

Perspectives on the Functioning of an Effective School Attended by Learners from Rural School

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ABSTRACT Since the attainment of democracy in 1994, South Africa has been committed to effectively addressing the problems of poverty and the gross inequality evident in most aspects of South African society, especially in education. This study explores the functioning of an effective school attended by learners from disadvantaged communities. Most schools that are attended by learners from disadvantaged communities have not performed well, especially in their Matriculation examinations. Against these great odds some schools attended by learners from disadvantaged communities have functioned effectively and achieved remarkable results, and from these a particular school was chosen. This is a school attended by learners from disadvantaged communities. It has maintained a Matriculation pass rate of 100%, since 1979 to date. Research findings were compared with the relevant literature to identify existing information and the possible differences. The findings were then recorded. The study also showed that an effective functioning of a school attended by learners from disadvantaged communities can be enhanced if schools focus on life skills education.