

Integration and learners' feelings of belonging in a desegregated former House of Delegates school

by

Ramodungoane James Tabane

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Promoter: Dr. Salomé Human-Vogel

Co-promoter: Professor Mokubung Nkomo

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Rutang bana ditaola le se ye natšo badimong

Sepedi idiom

(Own translation: "Educate the children so that your wisdom does not die with you")



SERETO

Ke rena batho ba Tabane a botlotlo ngwana wa modisa wa dira tša makgowa

Ke ba bo nenge nenge a sebata,
Ke batho ba ba boago booka,
Ke booka bja tlopo, bja o ka medupi e a na

Ke batho ba khenesa bosahlane, thwadi a mosadi a di botša, tša mme a thota

Re boa sešhonkwane sa tlou kgatla, se re se mpona, sa inama inama

Ke ba mmakheepe kha ho rema,
Ke bonakga go ya go boya ya ba motshotsho,
Nke ke mongwe a bona magaladigaladi,
Ke ba bo mmantabole a Phaleng

Re boa tswetla ga Ramapulana
Re bina tlou selema
Re di mbezi raboyane

Booka wee!!!

Ke! Tabane a bodiša bo tholo, mmutla ke mošimanyane
Ke! Tlou sešhonkwaneng sa kgatla khunwane sa re sempona sa inama inama
E re ke mohwe a bona mohwehadi

Ba re ke bo mantabole a Phaleng
Re boa tswetla ga Ramapulana
Re bina tlou selema

Ke! Setlogolo as ditlogolo tša mokaba mmaleihlo lerotolwa ke lengwe
Tau etswa seokodibeng sa mmamerithi mebedi



Ke! Tšhukudu mpe ya bo ramaite, Tšhukudu mpe etswa lehloding
Go tšwa ka madi a se gotšwa
Ke! ba go tseba go gošoga thebele, go roka ba sa gotsebe
Bakone Wee!

Ke! Setlogo sa mantšha o tlogele phatla e šhale le beng
Ke morwa mologadi, mologa ditshetlo, le maano oa loga
A tšea pheta a e romela leboa

Ke pšhantla phiri seteatea le noka ya kwenane.
Ke Ramodungoane wa matladi papago makgeledisa.

Tlou!



DEDICATION

This thesis is dedicated to my beloved wife, Nokulunga Tabane, and to motivate our three sons, Lulamile, Otshegofaditse (Nogakgolo ya magoge, mmapa le kokotla, makgolo wa dinoga ka moka, Moloto. Malesela) and Pheny (Pshantla phiri seteatea le noka ya kwenane, Ramodungoane a matladi papago makgeledisa, Matlhako); my mother Mahlogobaba Rahab Tabane; my grand mother Mantsha Mapula Viginia Tabane and to the entire Tabane family and relatives – all of whom stood by me to finally see a **Philosophiae Doctor** in the family.

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Go dikgopolo tše botse ka Bro. Johnny Ngobeni, “Dankie Baas” and Koko Raisibe Olivia Ngoasheng.



DECLARATION OF ORIGINALITY

I Ramodungoane James Tabane, declare that this thesis, **Integration and learners' feelings of belonging in a desegregated former House of Delegates school**, is my own work and that all sources used or quoted have been acknowledged and have been indicated by references.

Mr. R. J Tabane

Date

SUMMARY

The first South African democratic general election of 1994 precipitated the eradication of South Africa's separate and unequal education system. The presidential tenure of Nelson Rolihlahla Mandela brought much hope that the majority of South Africans would not have thought possible. The new era carried, among other promises, the transformation of South African policies, to ensure that all South African children would have access to a school of their choice and that no child would be turned away from school on grounds of race, ethnicity, class and/ or religion. School desegregation has been one of the means of attaining social cohesion and ensuring that all learners have access to all South African schools.

School desegregation can be said to have been taking place on at least five (5) or more (taking also to consideration that there are typologies of ethnic and/ or religion desegregations taking place) different levels or typologies. These typologies are equally important as the African-to-White school migrations that have been taking place in South Africa.

Thus, using a case study, this thesis- **Integration and learners' feelings of belonging in a desegregated former House of Delegates school**- contributes to the debates on social cohesion; desegregation and integration of the learning environment bestowed with diverse learner and teacher populations. It however traces the experiences of Black and Indian learners in a desegregated former House of Delegates school to determine the successes and possible challenges of ensuring social cohesion and racial integration at a school level. The study concludes that social cohesion and school integration is possible when the focus is learner-centered, the school environment is enabling and that feelings of belonging and integration are intertwined and it is challenging to achieve one without the other.

Undertaken at a specific school context, this study does not claim that the findings are a trend in other schools although this cannot be ruled out in similar school and context. Learners in this study seemed not to be constrained by the racial classifications but defined and formed friendships along their likes, commonness, and future aspirations.

Key words: belonging, social cohesion, integration, desegregation, race, learners, House of Delegates, diversity, assimilation, Interactive Qualitative Analysis

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