the University of Venda Ethics Committee. Thereafter, formal letters seeking permission to conduct the study were written to both traditional and elected leaders of Mosiphane village and also to the members of the CBOs. Ethical principles were adhered to prior to the collection of data. Written consent of the participants was sought, meaning that only those who volunteered to participate were engaged. This served as evidence by the researcher collecting the consent forms after five days from the initial date of distributing them. This gave the participants enough time to reach an informed decision.

Furthermore, before the commencement of data collection, the researcher enlightened participants about the purpose and general nature of the study, which included the expected duration of their participation and potential harm that participants may be exposed to, so that they could make an informed decision on whether to participate in this study (Creswell, 2013). This was crucial to ensure that all the participants understood the implications of their participation in the study.

Before using tape recorders in the interviews, the consent of the participants was obtained to ensure that participants were familiar in advance with all the aspects of the data collection processes. For this reason, the participants were assured that any information they provided would remain strictly confidential and be used for the sole purpose of this study. Moreover, once the study is completed, collected data will be kept in a safe locker to protect the identity of the participants.

To adhere to voluntary participation, the researcher did not use any kind of force or bribery to force participants to take part in this study. Therefore, all people participated freely, and withdrawal was allowed without any penalties. The participants' anonymity and confidentiality were ensured through the non-recording of real names to refer to the collected data. Privacy was highly maintained during face-to-face interviews. It was taken into consideration that certain individuals interested in participating might not possess English communication skills. To accommodate this, the research team conducted interviews in their native languages, namely Xitsonga and Khelobedu. All participants were free to withdraw at any stage of the study with no implications. Additionally, plagiarism was avoided by acknowledging all the sources as a means of respecting other people's work.

Table 3.1 Research Questions, Data Collection and Data Analysis

Research questions	Sampling approach	Data collection methods & tools	Data analysis
1. What approaches are used to facilitate educational services at grassroots by CBOs?	• Purposive sampling	<i>Qualitative data (phase 1)</i> ○ Focus group discussion. ○ Key informant interviews ○ Open-ended questionnaire	○ <i>Qualitative data</i> : Thematic analysis (Atlas ti)
	• Systematic sampling	<i>Quantitative data (phase 2)</i> ○ Face-face interviews ○ Closed-ended Questionnaire) ○ Semi-structured interview guide)	○ <i>Quantitative data</i> : Descriptive statistics ○ Frequencies and means were calculated. ○ Exploratory factor analysis was administered to eliminate non-significant factors from variables. ○ Identified themes were ranked
2. What are the factors affecting CBOs' effectiveness in promoting grassroots educational services?	• Purposive sampling	<i>Qualitative data (phase 1)</i> ○ Focus group discussion. ○ Key informant interviews ○ Open-ended questionnaire	○ <i>Qualitative data</i> : Thematic analysis (Atlas ti)
	• Systematic Sampling	<i>Quantitative data (phase 2)</i> ○ Face-face interviews ○ Closed-ended Questionnaire) ○ Semi-structured interview guide)	○ <i>Quantitative data</i> : Descriptive statistics ○ Frequencies and means were calculated. ○ Exploratory factor analysis was administered to eliminate non-significant factors from variables. ○ Identified themes were ranked
3. What strategies would enhance the effectiveness of CBOs in promoting grassroots educational services?	○ Purposive Sampling	<i>Qualitative data (phase 1)</i> ○ Focus group discussion. ○ Key informant interviews ○ Open-ended questionnaire	○ <i>Qualitative data</i> : Thematic analysis (Atlas ti)
	○ Systematic sampling	<i>Quantitative data (phase 2)</i> ○ Face-face interviews ○ Closed-ended Questionnaire) ○ Semi-structured interview guide)	○ <i>Quantitative data</i> : Descriptive statistics ○ Frequencies and means were calculated. ○ Exploratory factor analysis was administered to eliminate non-significant factors from variables. ○ Identified themes were ranked.

Source: Researcher's construct (2022)

CHAPTER 4: RESULTS

4.1 Introduction

As outlined in Chapter 1, the primary aim of the study was to analyse the effectiveness of CBOs' approaches used in promoting grassroots educational services in Greater Tzaneen Municipality, South Africa. This chapter presented the results of the study. The demographic information of the participants was covered first. In every instance, the initial presentation included the outcomes of Phase 1, which was part of the explorative study (qualitative study), followed by the presentation of descriptive results, which were derived from the quantitative study (Phase 2 of the study).

4.2 Demographic profile

As shown in Table 4.1, the females were the most (62%) represented compared to their male counterparts (38%). The majority (70%) of participants had at least reached secondary education level while 28% had tertiary level and the remainder had only reached primary level. In terms of age, the majority (56%) of participants were youth between 21-29 years. About 26% of the participants were young adults (30-39 years), and about 14% were teenagers (<20 years) while the adults in their forties (40-49) constituted the minority (4%) population of the study. Moreover, most (74%) respondents were single.

4.3 Approaches to Promote Educational Services in Mosiphane Village.

Figure 4.1 presents approaches used by CBOs to promote educational services in Greater Tzaneen Municipality. These are parental involvement, community involvement, volunteerism, community empowerment and community outreach programmes.

Volunteerism is an approach that is adopted by the CBOs towards advancing educational services, a CBO member in a focus group mentioned that:

"We do many volunteer teaching programmes. We have volunteers who assist in teaching the pre-school and school learners reading and writing skills after-school. These people do not receive a monthly stipend." (FDG No:02)

These programmes also involved assisting students with homework as expressed by the CIVIC chairperson:

Table 4.1 Demographic profile of the participants (n = 50)

Demographic	Category	Frequency (%)
Gender	Male	19 (38.0)
	Female	31 (62.0)
Qualification	Primary	1 (2.0)
	Secondary	35 (70.0)
	Tertiary	14 (28.0)
Age	<20	7 (14.0)
	21-29	28 (56.0)
	30-39	13 (26.0)
	40-49	2 (4.0)
Marital status	Never married	2 (4.0)
	Married	4 (8.0)
	Living together	7 (14.0)
	Single	37 (74.0)

“There are also some community members who assist learners with their homework activities and assignments. They also assist learners with career guidance and applying for bursaries...”

Different groups of society are mobilised such as community members, retirees and notably, post-grade 12 learners. Anchoring this message was the ward councillor who indicated that:

“Post-grade 12 students come and assist learners with homework in their spare time.”

Community-based organisation (CBO) members also visited learners after school to get direct experiences of learners, thus:

“Members of the organisation visit learners’ households in the community to check how learners are being supported and assisted at home with their schoolwork, and we engage with them about the problems we are facing when assisting the learners with homework and how we would like to be assisted.” (FDG No 01).

Another way the CBO promoted educational services was through community empowerment initiatives. Communities are empowered with skills development and literacy skills so that they can assist learners with homework and interpretation. For example, the CBO focus group said:

“Our CBO offers training in computer literacy as a way of empowering community members with computer skills and knowledge.” (FDG No 02). Community outreach programme is another approach used in promoting grassroots educational services by local CBOs. Outreach programmes involved mobilising and engaging the community on various issues affecting learners. This is shown by the following extraction from CBO members in a focus group:

“As an organisation which is aimed at promoting educational services, we go to the community and engage with members, asking for their inputs about the organisation and discuss challenges which learners are facing at school and come up with the possible solutions together on how we can assist them.” (FDG No 02)

As part of the broader educational programmes, CBOs conducted health awareness programmes in schools and surrounding communities. A beneficiary of CBO services said:

“CBO initiated HIV/AIDS awareness campaign within the community where they educate everyone on how to live with and prevent the spread of the virus.” (FDG No 01)

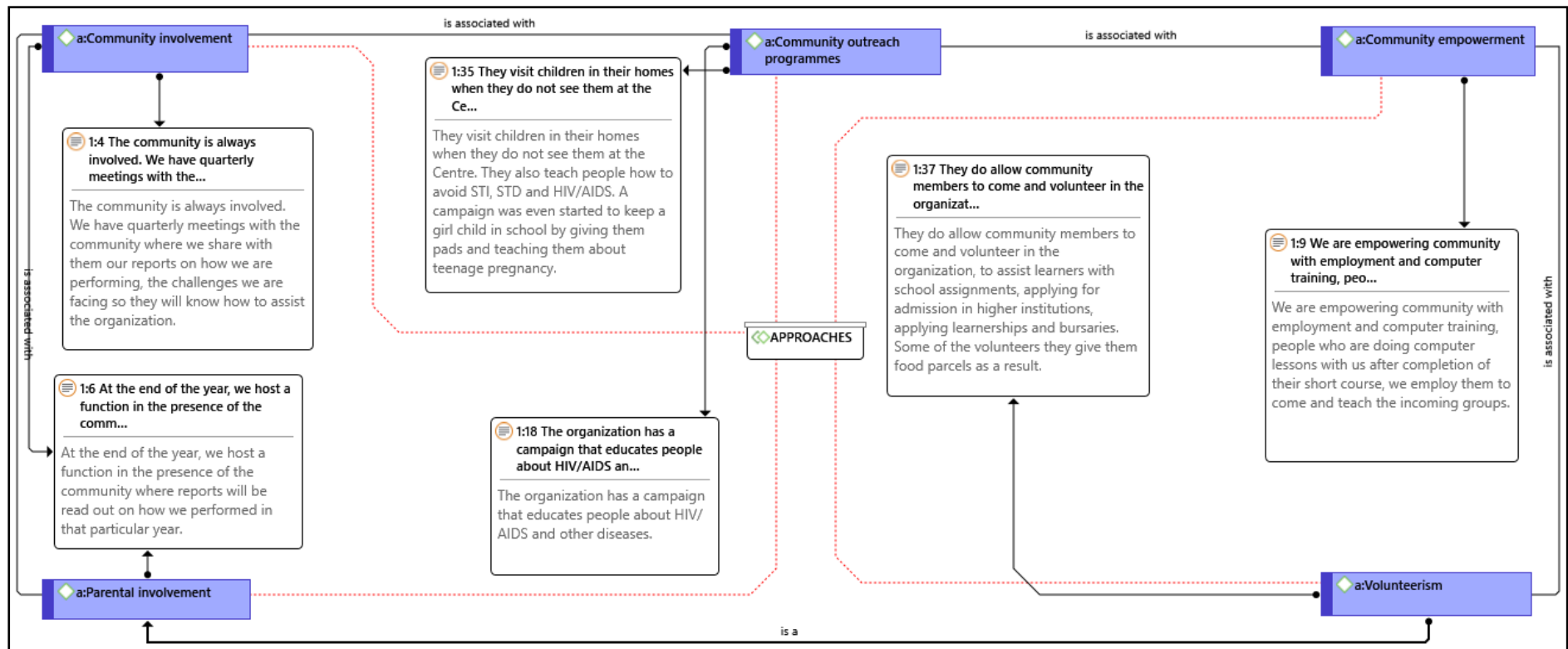


Figure 4.1 Approaches used by CBO to promote educational services in Mosiphane village, in Limpopo province, South Africa
 Source: Atlas ti networks diagram (2023).

