

LIST OF REFERENCES

- Banks, J. A., Mc-Gee Banks, C. A., Cortés, C. E., Hahn, C. L., Merryfield, M. M., Moodley, K. A., Murphy-Shigematsu, S., Osler, A., Park, C., & Parker, W. C. (2005). *Democracy and diversity principles and concepts for educating citizens in a global age*. Seattle: Center for Multicultural Education, College of Education University of Washington.
- Bradshaw, G. (2009). Social cohesion in a post-conflict context: case study of South Africa 12 years on. *UNESCO*. London: Blackwell.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117, 497-529.
- Benjamin, A. (Ed.). (1984). *Winnie Mandela: Part of my Soul went with him*. London: W.W Norton and Company.
- Bergevin, T., Bukowski, M. W & Miners, R. (2003). Social development. In A. Slater & G. Bremner, (Eds.). *An introduction to Developmental Psychology*. Oxford: Blackwell Publishers.
- Black, white pupils in school brawl (1997, May 16). *The Star*. Retrieved from <http://www.thestar.co.za>.
- Bollen, K. A. & Hoyle, R. H. (1990). Perceived cohesion: a conceptual and empirical examination. *Social Forces*, 69, 479- 504
- Booker, K. 2006. School Belonging and the African American Adolescent: What do We Know and Where Should We Go? *High School Journal*, 89, 1-7.
- Bui, K. & Morgan, N. (2007). Effective psychotherapy in a racially and culturally diverse society. *Advances in Psychiatric Treatment*, 13, 187 - 193
- Carrim, N. and Sayed, Y. (1992). Pay as you learn. *Work in Progress*, 84, 28-29.
- Carrim, N. (1992). *Desegregation in coloured and Indian schooling*. Johannesburg: University of Witwatersrand.
- Carrim, N. (1995). From race to ethnicity: Shifts in the education discourse of South Africa and Britain in the 1990s. *Compare*, 25, 17-33.

- Carrim, N. (1998). "Anti-racism and the 'new' South Africa educational order"
Cambridge Journal of Education, 28, 301-320.
- Carter, P. L. (2006). *Opportunities and paradoxes: An examination of culture, race and group incorporation in post-apartheid South African schools*. Paper presented at the Social Cohesion and Diversity Colloquium, Mulderdrift, Gauteng, South Africa.
- Castles, S., & Davidson, A. (2000). *Citizenship and migration: Globalization and the politics of belonging*. London: McMillan Press.
- Chan, J., To, H., & Chan, E. (2006). Reconstructing social cohesion: developing a definition and analytical framework for empirical research. *Social Indicators Research*, 75, 273-302.
- Chipkin, I. & Ngqulunga, B. 2008. Friends and family: social cohesion in South Africa, *Journal of South African Studies*, 31, 61-76.
- Christie, P. (1985). *The right to learn: The struggle for education in South Africa*. Johannesburg: Ravan Press.
- Christie, P. (1990a). The catholic open schools and social reform. In M. Nkomo (Ed.), *Pedagogy of domination: Toward a democratic education in South Africa*. (pp 179-198). New Jersey: Africa World Press.
- Christie, P. (1990b). *Open schools, racially mixed catholic schools in South Africa, 1976-1986*. Johannesburg: Raven Press.
- Christie, P. (1992). An Open System within the System: Catholic Schools in South Africa, 1976-1986. In D. Freer (Ed.), *Towards open schools. possibilities and realities for non-racial education in South Africa*. Manzini: Macmillan Boleswa.
- Cohen, L., Manion, L. & Morrison, K. (2003). *Research methods in education*. (5th Ed.). London: Routledge.
- Cox, A. & Williams, L. (2008). The roles of perceived teacher support, motivational climate, and psychological need satisfaction in students' Physical Education Motivation. *Journal of Sport & Exercise Psychology*, 30, 222-239.
- Dash, S. (1988). *A case study in microcosm of the voluntary desegregation efforts of a large urban city schools system: An analysis of the L. C. Springwood elementary school from 1954 to 1984*. USA: University of Pennsylvania.

- Davids, N. (2007, September 30). Swearing lies at the heart of school violence: Pupils believe that words can lead to sticks and stones. *The Sunday Times*, Retrieved from <http://0-www.samedia.uovs.ac.za.innopac.up.ac.za/cgi-bin/getpdf?year=2007&refno=4637&topic=25>.
- Dawson, M. (2003, October). *Changing context shifting Identities*. Paper presented at Wits interdisciplinary research seminar, Johannesburg, South Africa.
- Deci, E. L., Vallerand, R. J, Pellettier L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26, 325–346.
- Denzin, N. K & Lincoln, Y. S. (2003). Introduction: The Discipline and Practice of Qualitative Research. In N. K Denzin & Y. S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials* (2nd Ed.). London: Sage.
- Dolby, N. (2001). *Constructing race: Youth, identity and popular culture in South Africa*. Albany: State University of New York Press.
- Dreikurs-Ferguson, E. (1989). Adler's motivation theory: An historical perspective on belonging and the fundamental human striving. *Individual Psychology*, 45, 354- 361.
- Durrheim, K & Dixon, J. (2005). Studying Talk and Embodied Practices: Toward a Psychology of Materiality of 'Race Relations'. *Journal of Community & Applied Social Psychology*, 15, 446–460.
- Du Toit, P. J. (1995). Interpersonal relationships of black pupils in multicultural schools in the RSA: Problems and guidelines. *South African Journal of Education*, 15, 212 – 217.
- Ferrante, J. (2003). *Sociology: A global perspective*. California: Wadsworth.
- Fife, B. L. (1997.) School desegregation in the twenty-first century: The focus Must Change. *Symposium Series Volume 41*. Lewiston: The Edwin Mellen Press.
- Finch, H., & Lewis, J. (2003). Focus Groups. In J. Ritchie & J. Lewis (Eds.). *Qualitative Research Practice: A guide for social science students and Researchers* (pp. 170-198). London: SAGE Publications.

