

An IPA study of the integration and work conditions of white teachers in historically black (township) schools.

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I. ABSTRACT:

This interpretative phenomenological analysis study focuses on analyzing the lived experiences of white teachers with regards to their integration and work conditions within the context of historically black (township) schools. It consists of four aims: a) what are the experiences of white teachers teaching in previously disadvantaged schools; b) what do they experience to be major obstacles towards the day to day process of teaching and learning; c) what are the positive highlights and accomplishments they experienced while teaching in previously disadvantaged schools; d) what aspects do they deem essential for an efficient culture of teaching and learning. Five semi-structured interviews were conducted with regards to the experiences of the teachers. The methodology chapter will cement the notion of the use of semi-structured interviews as a function within IPA. As a result, this should not be inadvertently be confused to be an aspect of thematic analysis which is distinctive from IPA. Four of the participants were females and one was male. The interview questions were centered on the main aims of the study. Data was analyzed using Interpretative Phenomenological Analysis (IPA). The results and interpretations of narratives revealed 6 super ordinate themes. They are: a) reinforces; b) enablers and desirable principles; c) social ills and other challenges; d) organization and administration factors; e) challenges with regards to teaching and learning and lastly, f) systemic and systematic issues.

The following are the key findings that emerged during the interviews: Most of the teachers felt that they were well integrated in their schools. There was one exception. There were similarities with regards to adapting to working in previously disadvantaged schools. There were variations with the length or duration of service in the teaching profession from a minimum of less than a year, an average of 14 years and a maximum of 30 years. The teachers shared major challenges with regards to discipline among learners. Most of the teachers shared that their schools were variable with regards to lack of amenities and lack of finances. The dominant aspect was that some previously disadvantaged schools had many deprivations or encountered many difficult circumstances. Most of the teachers shared concerns that learning difficulties were

being overlooked and there was lack of capacity to correctly intervene with regards to them. Various social ills emerged as having some level of impact on the lives of learners within their schools. Teachers reflected on the experiences about racism and racial intolerance; racial stereotypes and myths as well as no experiences of being marginalized. There were various experiences to diversity, culture and gender. Finally, various systemic and systematic issues that pose a challenge towards education within previously disadvantaged schools emerged. This study is based on the theoretical frameworks of assimilation, integration, multi-cultural education and anti-racist education.

Key words: Experience, Interpretative Phenomenological Analysis, Racial Integration, Integration in schools.

II DECLARATION

I certify that this thesis has not been submitted for a degree in any other university and that it is my original work. Where I have drawn on the words or ideas of others, these have been acknowledged according to the university's and departmental referencing guidelines.

III. DEDICATION

This thesis is dedicated to my late grandfather and grandmother. You have contributed positively to my life and I am grateful to have been raised by amazing people like you. You may never see me graduate because you departed during this perilous journey. Even if you are gone, your legacy lives on.

IV. ACKNOWLEDGEMENTS

To The Creator who has sustained me with hope beyond limits during adversities. I am grateful to eventually complete this thesis. The journey has been long and painful but the perseverance and being self-driven has paid off. It took a lot of hard work, a “no excuses attitude” and despite all the odds; I have made it to the finish line.

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“A perilous storm is not always lead to a doomed destiny. Sometimes it is just a process of refinement for greater triumph and creating a new meaning in life or new path. The secret is in persevering long enough until the storm is over, instead of being disillusioned or distracted” - Boitumelo Seville Seane

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X LIST OF ABBREVIATIONS AND TERMS

Abbreviations, acronyms and general definitions outlined.

Apartheid	A policy of racial segregation formerly practiced in the Republic of South Africa (Merriam-Webster Dictionary, 2005). It is important to note that Apartheid impacted the South African political and social system from 1948 to 1994.
Culture	The customary beliefs, social forms and material traits of a racial, religious or social group (Merriam-Webster Dictionary, 2005). According to the APA multicultural guidelines culture is defined as “the belief systems and value orientations that influence customs, norms, practices, and social institutions, including psychological processes (language, care taking practices, media, educational systems) and organizations, media, and educational systems.” (APA’s Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002)
Culture Shock	The feeling of disorientation experienced by someone when they are suddenly subjected to an unfamiliar culture, way of life, or set of attitudes.
DET	Department of Education and Training
Desegregation	The elimination of laws, customs, or practices under which people from different religions, ancestries, ethnic groups, etc., are restricted to specific or separate public facilities, neighborhoods, schools, organizations, or the like.
Ethnicity	People classified according to common traits, specific customs, language or social views (Merriam-Webster Dictionary, 2005). According to the APA multicultural guidelines “the term ethnicity does not have a commonly agreed upon definition; These guidelines refer to ethnicity as the acceptance of the group mores and practices of one’s culture of origin and the concomitant sense of belonging” (APA’s Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002).
Functional Illiteracy	A possession of reading and writing skills that are inadequate “to manage daily living and employment tasks that require reading skills beyond a basic level
Historically Disadvantaged Individual (HDI).	A person who due to the apartheid policy that had been in place had no franchise in the national elections prior to the introduction of the constitution of the republic of South Africa, 1983 (Act No 110 of 1983) or the

	<p>constitution of the Republic of South Africa, 1993 (Act No 200 of 1993) (“the interim constitution) and/or who is a female, and/or who has a disability. (Source: Preferential Procurement Policy Act 2000, Act No 5 of 2000 as on Gazette 22459 GN R725. 10 August 2001). According to the APA multicultural guidelines a historically disadvantaged person includes any person, category of persons or community disadvantaged by unfair discrimination before the constitution took effect or any person is a majority controlled by such persons. The unfair discrimination could be as a result of racial categorization. (APA’s Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002)</p>
Human Rights	<p>Human rights are rights inherent to all human beings, whatever their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status.</p>
Integration,	<p>To end segregation and bring into equal membership in society or in an organization (Merriam-Webster Dictionary, 2005).</p>
Language	<p>Any system of formalized symbols, signs, sounds, gestures, or the like used or conceived as a means of communicating thought, or emotions.</p>
Multiple Deprivation	<p>Multiple deprivations imply that there is a combination of factors rather than just one which all have a cumulative effect on the challenges.</p>
Multiculturalism and Diversity	<p>According to the APA multicultural guidelines The terms “multiculturalism” and “diversity” have been used interchangeably to include aspects of identity stemming from gender, sexual orientation, disability, socioeconomic status, or age. Multiculturalism, in an absolute sense, recognizes the broad scope of dimensions of race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religious/spiritual orientation, and other cultural dimensions. (Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002)</p>
National Senior Certificate (NSC)	<p>This is a high school diploma and is the main school-leaving certificate in South Africa.</p>
Principal	<p>The head or director of a school</p>
Racism	<p>A belief or doctrine that inherent differences among the various human racial groups determine cultural or individual achievement, usually involving</p>