The results also show that volunteers benefitted from these programmes. For instance, the CIVIC chairperson and ward councillor added that acquired skills also help beneficiaries get jobs, thus:

“CBO empowers community members with employment and computer training. On completion, people who received computer lessons are employed to teach the incoming groups.”

Also, empowerment occurred in the form of career guidance and further education assistance. as indicated by the traditional leader. This is what she said:

“CBO also shares relevant information with learners concerning different career paths and assists them in applying for universities. By so doing, we are empowering our youth to have a better future.”

It was also mentioned that parental involvement was another key approach used by CBOs. CBOs actively engage parents of learners on issues affecting their children. For example, the CBO focus group expressed that:

“We host meetings with parents monthly to discuss learners’ progress and best strategies which we can use to support them.” (FDG No 02)

As a key success factor, parents are involved from the onset in the relationship between the CBO and learners. As an example, a focus group of CBO members stated that:

“Parents are involved from the time the child becomes part of the organisation. When we see that a child is not coping in class, we call the parents or social workers when it is necessary. We sit with the parents, try to figure out the problem and come up with solutions together with the parents.” (FDG No 02)

These sentiments were echoed by the parents, who added that the partnership also extended beyond consultations to shared roles in assisting learners as evidenced below:

“Parents also work hand in hand with the organisation in helping children with their schoolwork and helping them to read at home.” (FDG No 01)

CIVIC chairperson and traditional leader added that:

“Also, when there is a trip or career exhibition event, parents form part of the organising team. Parents on these trips are also encouraged to be part of them. When they go for

sports, they want us parents to be cheering up our children”.

Community involvement was another approach mentioned by the participants of the current study. For example, the CBO focus group revealed that:

“The community is always involved. We have quarterly meetings with the community where we share with them our reports on how we are performing, the challenges we are facing so that they will know how to assist the organisation.” (FDG No 02)

Community-based organisation (CBO) focus group also stated that:

“We always seek approval and advice from the community when we want to implement new ideas and to recruit new people in the organisation.” (FDG No 02)

The beneficiary focus group mentioned that:

“We also have community meetings with the members of the organization where we exchange ideas and expectations from both sides.” (FDG No 01)

The beneficiary focus group added to say that:

“The community contributes donations in the form of money to assist the organisation and when children want to go on trips.” (FDG No 01)

The traditional leader shared the same sentiments with other participants by confirming that:

“The community is always involved in the organisation. We have our quarterly meetings for the whole community where members of the organisation pitch their ideas and ask for input from the community. Also, the community supports the organisation by contributing money as well as assisting with teaching the learners.”

While CIVIC chairperson claimed that:

“Community members are involved in training people in computer lessons, teaching the learners in pre-school and after school. Members of the community also donate computers to support the organisation.”

4.3.1 Descriptive Analysis

4.3.1.1 Approaches used by CBO to promote educational services in Mosiphane village

As stated in the chapter, the approaches identified in the first phase were itemised into a self-administered questionnaire to confirm the qualitative results. As depicted in Table 4.2, a total of five factors were identified, namely: community involvement, parental involvement, and community outreach programs, Community empowerment, community engagement, and volunteerism . Additionally, a scree plot was examined to improve accuracy in factor selection (refer to Figure 4.2).

Twelve factors were identified (Table 4.3). However, only five had Eigenvalues of 1 and greater. Five factors were extracted from the analysis, and after systematic and thematic assessment, factor 5, which was volunteerism, contained items that were related to other factors, and these were allocated accordingly. For instance, loading “community assistance” was moved to factor 1 named community involvement. Another example is “parents’ participation in trips and logistics” which was moved to factor 2 named “parent involvement and outreach programmes”. Moreover, loading “engaging with the community to address learners’ challenges and provide solutions” was moved to factor 4 named “performance review”.

The identified themes describe approaches that are used by CBO to promote grassroots educational services in Mosiphane village. These factors were also ranked using mean scores through SPSS to show which approach is commonly used or regarded as effective.

Factor 2, named parental involvement and outreach programmes emerged as the most frequently employed approach by CBO to facilitate educational services. Conversely, “Performance review” was used less to promote educational services in the village (as shown in Table 4.4).

Table 4.2 Factor extraction using Eigen values and total variance

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %	Total
	1	3,606	30,052	30,052	3,606	30,052	30,052
2	1,750	14,585	44,637	1,750	14,585	44,637	2,147
3	1,653	13,773	58,410	1,653	13,773	58,410	1,672
4	1,167	9,723	68,133	1,167	9,723	68,133	1,513
5	1,017	8,475	76,608	1,017	8,475	76,608	1,423

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Key: factor 1: Community involvement, **factor 2:** Parental involvement and community outreach programs, **factor 3:** Community empowerment: **factor 4:** Community engagement, **factor 5:** Volunteerism.

Table 4.3 Factors loadings for factor analysis for approaches used by CBO in promoting grassroots education

Item	Factor 1	Factor 2	Factor 3	Factor 4
A6. Annual function involving the community	.849			
A12. Volunteer involvement and assistance	.844			
A5. Community approval for new ideas and recruitment	.750			
A11. Parents and community contributions to support the organization	.556			
A2. Parental involvement in problem-solving for children's challenges		.810		
A1. Monthly meetings with parents discussing learners' progress		.735		
A8. HIV/AIDS awareness and education initiatives		.710		
A3. Parents' participation in trips and logistics		.640		
A9. Employment opportunities and computer training programs			.865	
A10. Community members assisting in teaching, homework, and career guidance			.724	
A4. Quarterly community meetings sharing the organisation's performance and challenges				.886
A7. Engaging with the community to address learners' challenges and provide solutions				.453
Eigen values Explained	3,606	1,750	1,653	1,167

KEY: Factor 1 = Community involvement; Factor 2 = Parental involvement and outreach programs; Factor 3 = Community empowerment; Factor 4 = Performance review.

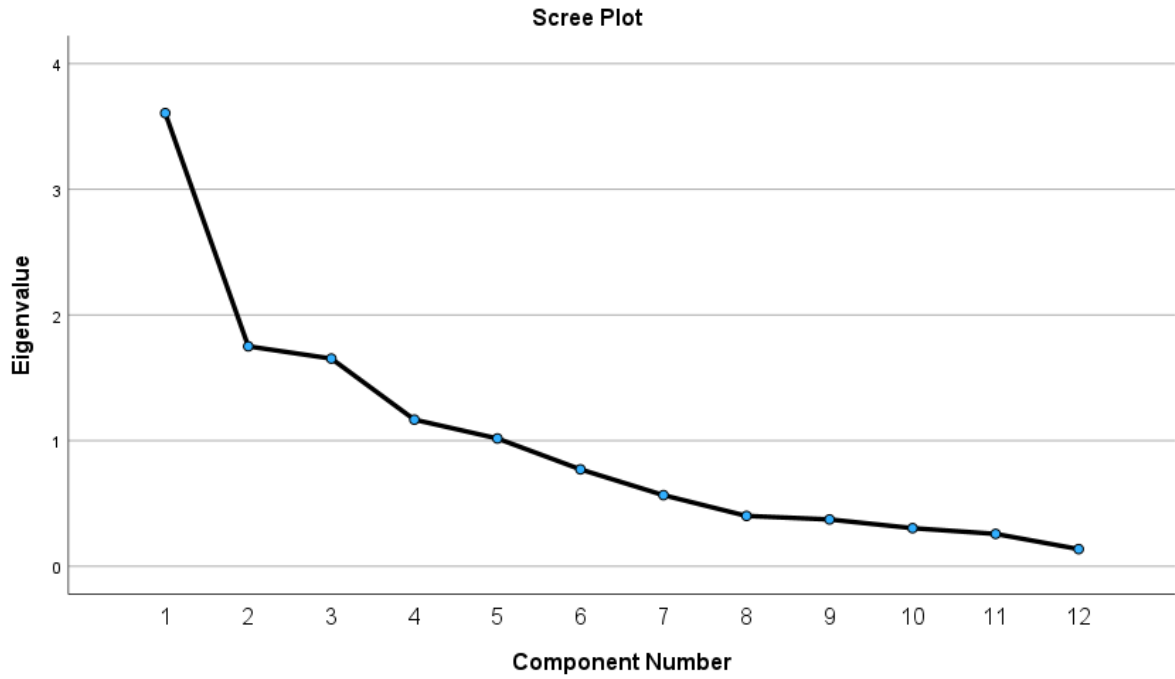


Figure 4.2 Scree plot for approaches used by CBO in promoting grassroots education in Mosiphane Village.