- Fontana, A., & Frey, J. H. (2005). The interview: Neutral stance to political involvement. In N., K. Denzin and Y., S. Lincoln (Eds.) *Qualitative Research* (3rd Ed.) (pp 695-728). London: Sage.
- Freeman, T., M., Anderman, L. H., & Jensen, J. M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. *Journal of Experimental Education*, 75, 203-220.
- Friedkin, N. E. 2003. Social cohesion. *Annual Review Sociology*, 30, 409-425
- Green, M. J., Sonn, C. C., & Matsebula, J. M. (2007). Reviewing whiteness: Theory, research, and possibilities. *South African Journal of Psychology*, 37, 431–436.
- Green, A., Preston, J., & Sabates, R. (2003). Education, equality and social cohesion: a distributional approach. *Compare*, 33, 453-470.
- Gay, L. R. (1996). *Educational research, competencies for analysis and application*. (5th Ed.). New Jersey: Prentice Hall.
- Gergen, K. J. (1985). The social constructionist movement in modern psychology. *The American psychologist*, 40, 266-275,
- Gillham, B. (2001). *Case study research methods*. London: TJ International.
- Gillborn, D. (2008). *Racism and education: Coincidence or conspiracy?* London: Routledge Education
- Graham, L. J. & Slee, R. 2008. An Illusory interiority: interrogating the discourse/s of inclusion. *Educational Philosophy and Theory*, 40 277-293.
- Hartup, N. W. (2001). The company they keep: Friendships and their developmental significance. In A. Slater & D. Muir (Eds.). *The Blackwell reader in developmental Psychology* (pp 452-471). Oxford: Blackwell Publishers.
- Hemson, C. (2006). *Teacher education and the challenge of diversity in South Africa*. Cape Town: HSRC Press.
- Human-Vogel, S. (2006). Students' mental models of positive mood and self-regulation in learning. *South African Journal of Psychology*, 36, 613- 633.

- Human-Vogel, S., & van Petegem, P. (2008). Causal judgments of positive mood in relation to self-regulation: A case study with Flemish students. *Contemporary Educational Psychology, 33*, 451–485.
- Hurtado, S., Meader, E. W., Ziskin, M., Kamimura, M., & Greene, S. (2002, June). *Intergroup relations: Views from different racial/ ethnic groups*. A paper presented at the Association for Institutional Research Forum in Toronto, Ontario.
- Jansen, J D. (1998). Our teachers see children not colour: The politics of diversity in South African schools. In M. Cross, Z. Mkwanazi-Twala, & G Klein. (Eds.). *Dealing with diversity in South African education: a debate on the politics of a national curriculum* (pp 101-106). Cape Town: Juta.
- Jansen, J D. (2004). Race and education after ten years. *Perspectives in Education, 22*, 117-128.
- Johnson, B., & Turner, L. A. (2003). Data collection strategies in social methods research. In A. Tashakkori & C. Teddlie (Eds.). *Handbook of mixed methods in social and behavioral research* (pp. 297- 319). California: Sage Publications.
- Jordaan, M. (2002, March 29). This is what I do to Boers who hurt me. *Die Burger*. Retrieved from <http://www.dieburger.com>.
- Kagee, A. & Price, J. L. (1994). Apartheid in South Africa: towards a model of psychological intervention. *International Journal for the Advancement of Counselling, 17* 91-99.
- Kearns, A., & Forest, R. (2000). Social cohesion and multilevel urban governance. *Urban Studies, 37* 995-1017.
- Landson-Billings, G & Donnor, J. (2008). The Moral Activist Role of Critical race theory scholarship. In N. K. Denzin., & Y. S. Lincoln. (Eds.), *The Landscape of Qualitative Research*. (3rd Ed.) (pp. 371-401). California: Sage
- Lasserre-Cortez, S. (2006). *A day In the parc: An interactive qualitative analysis of school climate and teacher effectiveness through professional action research collaboratives*. Louisiana State University. Unpublished Doctoral Thesis

- Legard, R., Keegan, J., & Ward, K. (2003). In-depth Interviews. In J. Ritchie & J. Lewis, (Eds.). *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (pp.138- 169). London: Sage.
- Litoselliti, L. (2003). *Using Focus Groups in Research*. London: MPG Books.
- Louw, J., & Foster, D. (2004). Race and psychology in South Africa. In A. S. Winston (Ed.). *Defining Difference: Race and Racism in the History of Psychology* (pp 171-199). Washington DC: APA.
- Machaisa, P. R. (2004). *The experiences of learners in the former White schools*. University of Pretoria: Unpublished Masters Dissertation.
- Mahlangu, P. P. (2006). *The contribution of the teaching-learning environment to the development of self-regulation in learning*. University of Pretoria: Unpublished Masters Dissertation.
- Major, B. & O'Brien, L. T. (2005). The social psychology of stigma. Retrieved from arjournals.annualreviews.org on 09/04/09
- Marchetti-Mercer, M. (2006). New meanings of "home" in South Africa. *Acta Academica*, 38), 191-218.
- McBurney, D. H. (2001). *Research Methods*. (5th Ed.). Australia: Wadsworth
- Mboyane, S. (2000, November 26). Boy suffers perforated eardrum in racist attack. *The City Press*. Retrieved from <http://www.citypress.co.za>.
- McKinney, C. (2005). Textbooks for diverse learners: A critical analysis of learning materials used in South African schools. Cape Town: HSRC Press.
- Meier, C. (2005). Addressing problems in integrated schools: Student teachers' perceptions regarding viable solutions for learners' academic problems. *South African Journal of Education*, 25, 170–177.
- Metcalfe, M. (1991). *Desegregating education in South Africa: White school enrolment in Johannesburg, 1985-1991. Update and Policy Analysis*. Johannesburg: Education Policy Unit, University of Witwatersrand.
- Miller P. V., & Cannell C. F. (1997). Interviewing for survey research. In J. P. Keeves (Ed.). *Educational Research, Methodology, and Measurement: An International Handbook* (2nd Ed.) (pp. 361-370). New York: Pergamon Press .
- Mills, C. W. (2003). *From Class to Race. Essays in White Marxism and Black Radicalism*. Lanham: Rowman and Littlefield.