	the idea that one's own race is superior and has the right to dominate others or that a particular racial group is inferior to the others.
Race	A category of humankind that shares certain distinctive physical or biological traits (Merriam-Webster Dictionary, 2005). The APA multicultural guidelines outline race as "socially constructed, rather than biologically determined. Race, then, is the category to which others assign individuals on the basis of physical characteristics, such as skin colour or hair type, and the generalizations and stereotypes made as a result." (APA's Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, 2002)
SGBs	School Governing Body
SMD	School Management Developer
Social Interaction	A reciprocal action, effect, or influence of one individual with another or one group with another.
Sexual Harassment	Unwanted conduct of a sexual nature.
Sexual Violence /Abuse	Any sexual act or attempted sexual act using intimidation , threats or physical force,
Township	A suburb or city in South Africa of predominantly black occupation, formerly officially designated for black occupation by apartheid legislation.

Chapter 1: Introduction and overview of research questions

South Africa experienced political transformation 21 years ago. Before then most township¹ schools were subject to sub-standard education through the Apartheid's Bantu Education System (Clark & Linder, 2006; Van der Berg, Taylor, Gustafsson, Spaul, & Armstrong, 2011). South Africa has two educational systems. Firstly, the historically disadvantaged system (HDS), which were serving black and coloured learners. This is why learners in these schools are referred to as Historically Disadvantaged Individuals (HDIs). Secondly, historically suburban schools or previously white public schools, which were serving White students (Erasmus, 2006; Van der Berg et al., 2011). The quality of education varies greatly within these two systems (Van der Berg, et al., 2011).

This study assesses the white teachers teaching in historically disadvantaged schools and their experience of their integration and conditions in their schools. The aim of this study is to contribute towards assessing the following research question. a) what are the experiences of white teachers teaching in previously disadvantaged schools?; b) what do they experience to be major obstacles towards the day to day process of teaching and learning?; c) what are the positive highlights and accomplishments they experienced while teaching in previously disadvantaged schools? and d) what aspects do they deem essential for an efficient culture of teaching and learning?

There is limited diversity in the teaching staff in both spectrums of historically disadvantaged schools and historically white schools (Hemson, 2006). The rationale for undertaking the study was an identified gap in the existing body of research. Sujee, (2004) asserts that there is little or no desegregation among teachers in public schools. This is corroborated by other reviews by Pandor (2004). Most of the studies of desegregation or integration in South Africa follow a one-directional trend which analyses the experiences of "black" learners in previously historical white schools or "black" teachers teaching in previously historical white schools. This is the occurrence in the studies of Levinrad, (2014), Moholola (2008) and Phatlane (2007) among many others.

¹It is acknowledged that terms such as township, black and white are embedded a socio-political and often emotive context.

This is due to the prevalence of a dominant and common migration in South Africa. According to the study by Von Fintel (2015), this migration is mostly of learners from previously disadvantaged schools being enrolling in previously white public schools due to the perceived social benefits.

The main focus of this study is a more unique perspective which investigates the uncommon yet important migration of teachers from “white” communities in order to teach in “black” communities. There is only one study by Barnes (2006) which is the most parallel. It investigated the descriptions of five “white” teachers teaching in Kwazulu-Natal. The benefits of the current study were perceived as giving a voice to interviewed teachers who form part of white teachers. It was to make their inputs known with regards to issues they perceive to be of importance. The data obtained from their experiences was envisaged to have the potential of bringing about fresh perspectives to the body of research and to contribute in expanding this currently inadequate area of research. Therefore the feedback from the interviews will form a template for future research since the critique is that there is lack of data with regards to issues of desegregation (Pandor, 2004; Sujee, 2004).

The other perceived benefit is that the study will highlight issues that are obstacles to the process of teaching and learning which may serve as deterrence to white pre-service teachers or student teachers (Hemson, 2006; Maluleka, 2010). The participants differed from a recent entry into the profession to some who had the valuable experience of almost 30 years of teaching in previously disadvantaged schools. The perceived benefit was that the insights gained would contribute to the new generation of white teachers who wish to teach in historically black (township) schools. The response from the research interviews will in turn be useful in contributing towards future policy, administration, governance, funding and curriculum reform in post-apartheid South Africa (Ball, 2006; Van der Berg, et al., 2011). The practical implication is that the provincial departments will be more sensitized to issues of race relations and culture, which need to be considered in order to attract a more diverse teaching workforce in previously disadvantaged schools not just from white teachers but also from coloured and Indian teachers (DBE, 2011).

The reviewed literature analyses the following: the theoretical framework with regards to desegregation by focusing on assimilation (Lemmer & Squelch, 1993; Schneider & Crul, 2012), integration (Moletsane, Hemson & Muthukrishna, 2004; Nkomo. Chrisholm & McKinney, 2004), multi-education education (Barry & Lechner, 1995; Brown, 2003; Causey, Thomas & Armento, 2000) and anti-racist education (Meier & Hartell, 2009; Ladson-Billings, 2000). The reviews which incorporated numerous studies includes the historical context of education, the context of desegregation in South Africa and its challenges, and a trend analysis with regards to challenges that emerge within previously disadvantaged schools.

The methodology used to analyze data follows the guidelines for Interpretative Phenomenological Analysis (IPA) outlined by Smith and Osborne (2003) such as systemically examining and synthesizing the transcripts, coding and summarizing recurrent themes that emerge from all the transcripts. The interviews were audiotaped and transcribed verbatim (Smith & Osborn, 2003). There was also an observation of non-verbal manifestations of attitudes, behaviour, feelings and other aspects of information deemed useful. Each semi-structured interviews was approximately an hour (Smith & Osborn, 2003).

The overall structure of the study takes the form of six chapters: the introductory chapter; the second chapter begins by laying out the theoretical dimensions of the research. The third chapter is concerned with the methodology used for this study. The fourth section presents the findings. The fifth chapter analyses them. The final chapter draws upon the entire thesis, tying up the various theoretical and empirical strands in order to provide meaning to the study. Finally, the conclusion will give a brief summary and critique of the findings. It will include a discussion of the implication of the findings towards future research in this area and it will identify areas for further research. The following chapter is the review of the literature.