Source: SPSS diagram (2024).

Table 4.4 Mean Factor Ranking Of Approaches Used By CBO In Promoting Grassroots Education

Factors	Sum	Mean	Std. Deviation
Parental Involvement And Outreach Programmes	731,00	14,6	3,16
Community Involvement	694,00	13,9	3,31
Community Empowerment	427,00	8,5	1,07
Performance Review	326,00	6,5	2,08

4.4 Factors Affecting CBOs Effectiveness in Promoting Educational Services in Mosiphane Village

Figure 4.2 presents the exploratory results on factors affecting CBOs' effectiveness in promoting grassroots educational services. The subthemes that emerged from the analysis included inadequate funding, staff shortage, a lack of monitoring and mismanagement of resources.

The participants revealed that "inadequate funding" is one of the major challenges affecting the effectiveness of the CBOs in promoting grassroots educational services. Due to limited funding, some CBOs have scaled down their services portfolio. For example, the CBO focus group stated that:

"With limited funds, we are no longer preparing food for children in the after-school programme and crèche. Thus, many children are no longer coming to our organisation"
(FDG No 02)

Members of the CBO focus group also said:

"Most volunteers are reluctant to assist learners with homework because they are no longer getting monthly stipends." **(FDG No 02)**

In the same vein, funding challenges impacted CBO in terms of skills exodus:

"The reason behind members of the organisation leaving and the decrease in children's attendance was because the CBO was no longer getting funds to sustain the organisation." **(FDG No 01)**

A CIVIC chairperson said the main cause of funding constraints was due to CBO's donor dependency and said that:

"There are limited funds in this CBO because we lost sponsors. That is why we are failing to provide the services we used to offer."

Another key feature related to funding is the misuse of money. A CIVIC chairperson and ward councillor explained that:

"The CBO used to have enough money to sustain the organisation and services they used to offer. They had a lot of people who were assisting their initiative. However, the money was misused and not used for the benefit of the organisation. As a result, the organisation is on the verge of collapsing."

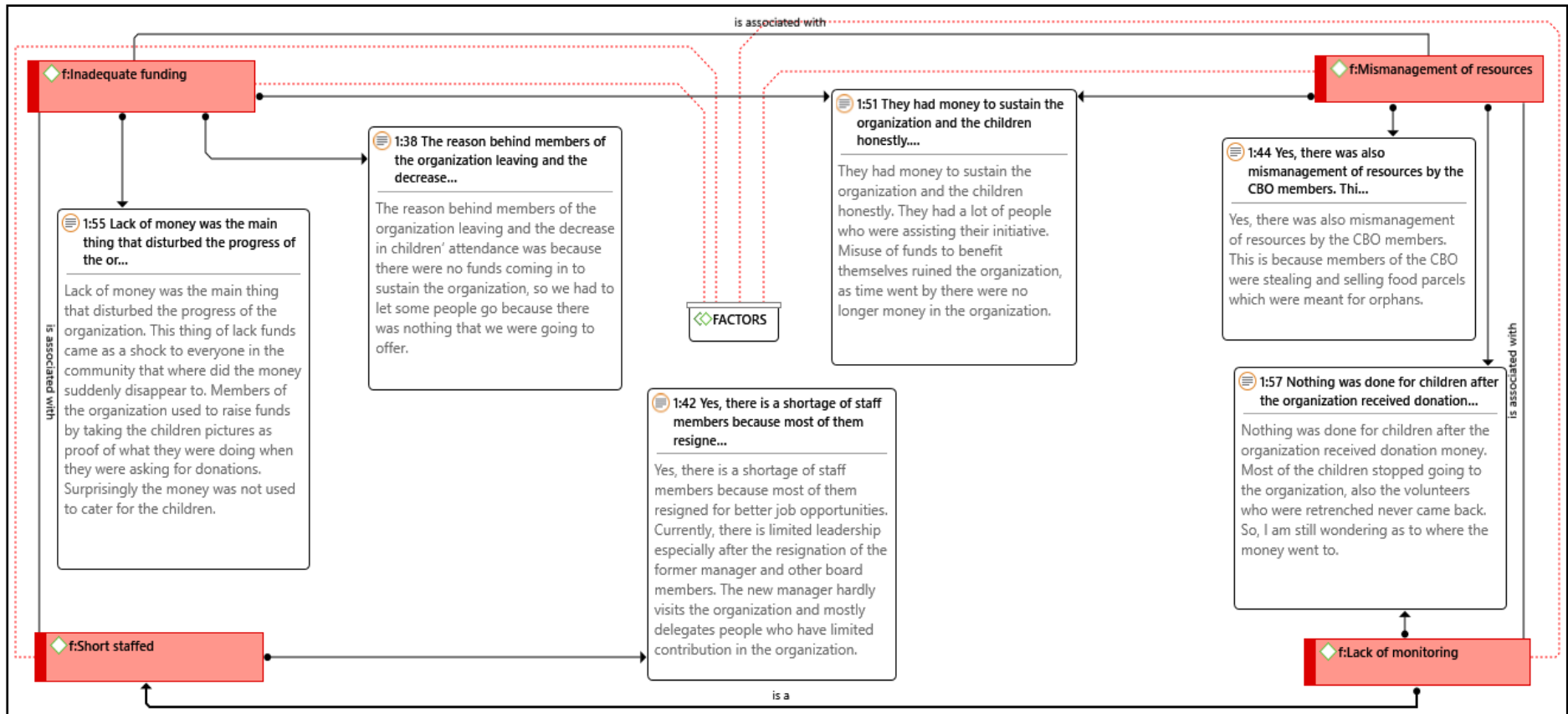


Figure 4.3 Factors affecting CBOs’ effectiveness in promoting educational services in Mosiphane village

Source: Atlas ti networks diagram (2023).

The participants were worried about the disappearance of the money that was donated to the CBO to assist children and the volunteers. For instance, the word councillor mentioned that:

“We do not know what the money that was donated to the CBO was used for. Children are no longer receiving assistance like before. Volunteers are no longer hired, and as a result, they were retrenched.”

The participants were also concerned about the mismanagement of resources in the current study. This was seen as one of the factors that impeded the effectiveness of the CBOs in promoting grassroots educational services. This was evidenced by the expressions made by the CBO focus group and CIVIC chairperson in the following excerpt.

“CBO members or employees were mismanaging the resources. Most of them were stealing and selling food parcels which were meant for orphans.”

Other staff members left due to lack of or no payment of stipends for the work done. Funds' unavailability also made it difficult to replace or attract new personnel, as highlighted in a focus group:

“We are worried because, at the moment, the organisation is no longer recruiting volunteers to assist learners with schoolwork.” (FDG No 02).

Community-based organisations (CBOs) also were impacted by staffing. Participants reported a concern for the limited qualified number of support staff or employees in their organizations. Due to several reasons, staff are reportedly quitting. A CBO focus group revealed that:

“The manager of CBO has resigned; the organisation is now run by a temporary manager.”

Poor staffing also compounded other problems. For instance, respondents reported that a lack of monitoring also contributes to the reasons why CBOs are ineffective in promoting grassroots educational services. A CIVIC chairperson had this to say:

“There is limited monitoring of the activities and money allocated to run the organisation. This challenge started when the manager resigned from the CBO.”

Limited commitment and involvement to the project by managers also limited the CBOs' impact in the communities. A traditional leader and ward councillor indicated that:

“The current manager is not hands-on on the project; she just gives orders from far away. Thus, there is no proper monitoring of the activities and funds.”

4.4.1 Descriptive Analysis

4.4.1.1 Factors Affecting CBOs Effectiveness in Promoting Educational Services in Mosiphane Village.

Initially, there were eighteen factors loaded, but only five factors with Eigen values of greater than 1 were extracted from the analysis as shown in Table 4.5. Observation of factor matrixes showed that associated loadings were grouped, for example, loading “lack of follow-up on donations’ under factor 1 was moved to factor 2 named “lack of monitoring and evaluation”. Therefore, loadings for factor 2 were “poor accountability”, “lack of monitoring”, “misuse of donated funds”, “insufficient transparency in financial matters”, and “lack of follow-up on donations”. These were the factors affecting the effectiveness of CBOs in promoting grassroots educational services. Additionally, a scree plot was observed (refer to Figure 4.4). However, the results revealed that factor 2 named “Lack of monitoring and evaluation” is the most common and problematic factor affecting the effectiveness of CBOs in promoting grassroots educational services as it was ranked higher, and factor 5 named “Communication strategy and structured job roles named” was the least ranked (Table 4.7).

Table 4.5 Factor extraction using Eigenvalues and total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %	Total
	1	5,978	33,209	33.209	5,978	33,209	33.209
2	2,179	12,106	45,315	2,179	12,106	45,315	3,097
3	1,887	10,484	55,799	1,887	10,484	55,799	2,572
4	1,349	7,493	63,292	1,349	7,493	63,292	1,825
5	1,252	6,958	70,250	1,252	6,958	70,250	1,426

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor 1: Lack of funding and monitoring **factor 2:** Lack of monitoring and accountability, **factor 3:** short staffed, **factor 4:** inadequate funding and recruitment methods, **factor 5:** Lack of communication and structured job roles/and duties.