- Molakeng, S. (2001, February 7) . Racist attack lands grade 9 girl in hospital. *Sowetan*. Retrieved from <http://www.sowetan.co.za>.
- Møller, V. (2007). Quality of life in South Africa- the first ten years of democracy. *Social Indicators*, 81, 181-201.
- Monare, M. (1999, May 14). Parent in race row after pupil (8) 'head-butted'. *Pretoria News*. Retrieved from <http://www.pretorianews.co.za>.
- Naidoo, J. 1996. *Racial integration of public schools in South Africa: A study of practices, attitudes and trends*. Durban: Education Policy Unit, University of Natal.
- Nichols, S. L. (2008). An exploration of students' belongingness beliefs in One Middle School. *Journal of Experimental Education*, 76, 145-169.
- Nieto, S. (2000). *Affirmative Diversity: The Socio-political Context of Multicultural Education*. (3rd Ed.). New York: Longman.
- Nkomo, M. (1990). *Pedagogy of Domination: Toward a democratic Education in South Africa*. New Jersey: Africa World Press.
- Nkomo, M, Mkwanazi-Twala, Z., & Carrim, N. (1995). The long shadow of apartheid ideology: The case of open schools in South Africa. In B. P. (Ed.). Bowser, *Racism and anti-racism in world perspective*. (pp. 261-284). Thousand Oaks : Sage
- Nkomo., M. Chisholm., L. & McKinney C. (Eds.). (2004) *Reflections on School Integration: Colloquium Proceedings*. Cape Town: HSRC Press.
- Nkomo, M., & Vandeyar, S. (2008). *In Search of Best Practices in South African Desegregated Schools*. Cape Town: HSRC Press.
- Nkomo, M., & Vandeyar, S. (2009) (Eds). *Thinking diversity, building cohesion: a transnational dialogue*. Rozenberg Publishers and UNISA Press.
- Northcutt, N. & McCoy, D. (2004). *Interactive Qualitative Analysis: A systems method for Qualitative Research*. California: Sage.
- Osterman, K. F. (2000). Students' Need for Belonging in the School Community. *Review of Educational Research*, 70, 323- 367.
- Paluck, E. L & G, D. P. (2009). *Prejudice Reduction: What Works? A Review and Assessment of Research and Practice*. Retrieved from arjournals.annualreviews.org on 09/04/09.

- Pettigrew, T. F. (1998). Intergroup Contact Theory. *Annual Review of Psychology*, 49, 65-85.
- Phatlane, R. S. (2007). *Experiences of diversity in a South African public school*. University of Pretoria: Unpublished Doctoral dissertation
- Police probing charges after race clash (1997, May16). *The Citizen*. Retrieved www.citizen.co.za/index/News/684205.page
- Porteous, J. D. (1976). Home: The territorial core *Geographical Review*, 66, 383-390.
- Probe into racism at Groblersdal school (2000 January 21). *The Citizen*. Retrieved from <http://www.thecitizen.co.za>.
- Race insults end in school fights. (2000 August 30). *Cape Argus*. Retrieved from <http://www.capeargus.co.za>.
- Racism in school is prevalent. (1999 November 30). *The Citizen*. Retrieved from <http://www.thecitizen.co.za>.
- Ranchod, J. R. (1997). *Indian and African pupil attitudes to integrated schooling in previously-Segregated Indian schools*. University of South Africa: Unpublished Masters dissertation
- Republic of South Africa. (1977). *South Africa: Progress in Inter-group and Race Relations 1970-1977 Volume 1*. Department of information: Government Printers.
- Republic of South Africa. 1996a. *Constitution of the Republic of South Africa*. Act 108 of 1996. Pretoria: Government Printers.
- Republic of South Africa. 1996b. *The South African School Act*. Act No. 84 of 1996. Pretoria: Government Printers.
- Resnick, M., Bearman, P. S., Blum, R. W, Bauman., K. E., Harris, K. M., Jones, J., Tabor, J., Beuhring, T., Sieving, R. E., Shew, M., Ireland, M., Bearinger, L. H., & Udry, J. R. (1997). Protecting adolescents from harm. *JAMA*, 278, 823-832.
- Roediger. D., (1999). *The Wages of Whiteness: Race and the Making of the American Working Class*. London: Verso
- Ryan, R. M. (1995). Psychological needs and the facilitation of the integrative process. *Journal of Personality*, 63, 397-427.