Chapter 2: Literature Review

This chapter serves to contextualise the aim of the study by discussing aspects of relevant psychological research with regards to the socio-political and historical context of education in South Africa. The first section defines the key terms and concepts pertaining to the study. The rest of the chapter discusses previous research on the following: The process of Education reform during post-apartheid South Africa; The background of previously disadvantaged schools; The context of race within education, desegregation and teachers in a different racial demographic and the context of teaching as a profession in South Africa. Lastly, there is a detailed description of the theoretical framework as well its linkage to this study. This is in accordance with the aims of doing a literature review. There are five key factors that have been identified as crucial to a literature review by Gray (2009): 1) To analyse the relevance of the topic and its significance; 2) To identify significant themes that emerge during a study; 3) To assist in the progress of research topic and questions that are the aim of the research; 4) To present the research methodology that guides the study; 5) To aid replicating the study in future studies in how it was undertaken. The purpose of a literature review is to analyse applicable information, findings and conceptualizations from past studies done by other researchers (Boote & Beile, 2005; Henning, 2004). The greater purpose is substantiating the findings of the current study based on the insights of past studies (Boote & Beile, 2005; Henning, 2004). The reviewed literature has been sub-divided into four main themes each for the purposes of clarity.

2.1 THE HISTORICAL CONTEXT OF EDUCATION IN SOUTH AFRICA:

2.1.1 Education during apartheid in South Africa.

The apartheid government instituted a racially segregated education system and racially segregated residential areas (Van Heerden, 2000). One legacy from apartheid is that South Africa had two educational systems. The historically disadvantaged system and historically white suburban schools (Ball, 2006; Erasmus, 2006; Van der Berg et al., 2011). During apartheid these segregated schools were administered by 14 different

ministries of education coordinated by one national department (Clark & Linder, 2006). The quality in the education system varied greatly within the two systems (Van der Berg et al., 2011). The quality was impacted by a wide range of different historical and geographic factors (Yamauchi, 2011). The quality of education in previously disadvantaged schools was poor and declining unlike in the historically white suburban schools (Mabasa, 2003). Some of the historically white suburban schools provided quality education equivalent to the one offered by private schools (Harvey, 2008). The differences between the systems resulted in inadequate infrastructure (Clark & Linder, 2006). This was concerning aspects such as poor water supply, sanitation facilities, availability of electricity, telecommunications services and waste disposal (Clark & Linder, 2006).

The apartheid government established general discriminatory policies and specific discriminatory educational policies. These included the Bantu education policy, the rationalization and redeployment policy, the population registration act, the group areas act, the South African school act, the Bantu homelands citizens act and the education and training act (Hartshorne, 1992; Jansen & Taylor 2003). These contributed to the demise of black learners and their education during the years of apartheid (Pandor, 2004).

During apartheid black and white teachers were trained in racially segregated training institutions (DBE, 2011). Black teachers were trained in poorly funded and coordinated teacher colleges. White teachers were taught in historically white universities (DBE, 2011). Prior to democracy teachers of different races had different training and working experiences (Jacklin, 2001). After apartheid teacher colleges were closed and the responsibility of training teachers was the responsibility of universities (DBE, 2011). After apartheid black teachers could apply for jobs in schools historically reserved for whites and white teachers could work in previously disadvantaged schools in black townships (Jacklin, 2001).

2.1.2. Education reform in Post-Apartheid South Africa.

South Africa experienced political transformation over two decades ago in 1994 (Clark & Linder, 2006; Van der berg et al., 2011). The end of apartheid brought with it reforms in the education system (Ball, 2006; Badat & Sayed, 2014; Clark & Linder, 2006). The focus and attempt of government strategy since the end of apartheid has been to improve education reform through policies and interventions aimed at redress (Ball, 2006; Badat & Sayed, 2014; Clark & Linder, 2006; Fiske & Ladd, 2006; Maringe, Masinire & Nkambule, 2015; Mestry, 2014; Naidoo & Perumal, 2014; Sekete, 2000; Van der Berg et al., 2011).

Access to education has improved after apartheid but education is still not accessible to a majority of South African learners (Ball, 2006; Badat & Sayed, 2014). There is a general limited access to schools with better quality (Hunter, 2010). The implication of limited access to education, has a potential being a hindrance with regards to access to the labour market (Seekings, 2008). Limited access to education was also outlined to be an obstacle towards inter-generational class mobility in that it had the potential to decrease income for the next generation (Hunter, 2010; Yamauchi, 2004). The current education system is limiting access because it is still struggling and inundated with many challenges (Maluleka, 2010). The system is still based on socio-economic status and class (Badat & Sayed, 2014; Seekings, 2008). This inequality perpetuated by the legacy of apartheid has continued to South Africa being the most unequal society in the world (Jansen & Taylor, 2003).

2.1.3 Resources within the education system.

During apartheid there was an unequal allocation of resources and neglect towards historically disadvantaged schools (Ball, 2006). South Africa is still characterized by many disparities impacting the education system (Badat & Sayed, 2014; Fiske & Ladd, 2006; Seekings, 2008; Sedibe, 2011). There are disparities within different racial groups and there are also disparities between residential areas (Mestry, 2014). The Department of Basic Education has limited and already over-stretched resources (Clark & Linder, 2006). It spent R1. 5 Billion at a national level in 2015 on the remuneration of all

employees in the education sector (Treasury, 2015). The 60.2% of the provincial expenditure in the province the schools are situated was being directed to compensation of employees (Treasury, 2015). Aligned to this, there has been a moratorium from 2010 to 2014 aimed at curbing the appointment of services not deemed critical to service delivery such as appointing temporary teachers (Treasury, 2015).

2.1.3.1 Deprivation

Most of the districts are under-resourced (DBE, 2011). There are varying levels of being under-resourced with regards to different resources (DBE, 2011). Schools do not have equal access to resources (Sujee, 2004). In general, there is deprivation or a lack of facilities and resources in townships (Masemola, 1999, Vally & Dalamba, 1999). This deprivation cannot be considered without acknowledging its consequences within the education system (Spren & Vally, 2006).

2.1.3.2 School Fees and the quality of education

Poverty makes it impossible for parents to pay any fees for their children (Harvey, 2008; Mfoloe, 2004). Some parents of black learners in the townships or within previously disadvantaged schools are unemployed and living in poverty or extreme lack (Harvey, 2008; Mfoloe, 2004).

There is worsening inequality and poverty due to multiple deprivations (Spren & Vally, 2006; Shaughnessy, Moore & Maree, 2013; Naidoo & Perumal, 2014). Other authors refer to this lack of resources as poor socio-economic conditions (Spren & Vally, 2006; Shaughnessy et al., 2013; Naidoo & Perumal, 2014). There are no fee schools and these schools struggle to improve resources because they cannot charge fees (Jacklin, 2001). This has its implications as there is a correlation between fees as well as the resources and quality of the school (Yamauchi, 2011). This means that fees contribute to the improvement of school quality (Yamauchi, 2004). As a result, previously disadvantages schools mostly experience poor schooling (Mestry, 2014; Seekings, 2008). They experience what most critics term a decline in the quality of education (Mestry, 2014; Seekings, 2008).