Table 4.6 Factors loadings for factor analysis for factors affecting CBOs' effectiveness in promoting educational services

Item	Factor	Factor	Factor	Factor	Factor
	1	2	3	4	5
F16. Loss of volunteers	.835				
F15. Decline in children's attendance	.801				
F17. Decrease in services provided	.725				
F1. Lack of funds affecting sustainability and services offered	.549				
F12. poor accountability		.817			
F11. Lack of monitoring		.814			
F13. Misuse of donated funds		.715			
F14. Insufficient transparency in financial matters		.625			
F18. Lack of follow-up on donations		.599			
F6. Shortage of staff			.780		
F7. Deficit in managerial presence/ poor leadership			.717		
F5. Resignations due to lack of payment			.683		
F4. Loss of sponsors leading to staff and volunteer resignations			.630		
F3. Loss of sponsors leading to food provision disruption				.866	
F2. Loss of funding leading to a decline in offered services				.618	
F8. Poor recruitment practices				.587	
F9. Inadequate delegation, and communication issues					-.753
F10. Lack of job role clarity					.729
Eigen values Explained	5,978	2,179	1,887	1,349	1,252

KEY: Factor 1 = Resource management; Factor 2 = Lack of monitoring and evaluation Factor 3 = Staff attrition; Factor 4 = Inadequate funding and recruitment methods; Factor 5 = Communication strategy and structured job roles.

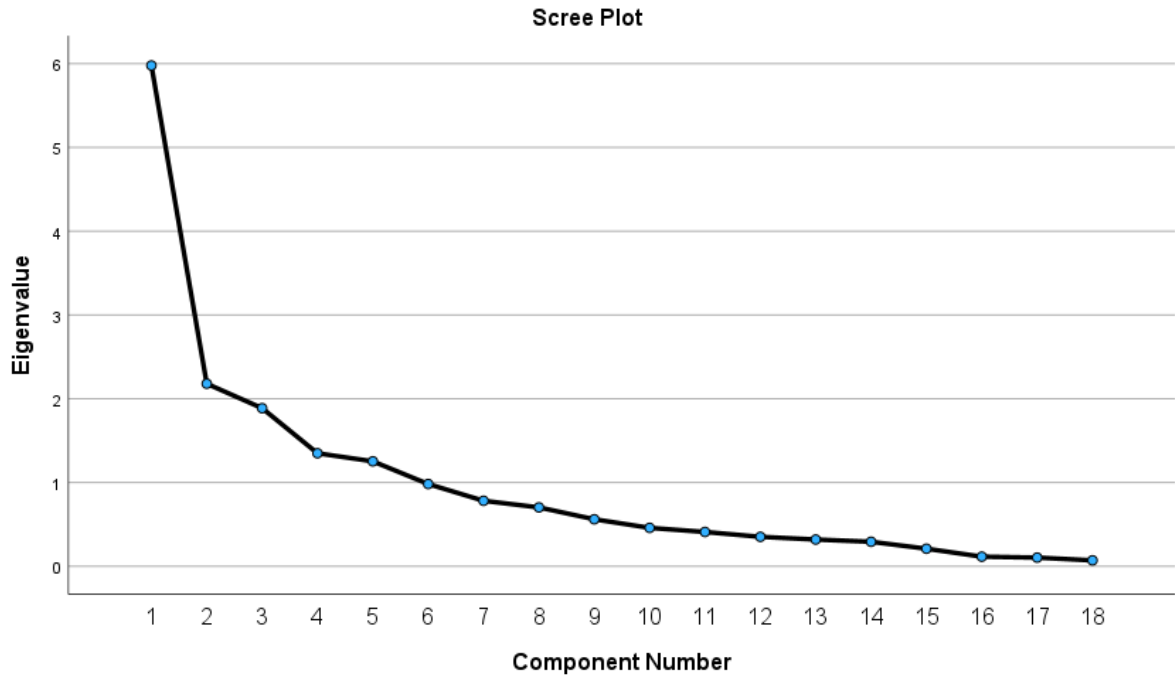


Figure 4.4 Scree plot for factors affecting CBOs' effectiveness in promoting educational services in Mosiphane Village.

Source: SPSS construct (2024).

Table 4.7 Mean factor ranking for factors affecting CBOs' effectiveness in promoting educational services

Factors	Sum	Mean	Std. Deviation
Lack of monitoring and evaluation	1088,00	21,8	2,69
Resource management	900,00	18,0	2,08
Staff attrition	801,00	16,0	2,67
Inadequate funding and recruitment methods	632,00	12,6	1,98
Communication strategy and structured job roles	419,00	8,4	1,01

4.5 Proposed Strategies to Enhance the Effectiveness of CBOs in Mosiphane Village

The results of this study proposed three major strategies that could enhance the effectiveness of CBOs in promoting grassroots educational services (Figure 4.5). These strategies included the following: traditional leadership and government support, monitoring and evaluation system and getting more sponsorships.

As shown in Figure 4.5, traditional leadership and government support were proposed to be some of the strategies that could be adopted by the CBOs to enhance educational services. For instance, beneficiaries of the CBO focus group proposed that:

“The ward committee should ensure the organisation is running smoothly. And ensure all the activities such as after-school programs, computer training and recruitment of volunteers which were offered previously are restored in the organization.”

In the same focus group of CBO beneficiaries, it was further suggested that:

“Ndhavezitha’ (community headwoman) as the leader of this community may assist the CBO by raising funds. Also, the active involvement of ward counsellors and Members of the Executive Council (MECs) may help to change the current situation within the CBO.”

Moreover, the traditional leader claimed that:

“Municipality should get involved and support these kinds of initiatives in terms of funding and monitoring because our progress also uplifts the municipality.”

Secondly, the participants suggested that the CBOs should put a monitoring and evaluation system in place to enhance educational services in Greater Tzaneen Municipality.

For instance, the traditional leader extended that:

“There should be a committee that monitors all the processes and activities of the organisation. The very same committee should also give updates in the form of reports in the community gathering/meetings.”

The participants further alluded that the monitoring and evaluation system enhances the transparency in the CBO which also contributes to the effectiveness of the CBO in promoting grassroots educational services. This was evidenced by the views of the ward councillor shown in the following extract, thus:

“The organisation should be transparent to the community on how they work. Also, monitoring of funds and donations should be taken into consideration.”

Furthermore, getting more sponsorships was revealed as another strategy that can be adopted by the CBO to promote education initiatives. This was evidenced by the views of the CBO focus group and traditional leader shown in the following excerpts.

CBO focus group was of the idea that:

“We need to get more sponsors instead of relying on one sponsor so that in case they pull out, then we have others to keep us going.”

The traditional leader supported the idea of the CBO focus group by indicating that:

“The organisation should apply for another funding that will sustain the organisation for a long time.”

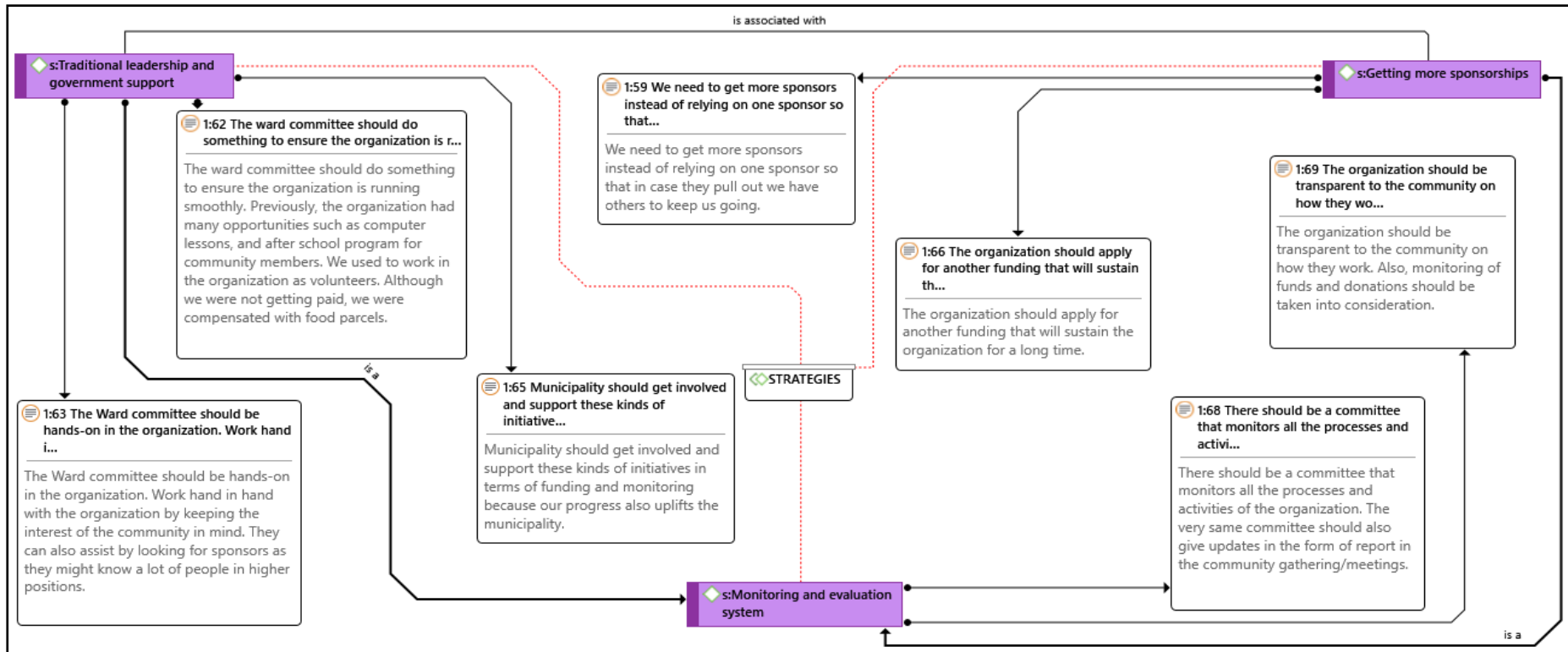


Figure 4.5: Strategies to enhance the effectiveness of CBOs in promoting educational services in Mosiphane Village.