- Ryan, R. M., & Lynch, J. H. (1989). Emotional autonomy versus detachment: Revisiting the vicissitudes of adolescence and young adulthood. *Child Development, 60*, 340-356.
- Ryan, R. M., Stiller, J. D., & Lynch, J. H. (1994). Representations of relationships to teachers, parents and friends as predictors of academic motivation and self-esteem. *Journal of early adolescence, 14*, 226-249.
- Samkian, A. (2006). *Review: Keepin' it Real: School Success beyond Black and White by Prudence L. Carter*. Inter Actions: UCLA Journal of Education and Information Studies. Vol. 2, Issue 2, Article 11. Retrieved on 20 June 2008 from <http://repositories.cdlib.org/gseis/interactions/vol2/iss2/art11>.
- Schaps, E., & Solomon, D. (1990). Schools and classrooms as caring communities. *Educational Leadership, 48* (3), 38-42.
- Sekete, P., Shibulane, M., & Moila, B. (2001). *Deracialisation and Migration of Learners in South African Schools*. Pretoria: HSRC Press.
- Soudien, C. (1998a). 'We know why we're here': The experiences of African children in a Coloured school in Cape Town, South Africa. *Race, Ethnicity and Education, 1*, 7 – 29.
- Soudien, C. (1998b). Equality and equity in South African education. In M. Cross, & Z. Mkwanazi Twala, (Eds.). *Unity, Diversity and Reconciliation: A debate on the Politics of Curriculum in South Africa*. (pp. 89-114). Cape Town: Juta.
- Soudien, C. (2004). Constituting the class: An analysis of the process of 'integration' in South Africa. In L. Chisholm (Ed.). *Changing Class: Education and social change in post-apartheid South Africa*. Cape Town: HSRC Press.
- Soudien, C., & Sayed, Y. (2004). A new racial state? Exclusion and inclusion in educational policy and practice in South Africa. *Perspectives in Education, 22*, 101- 115.
- Stolle, D., Seroka, S. & Johnston, R. (2008). When does diversity erode trust? Neighborhood diversity, interpersonal trust and the mediating effect of social instructions. *Political Studies, 56*, 57-75.

- Steele, C., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of the African Americans. *Journal of Personality and Social psychology*, 69, 797-811.
- Taylor, S. (2001). Evaluating and applying discourse analytic research. In M. Wetherell, S. Taylor & S. J. Yates (Eds.). *Discourse as data: A guide for analysis* (pp. 311-330). London: Sage.
- Thaver, L. (2003, May 12). *Towards a concept of 'feeling at home' in Higher Education*. A paper presented at the Institutional Culture Research. Unpublished Paper: University of Kwazulu Natal
- Thaver, L. (2004). "At home", *institutional culture and higher education: some methodological considerations*. Unpublished Paper: University of Western Cape.
- Tsopo: Free State Health Focus Month: Philani Service Excellence Awards (20/11/2003). Free State Provincial Government. Retrieved from: <http://www.polity.org.za/article/tsopo-free-state-health-focus-month-philani-service-excellence-awards-20112003-2003-11-20> on 05 September 2009.
- Vally, S., & Dalamba, Y. (1999). *Racism, Racial Integration and Desegregation in South African Public Secondary Schools*. Report on the study by South African Human Rights Commission. Johannesburg: SAHRC.
- Vandeyar, S. (2005). Conflicting demands: Assessment practices in three South African primary schools undergoing desegregation. *Curriculum Inquiry*, 35, 461-481.
- van Heerden, M. E. (1998). *What's happening in practice? A comparative study of teaching and learning in two desegregated South African Public high Schools*. University of South Africa: Unpublished Masters Dissertation.
- Vislie, L. (2003). From integration to inclusion: focusing global trends and changes in the western European societies. *European Journal of Special Needs*, 18, 17-35.
- Walker, R., Cooke, M., & McAllister, M. (2008). A neophyte's journey through qualitative analysis using Morse's cognitive processes of analysis. *International Journal of Qualitative Methods*, 7,1, 81 - 93.

- Wander, P. C., Martin, J. N., & Nakayama, T. K. (1999). Whiteness and beyond: Sociohistorical foundations of whiteness and contemporary challenges. In T. K. Nakayama, & J. N. Martin, (Eds.). *Whiteness: The communication of social identity*. (pp. 13-26). Thousand Oaks: Sage.
- Williams, K. D. (2007). Ostracism. *The Annual Review of Psychology*. Retrieved: arjournals.annualreviews.org. on 09 April 09.
- Yin, R. K. (2003). *Case Study Research: Design and Methods*. (3rd Ed.). Thousand Oaks: Sage.
- Zafar, S. (1998). *School-based initiatives to address racial and cultural diversity in newly integrating public schools*. EPU Research Report. University of Natal: Education Policy Unit.
- Zafar, S. (1999). *Desegregation in South African Public Schools: Emerging patterns and dominant trends*. University of Natal: Education Policy Unit.
- Zimmerman, L. (2006). *Parents' constructions of the role of the helping professional in learning support*. University of Pretoria: Pretoria. Unpublished Dissertation.

Annexure 1

Issue statement

You have been in this school for some years now. There are many different experiences and activities that you have had in this school over the years. Some of these activities might have meant a lot to you and maybe others did not mean so much.

Most children/students feel that there are certain things that happen in a school that can make them feel “at home”, or feel that they belong there. Similarly, sometimes there are also things that make children feel like they don’t feel at home in a school. It can be about the people in the school and how they talk to you, who you are friends with, the teachers or the principal. Sometimes it’s about how the school looks, what you see there that makes you feel at home. For some people, feeling at home can be connected to the kinds of things that they can do at the school and whether they feel free to participate in the school’s activities.

- What is or what are the things that make you feel that you are ‘at home’, that you belong and that you are part of this school?
- What is it that happens in this school that makes you feel ‘at home’ or that you ‘belong’ in this school?
- How do activities in this school make you feel ‘at home’?