2.1.3.3 Support Material

Support materials are believed to have an impact on the quality of education because the lack of resources makes teachers unable to effectively implement the new curriculum or efficient teaching (Buthelezi, 2008). Most previously disadvantaged schools within black townships do not have sufficient learner support materials such as textbooks, and they depend on the government for all basics needs including stationery (Shaughnessy et al. 2013). There is general lack of materials and teaching aids in most schools (Royds & Dale-Jones, 2013). In some cases there is a mismanagement of teaching aids, especially when learners need to take them home (Royds & Dale-Jones, 2013). In some cases there is a need to improve the efficiency with regards to cautious expenditure within the schools (DBE, 2011).

2.1.3.4 Infrastructure and Basic Services

Needs are not only limited to support materials but also extends to infrastructure and basic services. Some of the previously disadvantaged schools do not have the most basic services such as water, electricity, sanitation and waste disposal (Clark & Linder, 2006). Some have dilapidated infrastructure or generally poor facilities (Buthelezi, 2008; Fiske & Ladd, 2006; Sedibe, 2011; Sethusha, 2012; Shaughnessy et al., 2013). Most reports have made recommendations for the distribution of essential services to all schools (DBE, 2011). This is due to the fact that there are serious backlogs with regards to the maintenance of infrastructure and there is a lack of repair or refurbishments (Buthelezi, 2008; Fiske & Ladd, 2006).

2.1.3.5 Multiple deprivations within some schools

Some schools have multiple deprivations which mean that there are needs in a lot of spheres of the school's educational system (Naidoo & Perumal, 2014; Shaughnessy et al., 2013; Spreen & Vally, 2006). In other words, having multiple deprivations implies that there is a combination of factors rather than just one which all have a cumulative effect on challenges (Maringe & Moletsane, 2015). There is worsening inequality and poverty due to these multiple deprivations (Naidoo & Perumal, 2014; Shaughnessy et al., 2013; Spreen & Vally, 2006). The multiple deprivations are triggered and maintained by poor socio-economic conditions (Naidoo & Perumal, 2014; Shaughnessy et al., 2013; Spreen

& Vally, 2006). There are also maintained by the widening social inequalities or the gap between rich and poor (Carter, 2004).

2.2 THE FACETS OF DESEGREGATION

2.2.1 Schools as agents of social change

Schools are tools of economic and social change (Carter, 2004). They play an important role in society with regards to reconstructing society (Nkomo et al., 2004). On principle schools should no longer be divided by language, race or ethnicity (Jacklin, 2001). However, despite purported desegregation schools in South Africa are still separated, unequal and largely consisting of one racial group (Meier & Hartell, 2009; Moletsane et al., 2004). The critique by various studies is that open access to different races in schools does not necessarily mean mutual understanding or attitude changes within the schools (Meier, 2005; Meier & Hartell, 2009; Moletsane, 1999). It did not mean that the schools were accommodating changes to the curriculum or adequately meeting the needs of various cultures (Meier, 2005; Meier & Hartell, 2009; Moletsane, 1999).

2.2.2 The planned objectives of desegregation

In the early 1990's desegregation commenced in South African schools (Van Heerden, 2000). The aim of desegregation was amalgamating one different racial group within a similar demographic (Ornstein, & Levine, 1993). Desegregation is about redressing racial segregation and striving for equal education (McCarthy & Cambron-McCabe, 1992). Ideally there should be no discrimination on the grounds of class, religion, colour, gender (DBE, 2001).

2.2.3 The demographics of desegregation

Student teachers are largely young white females (Hemson, 2006; Moletsane et al., 2004). Most of them have attended historically white schools and independent schools (Hemson, 2006). These schools often do not have teachers from other racial groups (Hemson, 2006). As a result, their insecurities and fears about working with diverse students need to be addressed (Moletsane et al., 2004). These include fears with regards to various psychosocial and political aspects (Moletsane et al., 2004).

The reviewed study of Jacklin (2001) had the following findings: , a) geographical places gave rise to differences in experiences; b) there were different experiences with regards to different areas segregated by race.; c) there was a considerable difference between urban and rural constituencies; d) there implication was that there would be a considerable difference between experience within schools in rural areas and schools in suburbs and lastly, d) there were also other covert differences based on gender, race and social class .

2.2.4 General Demographics and statistics within the teaching profession

It is essential to reflect of the demographics and statistics from parallel studies and reports. This was done for the purpose of later comparison and differentiation during the data analysis stage. The following data emerged from the reviewed report by the department of basic education on teacher education and development. There were approximately 372 300 teachers in public service in 2007 (DBE, 2011, p. 30). The statistics with regards to race were the following: 79% of the teachers were African, 10% were white, 9% were coloured and 1% were Indian (DBE, 2011, p. 31). The statistics with regards to age were the following: 22% were aged 50 and above, 35.4% were 45 and above, 12.4 were under 35 and less than 5% were under the age of 30 (DBE, 2011, p. 31). The statistics with regards to gender were the following: 67% were females and 33% were males. The statistics with regards to work experience were the following: 3% had less than 12 months of work experience, 4% had 12 months to 24 months of work experience, 9% had three to five years of work experience, 52% had more than 15 years of work experience and 83% had more than 5 years of work experience (DBE, 2011, p. 30-31). The statistics with regards to qualifications were the following: 96 % of the teachers have a senior certificate; 30% have another qualification; 89% have a professional teaching qualification and 18% have degree either a PGCE or a four year B.Ed (DBE, 2011, p. 30). Finally, the statistics with regards to the specialization of qualifications is that 49% of teachers in the foundation phase have a qualification (DBE, 2011, p34-35). 23% of teachers in the senior phase have a qualification and 33% of teachers have an FET qualification (DBE, 2011, p. 34-35). 49% of teachers in the FET phase have An FET qualification (DBE, 2011, p. 34-35). The challenges that emerged

were that some teachers did not have subjects they taught as major subjects (DBE, 2011., p. 34-35). In extreme cases, Teachers trained to teach in primary were hired to teach in secondary schools and vice versa (DBE, 2011, p. 34-35).