Source: Atlas ti networks diagram (2023)

4.5.1 Descriptive Analysis

4.5.1.1 Proposed Strategies to Enhance the Effectiveness of CBOs in Mosiphane Village

Eleven factors were loaded into the analysis, only four factors were identified as strategies that could enhance the effectiveness of CBOs in promoting grassroots educational services, based on Eigen values of greater than 1 (Table 4.6). All items demonstrated satisfactory loadings at $\alpha > 0.4$ (Table 4.7). Moreover, a scree plot observation also supported 4 factors as shown in Figure 4.6. Four identified factors were: community empowerment; fundraising and community leadership support; effective monitoring and evaluation systems and ethical and accountable organisational culture. Among all the strategies mentioned, the results revealed that factor one named “Community empowerment” was ranked higher as the greatest strategy that could enhance the effectiveness of CBOs in promoting educational services whilst factor four named “Ethical and accountable organisational culture” was ranked low (see Table 4.10).

Table 4.8 Factor extraction using eigenvalues and total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %	Total
	1	3,189	28,987	28,987	3,189	28,987	28,987
2	1,964	17,857	46,844	1,964	17,857	46,844	2,198
3	1,418	12,890	59,734	1,418	12,890	59,734	1,679
4	1,091	9,921	69,654	1,091	9,921	69,654	1,580

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Factor 1: Capacity building and community involvement, **Factor 2:** Getting more sponsorship, Traditional leadership and governance support, **Factor 3:** Monitoring and evaluation system and adherence to organizational objectives, **Factor 4:** Accountability and implementation of management roles.

Table 4.9 Factors loadings strategies for enhancing CBOs effectiveness in promoting educational services

Item	Factor 1	Factor 2	Factor 3	Factor 4
S4. Utilising local youth and community members' knowledge and involvement for better solutions	.775			
S7. Appoint experienced leadership	.761			
S11. Efficient use of funds	.744			
S5. Proper training for organisation members and volunteers to improve their skills	.605			
S1. Seeking donations from various business owners and expanding sponsor base for sustainability		.878		
S2. Applying for multiple funding sources to ensure continuity even if one sponsor withdraws (risk mitigation)		.728		
S3. Involvement and support from community leaders (community headwoman, ward counsellors, MECs, municipality)		.570		
S9. Adherence to organisational objectives			.463	
S6. Establish a monitoring committee for overseeing organisation activities and providing community updates			.829	
S10. Implementation of a structured managerial role				.849
S8. Ensure accountability and transparency				.624
Eigen values Explained	3,189	1,964	1,418	1,091

KEY: Factor 1 = Community empowerment Factor 2 = Fundraising and community leadership support; Factor 3 = Effective monitoring and evaluation systems; Factor 4 = Ethical and accountable organizational culture.

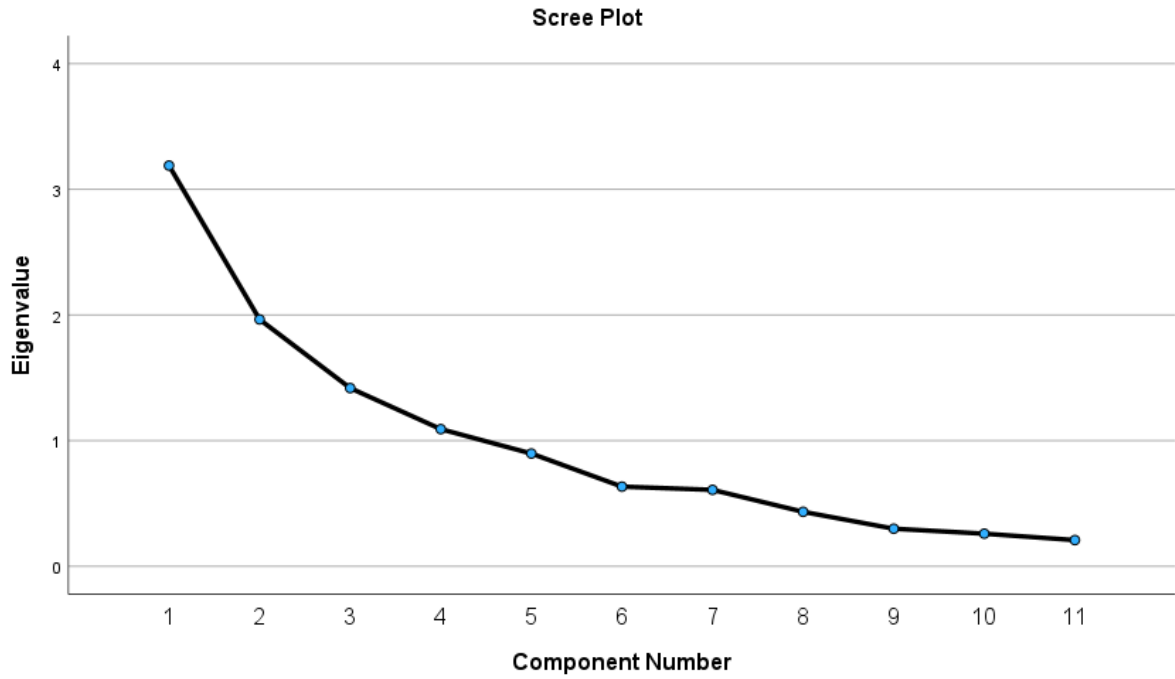


Figure 4.6 Scree plot for the proposed strategies to enhance CBOs effectiveness in promoting educational services in Mosiphane Village.

Source: SPSS construct (2024)

Table 4.10 Mean Score ranking of strategies that could enhance the effectiveness of CBOs in promoting educational services

Factors	Sum	Mean	Std. Deviation
Community empowerment	925,00	18,5	1,62
Fundraising and Community leadership support	639,00	12,8	1,79
Effective monitoring and evaluation systems	464,00	9,3	0,78
Ethical and accountable organisational culture	450,00	9,0	0,99

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the study findings with relativity to the existing literature. The results of the demographic profile of participants are discussed first followed by approaches used by the CBO, factors affecting the effectiveness of the CBO and strategies to enhance CBOs' effectiveness in promoting educational services. Also, the conclusions drawn from the study findings are outlined. Lastly, the recommendations for future studies and CBOs to improve their effectiveness in promoting educational services are also covered.

5.2 Discussions

5.2.1 Demographic Information

The study revealed that most of the participants were predominantly women. This is similar to the findings of a study in Kibwedzi District, Kenya (Luvai, 2012), where 60% of the respondents were female. The results also reflect the national demographic profile, which shows that women account for 51,1% (approximately 30,75 million) of the population in South Africa (Stats SA, 2021b). This gender imbalance raises several noteworthy implications for the effectiveness of community-based organisations (CBOs) in providing educational services in the area. The higher proportion of females in the current study may reflect broader societal trends in which women often bear a disproportionate burden of caregiving responsibilities, including children's education. Consequently, CBOs should recognise female caregivers' unique challenges in accessing educational services and tailor their outreach efforts accordingly. This may involve implementing flexible scheduling options, providing childcare support, and offering resources to alleviate the barriers that hinder women's participation in educational programmes.

The lower representation of males in the study population is a matter of concern regarding their participation in educational initiatives facilitated by CBOs. Thus, CBOs should adopt inclusive approaches involving male community members in educational activities to ensure holistic development and address disparities in educational outcomes between genders. However, these results contradict those of Madaki (2018) in a study conducted in Nigeria whereby 85% of the respondents were male and this could be because men believe that their involvement in CBOs would enable them to secure leadership and management positions as earlier observed by Fournier & Kelemen (2001).

The high percentage of individuals who attained secondary education in the present study confirmed the results of a study conducted in Nigeria whereby 75% of the respondents had acquired secondary education (Madaki, 2018). The level of education revealed in these studies suggests a relatively favourable educational landscape within the community. This may also reflect efforts by CBOs and other stakeholders to promote education and enhance literacy rates within the study area. Generally, the level of literacy has a fundamental influence on all kinds of development as Theron (2005) claims. The author further alludes that literacy level is a potent mover of people's zeal and willingness to associate in group activities that affect them. The findings further revealed that most of the participants in this study fell within the youthful demographic. This could be because of the past educational segregatory practices in South Africa, whereby many adults of today did not access education (Mckeever, 2017); hence, most youths have better education, making them the right candidates for CBOs involved in promoting educational services. It should also be noted that CBOs, in general, also target youth for employment in rural areas as a way of helping them move away from social ills such as juvenile delinquency, substance abuse, low social values, and illiteracy (Fagan *et al.*, 2008; Elliott, 2020). The significant representation of youth indicates a strong interest and engagement in educational activities within the community.

5.2.2 Approaches used by CBOs in Promoting Grassroots Education Services.

The findings of the current study identified various approaches used by CBOs to facilitate grassroots educational services. This included community involvement, parental partnership and outreach programmes, performance review, community empowerment and volunteerism. The findings revealed that parental involvement and outreach programmes were considered the most crucial approaches by CBOs for enhancing grassroots educational services in the study area. According to Jordan *et al.*, (2001), partnering with parents in the education of their children has the likelihood of increasing the relationship with the organisation. This may also help in addressing challenges faced by learners at school and home. Therefore, this benefits learners to receive desirable educational services. Furthermore, involving parents in their children's education may have a positive effect on the social functioning of the organisation (Jordan *et al.* 2001).

In addition to this, Che (2010) claims that parental involvement in school activities is more likely to result in increased achievement such as a low rate of absenteeism, a decrease in the dropout rate, and student behaviour. The author further alludes that parental involvement may improve parent-teacher relations, greater commitment, self-esteem, and improved attitude towards schoolwork. Additionally, partnering with parents in educational matters highlights the

fact that CBOs acknowledge the significant role parents play in their children's education. This implies that CBOs understand the significance of parental support, guidance, and active participation in educational activities at the grassroots level.