What does feeling ‘at home’ in this school mean or represent to you?

1. Now, tell me about feeling ‘at home’, tell me about feeling that you ‘belong’ in this school.
2. Reflect on all the thoughts you had concerning feeling ‘at home’ and ‘belonging’ in this school.
3. Write these thoughts down on the cards. These can be a phrase, a word, a statement, etc. any thing describing or explaining your thoughts.

Write one thought per card, using words, phrases, sentences, etc.



Annexure 2: Affinities produced from the index cards

1. Belonging (Bel)

- Under no pressure
- Environment in the school
- Comfort (able)
- Experiences
- Caring for others
- It is our school
- Spending times with friends
- Where I feel guided
- To love each other
- Where I feel loved
- Feeling of belonging
- Warmth of love and being with family
- Company
- To be with people you like
- Teachers looking at you as if you are their own child

2. Freedom (Fre)

- Liberty
- Freedom
- Freedom of Speech
- I am heard
- The way people tolerate different race and gender
- Religion don't really bother you with fellow students
- The religious interactions
- Freedom and Culture
- The expects of religious beliefs
- Open conversations

3. Tender Love and Care (TLC)

- More respect from teachers
- Good interaction and communication between teachers and the learners
- Good interaction between learners
- The rules of the school
- Learners behaviour
- Relationship with teachers who gives good advice
- Joy of being educated
- Principal's ways towards (solving/ addressing) situations
- The kindness of teachers
- The way teachers help you and advice you with personal problems
- Good communication between teachers and learners
- Caring for one another
- Cared for
- Share

4. Motivation (Mot)

- Showing us the right
- Motivated by teacher:
- Success is the key
- Strive to do your best
- More attention from teachers
- Be diligent
- Teachers are like my parents because when something is wrong they talk to me
- Learn how to persevere
- Where I have the opportunity to learn
- Where I am given the chance to grow and think on my own
- School excursions and camps



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

5. Respect (Res)

- Love(d)
- Joy
- Peace
- Honesty
- Happy
- Harmony
- Respected
- Trust
- Respect
- Teachers are understanding
- Respect each other's decisions
- The way teachers respect decisions we make
- I respect each and everyone
- I am well respected

6. Equality in the way we relate or socialise (EqS)

- Respect
- The way people are towards each other
- Caring for others the way you care for yourself
- Trusted
- Treating each other equally
- Friends listen to me
- Friends(hip)
- Relationships
- Networking
- The way people interact with each other
- People around me, like my friends



7. Security (Sec)

- Safe (ty)
- Better security
- Where I feel protected
- There should be no fear at home or pain
- Safe from strangers
- No harm/ hurt
- Having not to worry about danger
- Safe from something happening to you during the day
- A wall right around the property
- Nothing bad will happen to me
- Easier for learning to take place

8. School as a welcoming place (SWP)

- Experience things
- Well organised Matric Ball/ Dance
- Availability of the library
- Extra lessons
- High technology levels
- More sports activities
- Sporting activities

Annexure 3

Affinities formed during the focus groups

Participants wrote their thoughts, experiences and understanding about the phenomena being studied. The responses generated from the index cards, were then grouped and their themes were categorised under an affinity that represents a particular category. In this study, participants identified 8 affinities. These 8 affinities are presented in an Annexure 2. The descriptions were then written and presented in an explanation format that is, in a “manner that is informative, organised and fun to read” (Northcutt & McCoy, 2004: 302).

Affinity Descriptions

After the affinities were organised and all members of the focus group were happy. Affinity descriptions were developed from the participants responses. These write up or descriptions, advises Northcutt and McCoy (2004) tend to be brief... [however] a thick description of what an affinity means. I wrote up the narratives and gave it to the participants to check whether it encapsulate what they meant and if they were not happy, the narrative was reworked until all participants were happy with the final product.



1 Belonging (Bel)

Belonging. This affinity indicates feelings of belonging and being part of the school. Learners are able to socialise and care for their friends as they feel the warmth, love and that they are with their own families. “This is where teachers look at you as if you are their own child”. School environment is characterised by not being under unnecessary pressure. They belong and keep the company of their choice and this assists them in learning about other people’s cultures without fear of pain or regret. Learners feel that they are wanted, taken and treated as unique human beings. They are therefore comfortable with what and who they are within their afforded space in the school. There is a sense of ownership and they feel that the school belongs to them. Learners experience comfort in the school because teachers ensures their belonging, comfort and safety.

2 Freedom (Fre)

Freedom, as an affinity is explained through experiencing and enjoying the freedom that is bestowed by the Constitution of South Africa. Through experiencing freedom of expression learners are able to voice their concerns and opinions. They feel that they are not judged when they express themselves. This affinity encourages open conversations where learners can challenge the teacher and teachers in return not feeling disrespected. Learners and teachers are encouraged to be honest with each other without

holding any grudges. It gives the feeling that “I am heard” and therefore emphasises amongst others freedom of interactions for example where religious freedom is encouraged in the school. Learners are not undermined and discriminated against. Learners for instance feel that they are not judged according to their race, gender and religious convictions. This affinity is explained through experiencing and celebrating different cultures in the school and this also taught in one of the school’s learning area, Life Orientation where they are taught for instance about religious holidays such as Eid, Deepavali, Christmas, and advent Sunday, especially those that they celebrate as they fall during school calendar.

3 Tender, Love and Care (TLC)

Tender, Love and Care (TLC) as an affinity explains the positive experiences that the learners have with their teachers and fellow learners. It indicates the manner in which learners and teachers treat and regard each other. It is important for learners to feel that teachers know and understand their home and school background because this will help teachers to have a good relationship with them. Learners feel that they are loved and cared for. They are happy to be part of the school.