2.2.5 The diversity of staff composition within previously disadvantaged schools

There was no reliable qualitative data that could be obtained with regards to white teachers teaching in black township schools in the 80's. Back in the late 1990's previously disadvantaged schools within townships remained mostly racially exclusive (Vally & Dalamba, 1999). During that time there were 2400 white teachers in the entire country teaching in previously disadvantaged schools (Strachan, 1992). This translated to only 3, 7% of teachers employed in DET schools being white teachers (Strachan, 1992). Many years later, the deracialization and equity of the South African education system has not yet been realized (Sekete, 2000). Despite political transformation brought by democracy, there is a limited diversity in the teaching staff in both spectrums of historically disadvantaged schools and former white schools (Barnes, 2006; Hemson, 2006). The composition of teaching staff remained largely unchanged (Vally & Dalamba, 1999). Schools have remained autonomous with regards to the composition of their staff and learners (Jacklin, 2001). Each school has its own unique functioning, organizational culture and identity (Jacklin, 2001; Mawdsley, Bipath, & Mawdsley, 2012; Nkomo et al., 2004). This decentralization has had the unintended consequence of communities doing their best to preserve their identity or privileges (Meier & Hartell, 2009). In general, there is mixture of largely heterogeneous and homogeneous composition with regards to learners and teaching staff from school to school (Jacklin, 2001).

The critique in most studies is that the legacy of apartheid still has remnants because not enough progress is being made with regards to desegregation and integration (Pandor, 2004; Sujee, 2004). It is that the transformation in the composition of staff in schools is slow and protracted (Sujee, 2004). The critique is that there is little or no desegregation among teachers in some public schools (Sujee, 2004). The desegregation among teachers and management is slower than that among learners (Sujee, 2004).

The critical analysis from a past study is that there is a dominant trend towards the migration from previously disadvantaged schools towards historically white schools (Sujee, 2004). The identified gaps are that there is limited research on issues of desegregation (deracialization) and integration within the education system in South Africa (Pandor, 2004). Secondly it is that there is scarcity of data with regards to issues of desegregation or integration among schools (Pandor, 2004).

2.2.6 The experiences of teachers of a dissimilar demographic teaching in a different demographic

The following are the experiences of teachers of a different demographic teaching in a school within different demographic to their own. Teachers felt that they were victims of stereotypes, prejudices and other biases (Barnes, 2006; Meier, 2005; Rimensberger, 2007; Vandeyar, 2010). Teachers felt intimidated by a sense of being outnumbered, isolated and being mistrusted (Barnes, 2006). Teachers felt that there are cultural misperceptions (Rimensberger, 2007; Sader 1999). Their concern was that there is lack of cultural diverse teaching skills (Alexander, 2011). Teachers were demotivated towards racial integration (Alexander, 2011; Barnes, 2006) and they had an acute awareness of own race (Harper, 2002; Rimensberger, 2007). Teachers used assimilation as their primary approach to integration (Sader, 1999). The belief was that personal factors impacted their lived experiences with regards to race, racial background, age, home language, lack of diversity training, lack of support in schools, level of education and the nature of subjects that they taught (Biesman-Simons, 2010). Some of these are reflected more in detail throughout the reviewed literature.

A similar study to the current one was undertaken by Barnes (2006). It investigated the descriptions of five white in a school with predominantly black learners in Kwazulu-Natal. These schools still comprised of only one or two teachers of other racial groups, due to the contentious rationalization and redeployment policy. The main findings of the study where the following: White teachers teaching in black township schools tend to diminish the implication of racial differences and they maintained oppressive hierarchies. Aligned to this, the finding was that white teachers acted according to aspects of reverse racism, racial stereotypes, cultural misperceptions, white privilege, frameworks of superiority,

subordination, oppression and domination. White teachers teaching in black township schools rationalized racism, or resisted racial harmony. The critique was that white teachers have low expectations regarding the academic performance of black learners.

There are various themes with regards to the experiences according to the study of Barnes (2006). These include the following: facing strong opposition; being seen as a threat; being feared, targeted, victimized, harassed and subject to gender discrimination. The findings revealed that white teachers teaching in black township schools felt intimidated, apprehensive, outnumbered, isolated, resentful, and uncertain, dissatisfied, mistrusted and identified themselves as victims. The findings outlined that the white teachers were incapable of dealing with educational reforms and diversity because their teacher training did not prepare them for such roles. They identified being white as no longer invincible or no longer the norm.

2.2.7 The removal of white teachers from previously disadvantaged schools

In the 90s white teachers were removed from previously disadvantaged schools (township schools) and replaced by black teachers (Mabasa, 2003). These included replacing white teachers from rural schools (Mabasa, 2003). The hiring of white teachers was perceived as not promoting non-racism by some (Mabasa, 2003). The counteracting belief among other people in society perceived their removal as an act of racism (Ecna, 1994; Strachan, 1992). Some of the attributes related to their removal were argued to be politicized issues, maladministration, poor decision-making, misguided actions, and counter-racism (Saliso, 1994). The removal of white teachers from previously disadvantaged schools was also marred by various allegations (Ecna, 1994). These allegations included false accusations of racism and alleged negative attitudes towards black learners (Ecna, 1994).

There was a limited number of teachers of other racial groups such as white teachers in schools with predominantly black learners in the 90's due to the contentious rationalization and redeployment policy. This policy forced teachers into geographical spaces away from their families (Barnes, 2006; Skinner 1997). The policy became very contentious and controversial. This happened because teachers opted to resign

rather than to be deployed because they were forced to move to areas away from the family (Barnes, 2006; Skinner 1997). In the past some recommendations were made with regards to white teachers being appointed in previously disadvantaged schools as it was perceived that they would assist to improve the quality of education (Mabasa, 2003).

2.2.8 Practical aspects of desegregation

Most parallel studies suggest that there are various aspects that need to be in place in order for the process of desegregation to be in place. . The assertion is that desegregation needs to be implemented both systematical and systemically (Nkomo et al., 2004). Studies perceived that it is essential to establishing social contacts that are positive and nurturing (Ornstein & Levine, 1993). It was also deemed essential to improve classroom interaction between teachers and learners as well as improving interaction in the school environment (Nkomo et al., 2004). Past studies urged that it is important to be open-minded and tactful when dealing with issues of desegregation (Harber, 1998). They perceived that desegregation is not just about race within education but it is over-encompassing with regards to the needs, interaction and human rights of the learners (Nkomo et al., 2004). Therefore, it is essential to address the needs of historically disadvantaged groups and to improve their access to education (DBE, 2011). There needs to be an effort to overcome the deficits in academic performance (Ornstein & Levine, 1993). There needs to be greater social justice and the promotion of human rights instead of superficially attempting to transform the demographics (Moletsane et al., 2004; Nkomo et al., 2004). There should be greater effort to improve the classroom interaction between teachers and learners as well as to improve the overall interaction within the school environment (Nkomo et al., 2004). The school environment needs to be democratic (Nkomo et al., 2004). There also needs to be an acknowledgement of racial and cultural differences and an effort to promote mutual understanding since individual teachers and learners may come from different backgrounds (DBE, 2001).