The outreach programme was another popular approach used by CBO in promoting educational services in the present study. The findings revealed that the CBO offered community career training as well as educational campaigns on HIV/AIDS and STIs. The latter was done to curb the spread of diseases, which is crucial in achieving equitable educational outcomes and enhancing educational efforts. This corresponds with the findings of Lehlola, (2017) who found that CBOs operating in Eastern Cape province, South Africa, play a substantial role in mobilising people living with HIV/AIDS to adhere to antiretroviral treatment (ARVT). Thus, community outreach programmes are imperative as they acquaint the community with knowledge as well as advance the educational mandates of the learners. These findings confirmed the findings of Lupuwana & Kheswa, (2021) who alluded much to the prominence of healthcare and career awareness as opposed to mere and baseless community engagement meetings.

Community involvement was also identified as one of the approaches employed by CBOs to promote educational services. This indicates the recognition of the broader community as a valuable educational resource. This supports Njundu's (2020) claim that local participation is considered one of the solutions to the problem of project sustainability. This suggests that CBOs recognise the wealth of knowledge, skills, and support networks present within the community and seek to leverage these resources to enhance educational initiatives. Ngcobo (2019) mentioned that the community members are prioritized as the problem solvers rather than the CBO leaders leading in the problem-solving. In the same vein, Camara *et al.*, (2020) reported that the community members of Guinea were able to identify the challenges that they were facing, therefore, community involvement helps the CBOs to know which services are needed by the community to tackle the learning challenges faced in the community. This corresponds with Brown & Wyatt's (2010) finding that the lack of engagement with the communities or beneficiaries regarding the challenges they are facing and the kind of immediate help they need often leads to the CBOs delivering services that are not essential to those communities.

Community empowerment was another approach adopted by CBOs aimed at empowering people with educational services in the study area. In this context, it was indicated that the CBO conducts training where they equip the community members with computer literacy skills which advance their knowledge base and educational efforts. Similar findings were reported

by Detloret *et al.*, (2022) that local community organisations play a key role in the promotion of digital literacy skills to community members. Added to this are Manžuch & Macevičiūtė (2020), who mentioned that these organisations provide local community members with free/or low-cost training opportunities and strive to serve those who may not have access to such literacy training.

Detloret *et al.*, (2022) further indicated that local community organisations offer programmes to teach communities, including children and older people, how to use digital tools such as computers, smartphones, and software. Thus, without grasping digital skills, younger generations would face challenges to keep up with their studies. Particularly in this post-pandemic era, Detloret *et al.*, (2022) allude that the majority of children from underprivileged backgrounds are among the most affected and left behind in their learning experiences due to limited resources and a lack of digital literacy skills. Hence, digital skills and literacy would be the most important elements for enhancing educational services by CBOs in the study area if incorporated. In addition, digital skills and literacy support innovative teaching methods and facilitate remote learning opportunities. Thus, CBOs in the study area should adopt the digital skills and literacy programme to effectively enhance the promotion of educational services in this digital era.

Community-based organisations also delivered and promoted educational services through a volunteer approach. Similarly, Agonafer *et al.*, (2021) show that CBOs rely on volunteer staff from the community, especially youth and women to facilitate educational and social services. According to Naidoo & Gomez (2020), voluntary contributions help the CBOs to run smoothly. For instance, volunteers provide adequate support to the organisation's capacity for innovation and problem-solving and bring a diverse range of skills, as well as experiences, to the organisation. Moreover, using volunteer staff also minimises operational costs for CBOs, making this approach the preferred option for largely cash-strapped community organizations (Chechetto-Salles & Geyer, 2006). However, the potential implications of a voluntary approach include hiring unskilled labour, which may lead to poor performance of the organisation. In addition, when volunteers depart for better opportunities after acquiring skills and experience, the organisation suffers from staff shortages, which may result in the dysfunctionality of the organisation (Chechetto-Salles & Geyer, 2006; Austin-Evelyn, 2017). For example, Austin-Evelyn (2017) states that when volunteers stop contributing their services to CBOs, they are likely to collapse or diminish their service offerings.

In the present study, CBO also conducted school performance reviews as an approach to delivering educational services. However, this approach was least utilised. The findings

revealed that during performance review meetings, community members and parents deliberate on the school's performance. These meetings enable parents and the community to be informed on how the school is performing against its mandate of promoting educational services. Importantly, the reviews, give stakeholders a unique opportunity to determine challenges that hinder school effectiveness and therefore, propose suitable interventions. In support of this, Luvui (2012) found that community meetings allow community members to openly discuss issues and align key aspects of the CBO services with its vision, goals, mandate, and geographical coverage as well as possible intervention. This may result in improved performance of the CBO.

5.2.3 Perceived Factors Affecting CBOs' Effectiveness in Promoting Grassroots Educational Services in Mosiphane Village.

The effectiveness of CBOs in promoting grassroots educational services is affected by various factors, as revealed by the findings of this study. The lack of monitoring and evaluation systems was identified as the major challenge affecting the CBO's effectiveness in promoting educational services. This is in line with the World Bank (2001), which notes that the absence of monitoring and evaluation may expedite the misuse of funds and threaten the sustainability and effectiveness of the CBOs in promoting grassroots educational services. The World Bank (2001) further states that failure to monitor and oversee funds usage poses a risk of public funds abuse. Njundu's (2020) results in a study carried out in Gambia show that when CBOs activities are monitored through meeting attendance, participation in training activities, and participation in other community outreach activities, accountability and effective use of funds are achieved. Njundu (2020) added that the involvement of government officials, especially extension workers, improves the monitoring of CBOs' activities. Therefore, CBOs in the study area need to improve the participation of various stakeholders to enhance the monitoring and overseeing of CBOs' activities to curb the misuse of resources.

Linked to monitoring and evaluation is mismanagement of resources which participants raised as another concern affecting the work of CBOs. There were assumptions that some members of the CBO were involved in theft and misuse of donated funds. These findings concur with those of Gibelman & Gelman (2004) who found that in the Iraqi-oil-for-food programme, and the Ukrainian Fund to fight HIV infection and AIDS CBO work, only a small proportion of the funds raised reached the intended beneficiaries. This was due to managers engaging in fraud, mismanagement, and corruption that led to the failure of the organisation. Hence, the misuse of resources with no form of accountability has a negative impact on the overall effectiveness of the CBOs in promoting grassroots educational services.

Staff attrition was also identified as a factor that hindered the effectiveness of the CBO in promoting educational services in the study area. Reportedly, CBO staff members left the organisation either because they were not paid their salaries and/or poor leadership which may result in poor decision-making, a lack of accountability, micromanagement, and poor communication within the organisation. In line with this, Zulu *et al.*, (2017) indicate that staff turnover in most CBOs is centred on employee poor or unpaid salaries, and it lowers the productivity levels of the organisation. This supports the findings of Park & Shaw (2013) that organisations experience setbacks when experienced individuals depart, and when disruptions occur within their social networks, affecting workflow. In addition, Sarkar (2014) argues that with inadequate employees, the organisation may be less productive. As productivity is lowered, some of the beneficiaries might not receive services as usual. This may result in CBO providing poor education services to the community.

Besides, limited funds have a detrimental impact on the efforts of the CBOs. In line with this, the findings of the current study revealed that the lack of funding was a setback for the effectiveness of CBOs in promoting educational services at the grassroots level. Similarly, Njundu (2022) also identified limited funding as one of the main challenges faced by CBOs in Gambia. Developmental coordination disorder (DCD) report further reveals that most organisations, especially at the local level, failed to achieve their work activity plans or goals due to a lack of adequate finances (DCD, 2003). This lack of funding adversely affects the ongoing concern of the CBOs and compromises the advancement of educational services in the communities.

Lastly, communication strategy and loosely structured job roles were the least identified factors affecting the effectiveness of CBO in promoting grassroots educational services. According to Musheke & Phiri (2021), the lack of a well-formulated communication strategy and proper structure in the organisation causes problems such as confusion and misunderstandings, leading to conflicts and team demotivation. Similarly, Kube (2014) adds that ineffective communication in an organisation may result in uncertainty, apprehension, and dissatisfaction, which results in poor productivity. Thus, for the CBOs to be effective, communication should be open in which all members and beneficiaries of the organisation feel free to share feedback, ideas, and even criticism at every level. Therefore, good communication strategy and proper structure within the organization are essential for an organization to survive and to be effective in delivering services to the community.

5.2.4 Strategies to Enhance the Effectiveness of Community-Based Organisations in Promoting Grassroots Educational Services.

Various strategies for enhancing the effectiveness of CBOs in promoting grassroots educational services in the study area were identified. This included community empowerment, fundraising, community leadership support, effective monitoring and evaluation systems, and an ethical and accountable organisational culture.

In line with Dreier (2016), community empowerment was the most effective strategy that could enhance the effectiveness of CBOs in promoting educational services in the study area. It was revealed that the CBO should utilise local youth and community members' knowledge and involve them in the decision-making process as a way of empowering the community. This means that when community members are involved in decision-making processes, they are likely to take ownership of educational initiatives. This may lead to greater commitment and active participation in educational programmes organised by CBOs. Donna (2021) believes that when community members feel empowered, they are likely to mobilise resources to support the organisation. This could be in the form of fundraising, and volunteering as well as providing contributions such as materials for teaching and learning.

Thus, empowering communities will ensure that educational services are not only promoted but also sustained over the long term, as communities take ownership and responsibility for their educational activities. Overall, community empowerment is likely to create a conducive environment for CBOs to deliver educational services that are sustainable and responsive to the needs of the communities they serve.