The affinity of TLC is further characterised by the rules in the school that are created to nurture and accommodate them and their individual needs. It is like being at home, you have rules to live by and those rules are there because your parents love you. The manner in which some teachers deliver their

lessons and being innovative indicates effort from the teachers' side, for instance a teacher who introduced "commercial break" during her lessons makes learners feel that this teacher cares for them and does not want them to only work but understands that they need "joke breaks".

Through this affinity learners know each other and therefore can see if there is something wrong with the fellow learner. It indicates learners and teachers who express condolences when the other is in pain. It indicates amongst others the kindness of the teachers and other learners. TLC also indicates the way learners appreciate the advices given and the way teachers help them with their personal problems. It also indicates the care and positive regard in the way the principal solves their problems as he gives them advice and listens to their concerns. TLC is further indicated by experiencing the principal and other staff members as being approachable. Teachers encourage learners to share (e.g. materials) with each other.

4 Motivation (Mot)

Motivation as an affinity indicates learners' feeling of being surrounded by motivating teachers and other staff members. Teachers use words of encouragements so that learners can achieve better in their academics for instance; "strive to do your best", "success is the key", "be diligent" and "learn to persevere". This affinity is characterised by learners' experiences that when they do wrong teachers explain to them rather than negatively criticising them.

As a result of this affinity, teachers motivate learners to work on their mistakes. It is characterised as well by teachers who teach from their own experiences so that learners do not do the same mistakes. Motivation also comes through teachers when they check learners' books and offer them extra tuition. It indicates giving opportunities of learning about things that are of interest to "me" as a learner. It is the school environment that encourages the learners to be what they want to become in future. It is characterised by learners experiencing and enjoying school excursions to various places of interest.

5 Respect (Res)

Respect in the school is realised when firstly teachers show the understanding and respect of the decisions made by learners. This is emphasised by the way the teachers regard the learners' ways of thinking and finally their decisions. They feel respected and trusted by their teachers and fellow learners. There is mutual respect for everyone in the school, a great amount of trust and believing in other learners and teachers abilities. Because of the great amount of respect amongst each other, learners are able to share their own feelings with each other without fear of being sidelined or losing friendships. Learners and teachers are honest with one another and work toward attaining harmony at all times. In this affinity, teachers treat learners with respect and learners are friendly towards each other.

6 Equality in our socialisation or relate (EqS)

Equality in the way we socialise or relate is experienced in the school because school is seen as an environment that encourages learners to socialise and to know about each other. It is an affinity that encourages friendships, networking and positive relationships. The affinity indicates learners feeling equally treated and this includes feeling that no learner is important or receives preferential treatment than others. It explains getting equal opportunities especially in education matters. Learners feel that they are all equal. They feel that they are not judged by their mistakes and those of others, but as individuals.

Teachers look at you as if you were their own children and therefore there is no feeling of being prejudiced or discriminated against. It indicates feelings of being accepted and trusted by teachers and fellow learners. As an affinity, equality in the way we relate is experienced when learners treat each other with respect, they care for others, treat them as they would like to be treated.

7 Security (Sec)

Security as an affinity indicates a school environment where learners feel safe and secure. Learners in the school feel that no harm and no person will hurt them when they are in the school and this makes them experience a sense of being safe and therefore belonging. This affinity is characterised by learners not having to worry about the dangers that might be surrounding the school

when they are inside the walls of the school because they are protected during the school hours so that effective learning can take place. They feel that the protection that they receive from the school is the same as that provided by their parents and their other siblings at home. The school environment is safe and therefore makes it easier for learning to take place.

8 School as a welcoming space (SWP)

School as a welcoming place indicates a school that “wants them to be there” and this is experienced by learners when they feel appreciated and acknowledged as individuals and team players in the school. They feel accepted in their school. Learners feel invited and welcomed in their classrooms and their school. A well organised function (for instance Matric Ball) for learners by the school makes them feel as part of the school that appreciates them; this means a lot to them.

The school as a welcoming space, should also ensure that there are good facilities; more sporting activities; that the library is well equipped and there are high technology facilities such as good computers that are in good functioning condition so that learners can do and hand in good school projects.



Annexure 4 Affinity Relationship Table (ART)

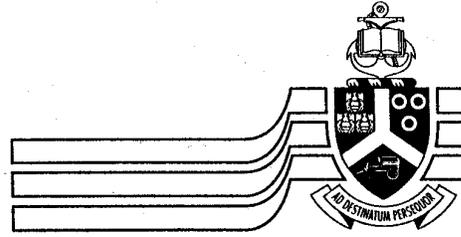
Affinity Name	
1. Belonging (Bel)	5. Respect (Res)
2. Freedom (Fre)	6. Equality in the way we socialise (EqS)
3. Tender, Love and Care (TLC)	7. Security (Sec)
4. Motivation (Mot)	8. School as a welcoming space (SWP)