2. 2.9 Challenges with regards to desegregation

The process of desegregation has different challenges for schools, teachers and management. A study suggests that desegregation is often met by fear and resistance by

the management, the teachers and the parents (Vally & Dalamba, 1999). The same study also suggests that racial discrimination can either be perpetuated by the teachers, the learners or through discriminatory institutional culture (Vally & Dalamba, 1999). Aligned to this, it suggests that sometimes teachers showed very little commitment towards forging a learning environment that promoted curbing discrimination (Vally & Dalamba, 1999). Instead these environments were marred by superficial tolerance and there was denial with regards to incidences of racism and prejudice (Vally & Dalamba, 1999). There was also blatant racial discrimination in schools from time to time that needed to be confronted (Vally & Dalamba, 1999). In general, the changes that come with the process of desegregation presents the teachers with many challenges because desegregation is complex and time consuming (Harber, 1998; Meier & Hartell, 2009). The view is one study is that desegregation alone is not sufficient to deal with the racial challenges in the new and democratic South Africa (Harber, 1998). The view is also that desegregation in schools is not necessarily achieving the ideal social integration or social cohesion (Meier & Hartell, 2009).

2.2.10 Critique towards desegregation

The following are some of the major criticisms against desegregation: The deracialization and equity of the South African education system has not been realized because schools are still separated and unequal (Moletsane et al., 2004; Sekete, 2000). This is because there is not enough promotion of equality and the status quo of inequality persists (Moletsane et al., 2004). This is also because schools are not promoting and protecting human rights as they should (Vally & Dalamba, 1999). In some cases, there is still a lack towards building a positive national identity and there is generally poor race relations in South Africa as well as in schools due to covert racial conflict (DBE, 2011; Nkomo et al., 2004; Vally & Dalamba, 1999). In some cases, some individuals in the school management as well as teachers are not able or not willing to impact the necessary changes (Moletsane et al., 2004). Some teachers are reported to have denial with regards to the differences created in the past (Barnes, 2006). In general, there are significant problems regarding how issues of diversity are handled in schools (Meier & Hartell, 2009).

Aligned to this, the process of desegregation has oversight since it does not necessarily take into account the material needs of the learners (Vally & Dalamba, 1999). The push towards desegregation fails to recognize that inequality also affects other elements of diversity other than race such as gender, ethnicity and social class (Vally & Dalamba, 1999). One of the criticisms is that desegregation is not synonymous with integration (Harber, 1998).

2.3: THEORETICAL FRAMEWORK WITH REGARDS TO THE PROCESS OF DESEGREGATION

2.3.1 Assimilation.

Assimilation was the initial response to desegregation in the developed countries such as the USA and the UK (Sader, 1999; Mafumo, 2010). It started taking form in the 1960's (Carter, 2004). The assimilation approach focuses on the acculturation or amalgamation of less dominant culture into the customs, values, language, economic patterns, social patterns, identity and heritage of the more dominant group (Carter, 2004; Gallagher, 2004; Lynch, 1986; Mafumo, 2010, Naidoo, 1996, Sekete, Shibulane & Moila, 2001; Schneider & Crul, 2012). The direct implication of this is that non-white learners and teachers who are also second language speakers of English and Afrikaans (the main instructions of teaching and learning) were simply absorbed into a curriculum endorsing Eurocentric and non-inclusive elements of the dominant culture or what the socio-political environment dictated. . During assimilation individuals from diverse cultures are absorbed into one major culture which leads to some of them losing their identity and heritage in favor of those of the dominant culture (Naidoo, 1996; Mafumo, 2010). The main implication is that the dominant culture dictates all socio-cultural aspects for the school environment (Soudien, 2004; Sekete et al., 2001).

Therefore, assimilation is about minimizing cultural differences and maximizing social conformity (Lemmer & Squelch, 1993). The assumption of assimilation is that some cultures, values, languages and customs are inferior than others hence the need to absorb them into the dominant culture (Naidoo, 1996; Mafumo, 2010). The critique towards the process of assimilation is that it does not make a concerted effort to

accommodate the differences of the members within the non-dominant culture as they were simply expected to adopt the cultures, values, languages and customs of the members of the dominant culture (Naidoo, 1996).

The other critique towards the process of assimilation is that it little emphasis placed on the uniqueness or differences of the cultures (Sekete et al., 2001). Instead there was an overemphasis on creating a national identity aimed at absorbing the non-dominant groups (Sekete et al., 2001). Assimilation was perceived by many critics as biased, undemocratic and impartial (Mafumo, 2010). The impact of assimilation in the classroom was perceived by studies as simply promoting the values, actions and cultural practices of the dominant culture of the white middle-class (Brandon, 2003; Soudien, 2010). The emphasis was that in South Africa schools used assimilation as their primary approach towards integration when faced with individuals from different demographics (Sader, 1999).

2.3.1.1 The weaknesses of assimilation.

The weakness of the assimilation approach was perceived as the overemphasis of the incorporation into the major culture instead of promoting equity, promoting its interests and its development (Gallagher, 2004; Lynch, 1986; Mafumo, 2010). Its weakness is that it has an overemphasis for homogeneity among diverse cultures which contributes towards the loss of identity and heritage for members of non-dominant cultures (Naidoo, 1996; Mafumo, 2010). Assimilation was observed to be contributing towards the depletion of the languages, values and customs of non-dominant groups (Naidoo, 1996; Mafumo, 2010). The process of assimilation was perceived as having failing as there is not necessarily a single overriding culture (Meier & Hartell, 2009). The process of assimilation failed to maximally enhance social justice or equality in the distribution of resources (Gallagher, 2004; Lynch, 1986). These shortcomings are what has led to a move to attempt better desegregation through integration (Lemmer & Squelch, 1993; Soudien, 2004 ;).

2.3.2 Integration.

The integration approach focuses on cultural homogeneity with specific focus on language as a necessity for social cohesion (Schneider & Crul, 2012). Integration attempted to overcome the social divisions caused by the racial differences (Pandor, 2004).