Participants of this study further identified fundraising and community leadership support as another strategy that could enhance the effectiveness of CBO in promoting educational services. This is because community leaders, especially traditional leaders, are often respected and trusted figures in the community and their involvement in CBOs affords credibility and legitimacy to the organisation's activities. Moreover, community leaders can use their influence and network to request donations from various stakeholders to assist the organisation as Choto *et al.* (2020) claim. In this way, the effectiveness of the CBOs is likely to improve. In support of these findings, Choto *et al.*, (2020) alluded that supporting CBOs would enable them to continue delivering social value, addressing the pressing needs of disadvantaged communities and helping address some of the economic challenges. Backer *et al.* (2004) and Connolly & Lukas, (2002) also claim that the capacity building of CBOs requires the support and involvement of community leaders, executive directors, community-representative board, and clients in the design and execution of programmes. Thus, support

of community leadership may ultimately enhance and assist the CBOs in developing programmes and activities that are relevant and impactful to the community.

Effective monitoring and evaluation systems were also revealed as possible strategies that could enhance the effectiveness of CBOs in promoting educational services. The findings suggested that a committee should be appointed to monitor the processes and activities of the organisation. This may promote transparency within the CBOs. Kiprotich & Njoroge, (2018) allude that monitoring and evaluation system in the implementation of projects is one of the key features for the success of project management. In support of the above, Mwangi *et al.*, (2014) and Mwangi & Iravo (2015) further assert that monitoring and evaluation are crucial for the existence and sustainability of the CBOs as they keep the activities of CBOs on track. Overall, monitoring and evaluation systems are essential functions that support effective management, accountability, and sustainability of the CBOs. By incorporating these processes into the organization's planning and implementation, the CBOs can maximise their impact and achieve meaningful outcomes in promoting educational services to the communities they serve.

Ethical and accountable organisational culture was ranked the least important strategy for enhancing the effectiveness of CBO in promoting educational services in the present study. Raza *et al.* (2014) support this finding by indicating that strong organisational culture plays a significant role in aligning the future of the organisation. In a strong and ethical organisational culture, members share collective perspectives on the organisation and adhere consistently to its values (Flamholtz & Randle, 2011). Similarly, Kohtamaki *et al.*, (2016) asserted that an organisation with a strong organisational culture uses transparent communication to encourage employees as well as enhance the performance of the organisation. In the same vein, Miguel (2015) argues that where there is transparent communication, members of the organisation have a high degree of engagement. Therefore, an organisation with no ethical and accountable organisational culture can be a barrier to the effectiveness of the CBO.

Rasak (2022) alludes that unethical and unprincipled organisations fail to align themselves with the core principles and priorities of the organisation. Therefore, fostering an ethical and accountable organisational culture enhances the performance of the organisation, encourages transparency, and creates a conducive environment. This supports the findings of Fakhar *et al.* (2012) who assert that one of the main factors influencing organisational performance in the public sector is organisational culture. This assertion was also confirmed by Yasas *et al.* (2020) who recommended that organisations should establish an ethical and accountable organisational culture to enhance corporate performance. However, the research conducted by Cera & Kusaku (2020) reports that there is no positive correlation between organisational

culture and organisational performance. This indicates that organisation performance is influenced by various factors, which vary depending on the CBOs.

5.3 Conclusions

The study investigated the effectiveness of CBOs in promoting grassroots educational services in Greater Tzaneen municipality. The findings revealed that CBOs employ various approaches to facilitate service delivery. This included community involvement; parental partnership and outreach programmes; performance review; community empowerment; and volunteerism. Additionally, the findings highlighted several factors affecting the CBO's effectiveness in promoting grassroots educational services. This included the lack of monitoring and evaluation systems, staff attrition, limited funds, communication strategy and loosely structured job roles. Among these, the lack of monitoring and evaluation systems emerged as the main challenge that significantly hindered the CBOs' ability to promote educational services effectively in the study area. This shows that it is important to implement strong monitoring and evaluation systems, as poor monitoring and evaluation systems make it difficult to assess the progress and outcomes of the organisation. Also, the lack of monitoring and evaluation systems compromises organisational accountability, which has a detrimental impact on the effectiveness of CBO. Therefore, it is imperative to implement measures to address these challenges. Hence, participants of the study identified strategies to enhance CBOs' effectiveness, including community empowerment, fundraising, support from community leadership, the establishment of effective monitoring and evaluation systems, and fostering an ethical and accountable organisational culture. Adopting these strategies is crucial for CBOs to improve their effectiveness in promoting grassroots educational services.

5.4 Recommendations

Based on the results of the study, the following recommendations are made:

a) Government officials, traditional leadership, and business people should increase their support for CBOs. This support should encompass creating a conducive environment for their operations, helping in terms of resources and donations, and assisting them with recommendations for funding applications. Furthermore, assisting the CBOs in monitoring and evaluating the activities and progress of the CBOs will raise awareness about the nature of support the CBOs need to run their activities effectively. For instance, financial management training programs for CBO staff members should be implemented to ensure proper handling of funds, training on financial literacy, budgeting, and financial reporting should be provided, and staff members should be educated about ethical practices and the importance of transparency in financial management. Establish internal control systems, such as approval

processes and expenditure tracking mechanisms. Also, conduct regular internal audits to detect and prevent fraud or mismanagement.

b) Non-governmental organisations (NGOs) should take an active interest in CBO activities and provide them with the necessary support and guidance to fulfil their roles effectively. NGOs should also assist the CBOs on how to establish an effective committee that will oversee all the activities and expenditure within the organisation.

c) Moreover, there should be a focus on hiring competent people, as their skills directly impact the sustainability of CBOs. Also, there should be continuous training/and workshops for CBOs' staff members and community members, as this will provide the basis for the needs assessment of the community by CBOs and room to clarify the purpose of the CBOs. Hence, the CBOs are likely to maintain their competence levels over time.

d) Community-based organisations (CBOs) should consider allowing the community members to decide what they want, thus taking into consideration their views, needs, and inputs. This will provide the basis for success in their initiatives. For instance, the CBOs may invite parents, learners, and teachers to participate in brainstorming sessions. Also, to discuss the desired improvements, such as after-school tutoring, career counseling, and educational workshops.

5.5 Directions for Future Research

This study focused on assessing the effectiveness of community-based organisations in promoting grassroots educational services in Greater Tzaneen Local Municipality. Although the findings can be generalised in other geographical contexts, there is a need that a similar study can be conducted in other areas to assess whether similar trends emerge elsewhere. In addition, future studies ought to look at the role of community-based organizations that render socio-economic issues other than education services to a larger population for in-depth knowledge. Community-based organizations play a crucial role in addressing a wide range of socio-economic issues beyond education such as poverty alleviation, economic empowerment, community development, healthcare access, environmental sustainability, gender equality and social inclusion. Hence, future research on these diverse areas can explore the effectiveness of CBO interventions, best practices for sustainability, and the role of partnerships with governments and international organizations. Thus, understanding these dynamics can provide clarity and direction of the impact of CBOs in addressing complex socio-economic challenges worldwide.

There is also a need for policy interventions from the government to support the CBOs that are addressing contemporary issues in various communities. In addition, future research on

CBO interventions and their impact on socio-economic issues will not only provide insights into effective strategies but also inform policy decisions and program implementation at different levels. From the current and future research findings, policymakers can create a conducive environment that supports and strengthens CBOs, ultimately contributing to sustainable development and inclusive growth in communities worldwide.

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APPENDICES

Appendix A: Permission letter

University of Venda
Private Bag X5050
Thohoyandou
0950

Traditional leadership

Mosiphane village

Tzaneen,

0850

25 June 2023

To the Traditional leadership

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY IN MOSIPHANE VILLAGE

My name is Malatji Carlifonia a student from the University of Venda currently enrolling master's degree in Rural Development.

I would like to conduct a research study for my master's dissertation, which aims to analyse "*Analysis of community-based organizations' effectiveness in promoting grassroots educational services*". The study is under the supervision of Dr MA Mathaulula, Dr W Ndlovu and Ms G Oloo.

I hereby request your permission to enter your community to conduct data for my study. The data will be collected through face-to-face interviews and focus group discussions with the community members. Lastly, I will also liaise with the committee of CBO that promotes educational services in Mosiphane village before conducting my study.

I would appreciate your permission to conduct the study.

Yours Sincerely,

Malatji C.

Appendix B Informed consent

RESEARCH ETHICS COMMITTEE

UNIVEN Informed Consent

LETTER OF INFORMATION

Title of the Research Study: Analysis of community-based organizations' effectiveness in promoting grassroots educational services in Greater Tzaneen municipality.

Principal Investigator/s/ researcher: Malatji Carlifonia

Co-Investigator/s/supervisor/s: Dr MA Mathaulula, Ms G Oloo and Dr W Ndlovu

Brief Introduction and Purpose of the Study:

Community-based organisations continue to thrive throughout the world, they are crucial, especially in Africa, Asia, and Latin America (Banks, 2016). Their evolution and importance became more distinct mainly after the 1970s when prevailing conditions compelled them to specifically carry out service delivery, advocating for community empowerment/and development. The number of registered NPOs in Limpopo Province has declined considerably (Limpopo Department of Social Development, 2020), due to numerous constraints, in particular limited funding and poor management.

The purpose of this study is to assess the effectiveness of community-based organizations in providing educational services to the grassroots communities in Greater Tzaneen Municipality of South Africa. The results of this study will help raise awareness of the importance of CBOs and the major roles they play in community development. It is anticipated that the results will reveal the need and nature of support the CBOs in Greater Tzaneen Local Municipality require to function better.

Outline of the Procedures: A sequential Mixed method design will be adopted in the study, where phase 1 will be a qualitative approach and phase 2 will be the quantitative approach. During phase 1 data will be collected through focus group discussions and key informant interviews using a semi-structured interview guide to twenty-two participants. key informant interviews will proceed with focus group discussion. About twenty-two respondents will

participate in focus group discussions. Focus groups will be constituted as follows: first FGD will consist of 10 beneficiaries of CBOs services, the second group will consist of eight CBOs staff members while traditional leadership, the chairperson of the CIVIC Association and the ward councillor will participate in key informant interviews.