Democratic Protocol - Affinity Relationship Table								
Affinity Relationship	Pair	Frequency	Affinity Relationship	Pair	Frequency	Affinity Relationship	Pair	Frequency
Bel → Fre		3	Fre → EqS		0	Mot → Sec		0
Bel ← Fre		1	Fre ← EqS		9	Mot ← Sec		5
Bel → TLC		2	Fre → Sec		4	Mot → SWP		0
Bel ← TLC		8	Fre ← Sec		3	Mot ← SWP		5
Bel → Mot		0	Fre → SWP		2	Res → EqS		2
Bel ← Mot		9	Fre ← SWP		8	Res ← EqS		5
Bel → Res		0	TLC → Mot		6	Res → Sec		9
Bel ← Res		7	TLC ← Mot		4	Res ← Sec		0
Bel → EqS		0	TLC → Res		2	Res → SWP		3
Bel ← EqS		6	TLC ← Res		6	Res ← SWP		4
Bel → Sec		0	TLC → EqS		3	EqS → Sec		0
Bel ← Sec		10	TLC ← EqS		7	EqS ← Sec		5
Bel → SWP		0	TLC → Sec		1	EqS → SWP		0
Bel ← SWP		10	TLC ← Sec		9	EqS ← SWP		5
Fre → TLC		1	TLC → SWP		0	Sec → SWP		0
Fre ← TLC		4	TLC ← SWP		10	Sec ← SWP		10
Fre → Mot		0	Mot → Res		0			
Fre ← Mot		5	Mot ← Res		7			
Fre → Res		0	Mot → EqS		4			
Fre ← Res		2	Mot ← EqS		3			



Annexure 5

Sample of letter of Informed Consent



University of Pretoria

Pretoria 0002 Republic of South Africa

Tel (012) 420 2321

Fax (012) 420 4215

<http://www.up.ac.za>

/ 08/2008

Dear Participant

African and Indian learners' understandings of 'at home' in a desegregated former House of Delegates school: A case study

You are invited to participate in a research project aimed at examining African and Indian learners' understanding of the concept of 'at home' in their school environment. To participate, I would like to invite you to participate in a focus group session with other fellow learners.

Your participation in the focus group of this research project is voluntary and confidential and teachers and/or principals will not be informed about your participation. However, as a member of the focus group, you will be expected to discuss your experiences about feeling "at home" in your school with other fellow learners. Because you will share your experiences with me in the presence of others, I cannot guarantee you complete confidentiality and you should be aware that other group members may disclose what is discussed in the focus group to others outside the focus group. Knowing that, if you accept

this invitation to participate, you will have complete control over what you decide to share with others in the focus group and all group members will be asked to keep the focus group sessions confidential.

Because this study examines the experiences of two racial groups, there is a small risk that discussion of the topic may heighten your awareness of racial identity in the school. If at any time you feel that your participation in the focus group may cause any discomfort or cause you any trouble, I undertake to resolve the problem with you and to support you as far as is possible in the resolution of these difficulties. If you decide that you would like to withdraw for any reason, you may do so without providing any justification and without any disadvantage.

The results from this study will be used for my PhD study and the findings may be published in an academic journal. In the event that the findings will be published, your anonymity will be guaranteed and it will not be possible to trace any results to you, your fellow group members or the school.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Participation in this phase of the project does not obligate you to participate in follow up individual interviews, however, should you decide to participate in follow-up interviews your participation is still voluntary and you may withdraw at any time. As mentioned, under no circumstances will the identity of interview participants be made known to your school, principal, teachers and other learners.

Participant's signature..... : Date:

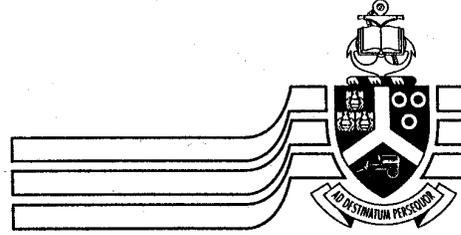
Researcher's signature..... : Date:

Yours Sincerely
Mr. R Tabane



Annexure 6

Sample of letter of Informed Consent



University of Pretoria

Pretoria 0002 Republic of South Africa

Tel (012) 420 2321

Fax (012) 420 4215

<http://www.up.ac.za>

/ 08/2008

Dear Parent/ Guardian

African and Indian learners' understandings of 'at home' in a desegregated former House of Delegates school: A case study

There are many good stories that are worth telling, and that will help scholars, policy makers, teachers and teaching profession in South Africa to better understand the crucial aspects of the processes of transformation currently occurring in South African schools. Your child is invited to participate in a research project aimed at examining African and Indian learners' understanding of the concept of 'at home' in their school environment. To participate, I would like to invite your child to participate in a focus group session with other fellow learners.

Your child's participation in the focus group of this research project is voluntary and confidential and teachers and/or principals will not be informed about your child's participation. However, as a member of the focus group, learners will be expected to discuss their experiences about feeling "at home" in their school with other fellow learners. Because they will share their experiences with me in the presence of others, I cannot guarantee their complete confidentiality and you should be aware that other group members

may disclose what is discussed in the focus group to others outside the focus group. Knowing that, if your child participate in this study, your child will have complete control over what he/she decide to share with others in the focus group and all group members will be asked to keep the focus group sessions confidential.

Because this study examines the experiences of two racial groups, there is a small risk that discussion of the topic may heighten their awareness of racial identity in the school. If at any time your child feels that his/her participation in the focus group may cause any discomfort or cause you and your child any trouble, I undertake to resolve the problem with you and to support you and your child as far as is possible in the resolution of these difficulties. If you and/or your child decide that he/she would like to withdraw for any reason, you may do so without providing any justification and without any disadvantage.

The results from this study will be used for my PhD study and the findings may be published in an academic journal. In the event that the findings will be published, your anonymity will be guaranteed and it will not be possible to trace any results to you, your child, fellow group members or the school.

If you are willing to allow your child to participate in this study, please sign this letter as a declaration of your consent, i.e. that you agree that your child participate in this project willingly and that you understand that your child may withdraw from the research project at any time. Participation in this phase of the project does not obligate your child to participate in follow up individual interviews, however, should your child decide to participate in follow-up interviews your child's participation is still voluntary and he/she may withdraw at any time. As mentioned, under no circumstances will the identity of interview participants be made known to the school, principal, teachers and other learners.