The integration approach perceived that it was essential to integrate other issues beyond race such as other issues of diversity such as gender (Nkomo et al., 2004). However, integration is not a reality in most school contexts in South Africa (Moletsane et al., 2004). Pandor (2004) argued that in order for integration to be successful it needed to be holistic and that its implementation needed to promote equality and dignity. Colour-blindness is an essential element of integration (Moletsane et al., 2004; Vally & Dalamba, 1999). Moletsane et al., (2004) assert that colour-blindness meant that teachers claimed not to see race or skin colour and that the implication of this was that they refused to engage with regards to issues of desegregation. The other implication was that some teachers were denialists regarding the process of desegregation and integration within their schools (Moletsane et al., 2004; Vally & Dalamba, 1999). Other studies suggest that the implication of colour-blindness meant that some teachers were reluctant to address racism, its impact when addressing diversity and they did not take action against it (Meier & Hartell, 2009; Vally & Dalamba, 1999). Colour-blindness was perceived as maintaining the injustices of the past or as overlooking prejudice (Meier, 2005; Meier & Hartell, 2009). One study argued that an example of overlooking prejudices occurred in some instances in which teachers withheld information when racist incidents were being investigated (Vally & Dalamba, 1999).

Harber (1998) argues that integration is not the same as desegregation. Other studies argued that simply mixing people of different races without accompanying structural, procedural changes and increasing mutual respect could result in violence or racial conflict (Harber, 1998; Soudien, Carrim & Sayed, 2004). There was a perspective from one study that intergroup contact between different races and ethnicities could lessen prejudice and help establish nurturing relationships (Thurston, 2004).

The study of Vally & Dalamba (1999), asserted that integration and desegregation are sometimes perceived as synonymous (Vally & Dalamba, 1999). Their study described desegregation simply as a process of facilitating physical proximity in a mechanical manner between diverse groups within the school without assessing the quality of that contact. Their study argued that integration needs to go a step further in order to incorporate cultures and to uphold the rights of the diverse groups (Vally & Dalamba, 1999).

2.3.2.1 The weaknesses of integration.

The weakness of the integration approach is that it is criticised as excessively discriminatory instead of being inclusive towards non-dominant groups (Mafumo, 2010). Integration is biased and inefficient towards pursuing equality and meeting needs of diverse group (Mafumo, 2010). One study suggests that integration was failing because some cultures perceive other cultures as inferior (Meier, 2005). Other studies suggest that it is because there are entrenched myths of black incompetence and white supremacy (Jansen, 2004; Meier, 2005).

2.3.3 Multi-Cultural Education

Multi-Cultural Education is believed to have emerged in the 1980's due to the perceived shortcomings of the processes of integration (Skerrett, 2011). Mthembu (2010) outlines multi-cultural education as an approach that incorporates the idea that all learners irrespective of race, ethnicity, gender and social class deserve equal opportunity and access to school in order to achieve positive improvement to their academic performance. It attempts to acknowledge the diverse perspectives, values and cultures of diverse groups (Brandon, 2003; Grant & Chapman, 2008). Multi-cultural education is about, supporting cultural pluralism and improving human rights, social justice, social change and equality (Brandon, 2003; Gorski, 2003; Grant & Chapman, 2008). It is about reducing discriminating social stratification (Thurston, 2004). It is aimed at improving equality and social justice in the classroom and within the schools (Brandon, 2003). The perspective of one study was that the aims of multicultural education could only be fully achieved if there was social change, social justice and more equity (Gorski, 2003).

The aims of Multi-cultural education are echoed by the study of Barry and Lechner (1995) which assert that teaching should incorporate both theory and practice. This should happen in order to instill knowledge and confidence with regards to aspects of multi-cultural education. Ideally teaching should be culturally responsive and intercultural sensitivity (Brown, 2003; Causey, Thomas & Armento, 2000). It is essential to promote intercultural sensitivity between student teachers and their learners in order for multicultural education to be efficient (Causey et al., 2000). According to Mills and Ballantyne (2010), there are three characteristic that influence multicultural awareness and sensitivity within the school environment which are self-awareness, openness and commitment to social justice.

Schools are important in promoting social change, social justice and equity in that they aim to start this at an individual level with the aim of expanding it to a systemic level (Gorski, 2003). However, most public schools are failing in implementing multicultural education (Tellez, 2008). The failure can also be due to any serious mismatch between the culture of learners and that of teachers (Brown, 2003; Causey, et al., 2000). According to Thurston (2004), multi-cultural education has positive outcomes. 1) It enabled student teachers to change the way in which they viewed or categorised their ethnicity. 2) Student teachers presented with more positive attitudes towards ethnic minorities after a multi-cultural intervention. 3) The fact that they can differentiate between cultures is a beneficial outcome for multicultural education. Other studies also assert that is beneficial towards teaching and learning (Meier & Hartell, 2009). However, there can be no implementation of multiculturalism without dealing with structural challenges and problems (Soudien et al., 2004). According to Tellez (2008), an equitable curriculum is the one that affirms the equality of languages, culture, ethnicity, social class and race. It is the one that acknowledges the educational and economic challenges faced by the learners.

There are many debates with regards to multi-cultural education interventions. According to Thurston (2004), there is a fierce debate on whether multi-cultural education interventions just expose attitudes that were there all along prevalent or whether they change them altogether. This is echoed by the assertion that multi-cultural interventions

do not necessarily reduce or eliminate prejudice within the interpersonal relations between diverse cultural groups (Vally & Dalamba, 1999). Another assertion was that some interventions merely influenced the thinking and reflection but they could not be effectively implemented (Thurston, 2004). In general, there was skepticism towards multi-cultural interventions. Other studies suggest that multi-cultural are not adequately addressing social imbalances, racial oppression and racial victimization (Cross & Mkwanzani-Twala & Klein, 1998; Meier & Hartell, 2009; Lemmer & Squelch, 1993). The assertion was that interventions do not necessarily promote structural reforms (Meier & Hartell, 2009; Squelch 1993).

2.3.3.1 The weaknesses of multi-cultural education.

There are many criticisms leveled against the concept and process of multi-cultural education (Meier & Hartell, 2009). According to Soudien et al., (2004) the multicultural approach maintains the supremacy of the dominant cultures. Furthermore, the perspective is that multi-cultural education offers a superficial understanding towards culture since it was perceived to solely consist of customs, food or attire (Vally & Dalamba, 1999). This limited conceptualization disregarded the notion that culture was evolving with time and that culture can also be a collective core value (Vally & Dalamba, 1999). Multi-cultural education is criticized in that it maintains the status quo with regards to the social imbalance of based on race, gender and ethnicity (Cross et al., 1998; Meier & Hartell, 2009). It is also criticized for not confronting racism but instead it denying its real impact (Meier & Hartell, 2009). Aligned with this, there is a view that the multicultural approach has oversight on issues of injustices, stereotypes and discrimination (Soudien, et al., 2004). The multicultural approach is perceived as not addressing the issue of social exclusion towards access to goods and services because there are still social and economic inequalities (Mansfield & Kehoe, 1994; Soudien et al., 2004). The view is that multiculturalism overlooks cultural stereotypes and the inter-link between institutionalized racism due to trying to depoliticize culture (Vally & Dalamba, 1999). Additionally, the multicultural approach overlooks that one person can belong to multiple cultures such as children from mixed marriages, mixed heritages or children of parents with different racial and ethnic backgrounds (Soudien et al., 2004). The critical argument is that there is an excess of euro-centric or western perspective about culture in South Africa (Vally &