Data which will be obtained in Phase 1, will be used to construct a close-ended questionnaire which will be used in Phase 2 of the study. The questionnaire with close-ended questions that require responses on a Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree) will be used to collect quantitative data in phase 2 of the study. There will be two sections in the questionnaire. The first section will capture participants' demographic profiles and the second section will capture participants' perceptions regarding educational services provided by CBOs in Mosiphane village. The questionnaire will be administered to fifty beneficiaries of the CBO in Mosiphane A and B.

Risks or Discomforts to the Participant: None, there are no foreseeable risks that the study is anticipating.

Benefits: Information obtained from participants could be helpful and contribute to developing appropriate policies that create a more enabling environment for effective and successful CBOs' delivery of services in Greater Tzaneen Local Municipality. The researcher will fulfil the requirements of a master arts in rural development and also produce articles, books, and conference papers.

Reason/s why the Participant May Be Withdrawn from the Study:

Participants will be allowed to withdraw from the study without any penalty since they will be volunteering to participate.

Remuneration

The participants will not be paid for participating in the study.

Costs of the Study

The participants will not cover any expenses such as transportation or refreshments.

Confidentiality

Confidentiality will be assured. The participant details and information will be treated as confidential. No information will be shared without the participants' permission. Also, data collected sheets will be stored in a locked locker.

Research-related Injury.

There are no research-related injuries anticipated in the study.

Persons to Contact in the Event of Any Problems or Queries:

Dr MA Mathaulula/Ms G Oloo/Dr W Ndlovu on 015 962 8808/
[anges.mathaulula@univen.ac.za/](mailto:anges.mathaulula@univen.ac.za) grace.oloo@univen.ac.za. Please contact the Researcher,
Miss C Malatji on 071 275 5140/ carlifonia145@gmail.com or the University Research Ethics
Committee Secretariat on 015 962 9058. Complaints can be reported to the Director of
Research and Innovation, Prof GE Ekosse on 015 962 8313 or Georges
Ivo.Ekosse@univen.ac.za

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population.

CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, Miss C Malatji, about the nature, conduct, benefits, and risks of this study - Research Ethics Clearance Number: To be inserted.
- I have also received, read, and understood the above-written information (*Participant Letter of Information*) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant Date Time Signature

I,
(*Name of researcher*) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher

..... Date..... Signature.....

Full Name of Witness (If applicable)

..... Date Signature.....

Full Name of Legal Guardian (If applicable)

..... Date..... Signature.....

Appendix C Data collection tool for phase 1 (Qualitative)

Introduction

I am Ms. Malatji Carlifonia, a student from University of Venda. I am conducting a research on

“ANALYSIS OF COMMUNITY-BASED ORGANIZATIONS’ EFFECTIVENESS IN PROMOTING GRASSROOTS EDUCATIONAL SERVICES”

This is in fulfilment of the Master of Arts in Rural Development (master’s degree). Collected data is only for academic purposes and will therefore be treated with strict confidentiality and in consideration of the Protection of Personal Information Act 4 of 2013 [POPIA].

Nota bene: Please note that there is no benefit for participating in this study and participation is voluntary.

Instructions: Please answer the following and do not write your name anywhere.

Section A: Establish approaches used by CBOs in promoting grassroots educational services.

What approaches are used to facilitate educational services at grassroots by CBOs?

.....
.....

Section B: Examine factors affecting CBOs’ effectiveness in promoting grassroots educational services.

What are the factors affecting CBOs’ effectiveness in promoting grassroots educational services?

.....
.....

Section C: Recommend strategies to enhance the effectiveness of Community-Based Organisations in promoting grassroots educational services.

What strategies would enhance the effectiveness of CBOs in promoting grassroots educational services?

.....

THANK YOU!!!!

Appendix D Data collection tool for phase 2 (Quantitative data)

INSTITUTE FOR RURAL DEVELOPMENT

UNIVERSITY OF VENDA

Community-Based Organisation (CBO) Survey

Questionnaire Number: -----

Private Bag X 5050

Thohoyandou

0950

Telephone number:

Contact person: Ms Malatji C

This is in fulfilment of the Master of Arts degree in Rural Development.

Strict Confidence in Handling Data

Collected data is only for academic purposes and will therefore be treated with strict confidentiality and in consideration of the Protection of Personal Information Act 4 of 2013 [POPIA]. The information you shall provide will be treated with the strictest of confidence. Note that your name and address will not be divulged to anyone or organisation.

Nota bene: Please note that there is no benefit for participating in this study and participation is voluntary.

Location :

Telephone Number :

Cell Number :

Interviewer's remarks :

Interviewer : Date completed:

Instructions: Please mark your answers in the boxes [√] or [x] and do not write your name anywhere.

Section A: Demographic profiles of the respondents

1. Background Information

NB. Please circle (O) or tick (✓) in the correct space.

1.1 Gender

Male	1
Female	2

1.2 What is your highest level of education attained?

None	1
Primary	2
Secondary	3
Tertiary	4

1.3 What is your age group?

<20 years	1
21-29 years	2
30-39 years	3
40-49 years	4
50-59 years	5
60 years and above	6

1.3 What is your marital status?

Never married	1
Married	2
Living together	3
Divorced	4
Widowed	5
Single	6

Section B: To what extent do you agree with the following approaches being used by the CBO in promoting grassroots educational services in Mosiphane village?

Approaches to promote educational services in Mosiphane village	Codes	Level of agreement				
		Strongly disagree	Disagree	Neutral	Agree	Strongly disagree
Parental involvement		1	2	3	4	5
a) Monthly meetings with parents discussing learners' progress	A1					
b) Parental involvement in problem-solving for children's challenges	A2					
c) Parents' participation in trips and logistics	A3					
Community Engagement						
a) Quarterly community meetings sharing the organisation's performance and challenges	A4					
b) Community approval for new ideas and recruitment	A5					
c) Annual function involving the community	A6					
Educational and social support						
a) Engaging with the community to address learners' challenges and provide solutions	A7					
b) HIV/AIDS awareness and education initiatives	A8					
c) Employment and computer training programs	A9					
Voluntary and beneficiary support						
a) Community members assisting in teaching, homework, and career guidance	A10					
b) Parents and community contributions to support the organization	A11					
c) Volunteer involvement and assistance	A12					

Section C: To what extent do you agree with the following factors affecting the effectiveness of the CBO in promoting grassroots educational services in Mosiphane village?

Factors affecting the effectiveness of the CBO in promoting grassroots educational services	CODES	Level of agreement				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Themes		1	2	3	4	5
Financial management						
a) Lack of funds affecting sustainability and services offered	F1					
b) decline in offered services,	F2					
c) food provision disruption	F3					
d) Loss of sponsors leading to staff and volunteer resignations,	F4					
Staffing issues		1	2	3	4	5
a) Resignations due to lack of payment,	F5					
b) shortage of staff,	F6					
c) Deficit in managerial presence/ limited leadership	F7					
d) Poor recruitment practices	F8					
e) inadequate delegation, and communication issues	F9					
f) lack of job roles clarity,	F10					
Monitoring and accountability						
a) Lack of monitoring	F11					
b) poor accountability,	F12					
c) misuse of donated funds,	F13					
d) insufficient transparency in financial matters	F14					
Impact on service and support						
a) Decline in children's attendance,	F15					
b) loss of volunteers,	F16					
c) decrease in services provided,	F17					
d) lack of follow-up on donations	F18					

Section D: To what extent do you agree with the following strategies to enhance the effectiveness of the CBOs in promoting grassroots educational services in Mosiphane village?

Strategies to enhance the effectiveness of CBO in promoting grassroots educational services	Codes	Level of agreement				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Themes		1	2	3	4	5
Diversification of funds						
a) Seeking donations from various business owners and expanding sponsor base for sustainability	S1					
b) Applying for multiple funding sources to ensure continuity even if one sponsor withdraws (risk mitigation)	S2					
Community and government support						
a) Involvement and support from community leaders (community headwoman, ward counsellors, MECs, municipality)	S3					
b) Utilizing local youth and community members' knowledge and involvement for better solutions	S4					
Capacity building and oversight						
a) Proper training for organisation members and volunteers to improve their skills	S5					
b) Establish a monitoring committee for overseeing organisation activities and providing community updates	S6					
Leadership and transparency						
a) Appoint experienced leadership	S7					

b) Ensure accountability and transparency,	S8					
c) Adherence to organisational objectives	S9					
d) Implementation of a structured managerial role,	S10					
e) Efficient use of funds	S11					

Thank you

Appendix E Ethical clearance certificate.

ETHICS APPROVAL CERTIFICATE

ETHICS APPROVAL CERTIFICATE

FACULTY OF SCIENCE, ENGINEERING AND AGRICULTURE
RESEARCH ETHICS COMMITTEE

NAME OF RESEARCHER/INVESTIGATOR: Malatji Carlifonia

STAFF/ STUDENT NO: 6018966

PROJECT TITLE: Analysis of community-based organizations' effectiveness in promoting grassroots educational services in Greater Tzaneen municipality

ETHICAL CLEARANCE NO: FSEA/22/IRD/29/1707

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Dr MA Maithaulula	University of Venda, Institute for Rural Development	Supervisor
Ms G Oloo	University of Venda, Institute for Rural Development	Co-supervisor
Dr W Ndhlovu	WyzeSymba company	Co-supervisor

Type: **Student research**

Risk: **Minimal risk to humans, animals, or environment (Category 1)**

Approval Period: **January 2023-January 2025**

The Faculty Research Ethics Committee (FREC) of the Faculty of Science, Engineering and Agriculture hereby approves your project as indicated above.

General Conditions



University of Venda

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