Participant's signature..... : Date:

Researcher's signature : Date:

Yours Sincerely

Mr. R Tabane

Annexure 7

Case Description

a. History

Gandhi Secondary School celebrated 100th year anniversary in 1997. It is now 110 years old. It was situated in Liverpool area in Benoni and was a Coloured school. The school was later moved to Actonville in 1979 and became an Indian school. According to the principal the Gandhi Secondary started registering African learners in the 1980s.

b. Population (2008)

According to the Emis data 31096 the school population during the research period was as follows

i) Learners

Race #	Total #	Percentage
1. Africans	723	78%
2. Coloureds	70	7%
3. Indians	128	15%
Total	921	100%

ii) Educators

There are 30 active positions with one unfilled to complete the 31 roll of the teaching personnel that the school is required to have. The racial composition of the teachers population is 17 are Indians, 1 is Coloured and 12 are Blacks. Furthermore, the School principal is Indian and has 1 Black and 3 Indian Heads of Department (HODs).

iii) Additional personnel

There is 1 Indian and 1 Black administration (Receptionist/ Secretary) personnel and 5 Blacks employed as grounds personnel.

c. Feeder Areas

A considerable number of both the African and Indian learners comes from the surrounding suburbs (Greater Benoni, Dell Park, Actonville, Mckenzie Park, Vella Visa) while, the majority of the Black learners are from the surrounding townships (Daveyton, Vosloorus and Watville).

d. Curriculum

Gandhi Secondary is a public school and therefore follows the Gauteng Department of Education (GDE) curriculum with learning areas like Maths, Science, Life Orientation, History, Economics and so forth.

As a former HoD school and with much influence from the Indian culture and religion the school knocks off early on Fridays to observe the Muslim religion outside to school. According to the principal, the school has both African and Indian learners who follow and participate in the Muslim religion.

Annexure 8

Descriptions of learner participants

Salim (17)

Indian boy. Seems popular with everybody.

Jack (16)

Black boy. He appears laid back and is in constant need for attention. Wears grey ad spider-man (cartoon character) contact lessons that are difficult to be missed.

Ntando (15)

Black boy. The youngest in the group. Follows the crowd.

Previa (17)

Indian Boy. Is popular with the girls and is a member of the Learner Representative Council (LRC).

Kiandra (16)

Indian Girl. Appears to be the brain of her group. Her friends follow her thinking process during discussions.

Phindile (16)

Black Girl. Friends with everybody in the group. Confident young girl.

Khutso (16)

Black Boy. The group tipped him to be the intelligent one in the group. Quiet and thinks things through.

Shaista (16)

Indian Girl. The fun of the group. Had a positive attitude about her self and her goals. Wears the colour contact lessons for status. Likes the brown ones.

Rose (16)

Black Girl. Not participating much in the discussions.

Fatima (17)

Black Girl. Practices Muslim religion. She is reserved.

Annexure 9

OVER-ALLL OBSERVATIONS

- During break there are pockets of learners who segregated along race and gender
- Segregation along race and gender during the setting in the focus group was evident in the few meetings at the beginning of our focus group
- There are pockets (both Indian and Blacks) of learners who meet during free time or break and they have spiritual talks and pray afterwards before returning to the daily activities.
- There is a culture of wearing coloured or cartoon decorated contact lenses. These lenses were worn by both genders and all races. They were social statements and were regarded the same as clothing labels. The more you had and there more you changed them the more “in” you were regarded and also regarded as been “cool” or having “style”. Friendships formed across races as a result of this. Learners also exchanged the lenses during break or in the focus group.
- During the focus group all learners covered and made excuses for each other, especially for the popular learners.
- Learners in the focus group seemed to be close and preferring a certain Mr A and Ms N. These two teachers are regarded as the best teachers. I only managed to note the interaction of Mr A with the learners during class and outside the classroom. He seemed to be talking and engaging with the learners in a manner that they saw him as a friend. Learners were free around him. This might be so because he taught them Life Orientation and was also their Sport teacher so he would play soccer and organize “Social” activities with them as his learning area did not always require them to be in class. They lesson could be given at the sport fields or during an excursion.
- In the morning, the gates were locked so that learners who are late do not disrupt the classes. Learners of all races were late in one day or the other. All learners were treated equally at the gate by the security guards. No learner was given preferential treatment. Gates were opened at the end of a period.
- Teachers in the staff room segregated along race and aspects. However, this could be due to setting preferences and friendships.
- Different teachers attends the race relations meetings organized by Department of Education (DoE) in order to workshop them on teaching diverse learners.



Annexure 10

Photo: Learners during focus group





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Annexure 11

Ethical Clearance



Annexure 12

Permission from the Gauteng Department of Education



UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

5 February 2007

Gauteng Department of Education
P.O. Box 7710
Johannesburg
2000

Mr Tabane RJ

APPROVAL FOR ACADEMIC RESEARCH

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research: "African and Indian learners" understanding of 'at home' in a desegregated former House of Delegates School: A case study".

Degree: PhD

Name of university: University of Pretoria.

Upon completion of the research project the researcher is obliged to furnish the Department with copy of the research report (electronic or hard copy).

Wish you success in your academic pursuit.

Sincerely,

p.p. Shadrack Phele

Albert Chanee
Divisional Manager
Education Financing, Planning and Monitoring.

Office of the Divisional Manager Education Financing, Planning and Monitoring

Room 1501, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0729 Fax: (011) 355-0670 E-mail: albertc@gpg.gov.za
Reference: 2005efpm