

**A CRITICAL ANALYSIS OF THE LEARNING CULTURE OF RESILIENT SCHOOLS WITHIN  
RURAL COMMUNITIES IN MPUMALANGA**

by

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## DECLARATION

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I declare that **A critical analysis of the learning culture of resilient schools within rural communities in Mpumalanga** is my own work and that all the resources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE

(MR M.J.DLAMINI)

07 January 2005

DATE

## **DEDICATION**

This work is dedicated to my wife, Doris Sipiwe Dlamini, Lindi Carol Mandy Dlamini, Terence Musa Dlamini and to my late mother, Sophlinah Dlamini who always encouraged me to enhance my studies.

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## **ABSTRACT**

The purpose of this study was to investigate those aspects of resilient schools which are particularly beneficial for schools within rural communities in Mpumalanga. The study was done in two phases: a literature review focussing on the culture of learning of resilient schools and an empirical investigation focussing on the culture of learning of resilient schools within rural communities in Mpumalanga. Two secondary schools were selected according to criteria of resiliency. The study involved qualitative approaches, in-depth observations and interviews with key informants: principals, teachers, learners and members of the school governing bodies.

The data demonstrate that there is no distinctive aspect of the culture of learning of resilient schools because all aspects are interrelated and interdependent. This study discovered that the most effective aspect, which benefits the culture of teaching and learning in resilient schools, was the involvement of all stakeholders.

## **KEY TERMS**

SGB: School governing body

SASA: South African Schools Act

SBM: School-based management

SMT: School Management Team

MDE: Mpumalanga Department of Education

LRC: Learners Representative Council

Self-managing schools

PFMA: Public Finance Management Act

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