Dalamba, 1999). Similarly, the critique is that culture in itself has drawbacks and prejudices such as being sexist in certain instances because it overlooks other factors of such as gender and social class (Vally & Dalamba, 1999). The multi-cultural approach is criticized over its misperceptions of inequality, homogeneity or the convergence among cultures (Sekete et al., 2001). One of the main criticisms is that most schools, do not have adequate capacity to address multicultural issues or intervene with regards to racial conflict (Aronowitz & Dhaliwal, 1994). Lastly, the multi-cultural approach has a shortcoming to afford student teachers with the expertise which are deemed essential to implement the multicultural education (Tellez, 2008). The perspective is that this void further disadvantages the poor black learners (Tellez, 2008).

2.3.4 Anti-Racist Education.

Anti-racist education emerged in the 80's and 90's (Skerrett, 2011). It emerged due to the perceived failure of assimilation, integration and multiculturalism (Vally & Dalamba, 1999). Its objective was to fight discrimination through better incorporating racial differences (Meier & Hartell, 2009). It is about curbing ethnic and racial prejudice (Banks, 2012). It was about curbing injustice that acted as barriers to teaching and educational reform (Banks, 2012). Anti-racist education also aimed to challenge the mainstream techniques in the education system (Wagner, 2005).

Its practical aspects is about uprooting institutional racism and the redistribution of power or improving race relations (Kailin, 1994; Vally & Dalamba, 1999). Anti-racist education was aimed at the assessment of the interaction between teachers and learners as well as competence of learners (Kaolin, 1994). Furthermore, it assessed the organizational culture of schools in order to uproot covert racism, prejudicial attitudes, misperceptions and stereotypes (Ladson-Billings, 2000; Kailin, 1994; Vally & Dalamba, 1999; Wagner, 2005). Anti-racist education was also aimed about promoting the attentiveness towards multicultural issues such as addressing prejudices within the textbooks, the teaching material and the curriculum (Kailin, 1994; Vally & Dalamba, 1999). According to Alexander (2009), anti-racism principles require that there should be recognition between the association between race and other characteristics such as language, resources within schools, socio-economic issues, learning styles and even language. The view was

that it was essential to acknowledge anti-racism principles within everyday learning, teaching practices and social activities, in order to advance the opportunities of the learners.

Anti-racist education is about promoting the awareness of the impact of prejudice within lessons impacting learners (Ladson-Billings, 2000). It furthermore attempts to curb negative attitudes and myths among teachers (Kailin, 1994; Ladson-Billings, 2000) and tackle socio-economic and political issues (Vally & Dalamba, 1999). According to Ladson-Billings (2000), decisive action within anti-racist education entails improving contact with diverse communities in order to improve field experience and highlight the complications involved with teaching black learners. It aims to reassess admission procedures and to assess challenges that emerge within schools such as addressing stereotypes and covert racist attitudes.

2.3.4.1 The weaknesses of anti-racist education.

Anti-racist education fails to promote social justice or to eradicate racism within the education system (Naidoo, 1996). The view is that there are many uncertainties within anti-racist education (Naidoo, 1996). It is perceived to have a poor conception of the shortcoming in the dominant culture (Naidoo, 1996). The other view is that, the barriers within anti-racist education that emerge are resistance, exploitation, avoiding racial issues and lack of decisive action (Ladson-Billings, 2000, Meier & Hartell, 2009; Wagner, 2005). For example, there was resistance towards discussions surrounding race (Ladson-Billings, 2000; Wagner, 2005). The interventions of anti-racist education are criticised for not necessarily improving the competence of teachers with regards to dealing with the demands of diversity (Brandon, 2003). For example, it does not adequately equip them to impact the academic performance of different learners (Brandon, 2003). The other shortcoming is that there are various levels of conflict and resistance which differs based on various demographics of diversity such as race, gender, social class, sexuality and disability (Wagner, 2005). Wagner (2005), urges that is essential not to be defensive towards the negative reactions such as conflict, fear, uncertainty, conflict, anger, ignorance, resistance, withdrawal, silence, uncertainty and ignorance that emerge within the context of racial conflict. These were perceived as

inevitable in the process of incorporating diverse cultures. Lastly, anti-racist education was criticised for being too reductionistic with regards to its conceptualization of racism (Vally & Dalamba, 1999).

2.4: CHALLENGES ENCOUNTERED BY TEACHERS WITHIN PREVIOUSLY DISADVANTAGED SCHOOLS

There are various trends that emerged from the reviewed literature with regards to challenges encountered by teachers within previously disadvantaged schools. This was done for the purposes of coherence and having a comprehensive dissemination.

2.4.1 Educational Issues

The identified educational issues were the following: There is insufficient support for teachers (DBE, 2011; Comrie, 2004; Sethusha, 2012). There is oversight with regards to inappropriate and unfair assessments for learners (Comrie, 2004). Their different learning styles which are not catered for by teachers (Comrie, 2004). There are also challenges with regards to the tempo of teaching and there is inadequate content taught during school (Comrie, 2004). The curriculum is still inflexible towards needs (Comrie, 2004; Cooper, 2005). There is poor classroom management and poor school management (Comrie, 2004; Cooper, 2005, Jansen & Taylor, 2003).

2.4.2 Learning difficulties

The identified learning issues were the following: Some learners have learning disabilities, learning difficulties, attention problems and there were learners with special needs (Comrie, 2004, Royds & Dale-Jones, 2013) and 2) Socio-emotional problems (Comrie, 2004).

2.4.3 Societal Issues

The identified societal issues were the following: There is rampant poverty (Comrie, 2004; Moletsane et al., 2004). The schools bear the overall impact of HIV/AIDS. (Moletsane et al., 2004) There is abuse (Comrie, 2004; Moletsane et al., 2004). There is crime, gangs or violence within most disadvantaged communities (Comrie, 2004; Hoffman, 2008; Mestry, 2014). There are negative attitudes (Comrie, 2004, Ecna, 1994;

Kailin, 1994; Ladson-Billings, 2000; Thurston, 2004). There is teenage pregnancy (Comrie, 2004). There is sexual harassment (Pillay, 2001) and there are incidents of malnutrition (Hoffman, 2008). It was reported that learners walk long distances to get to school (Harvey, 2008; Hunter, 2010; Velaphi, 2013). Some learners were dropping out due in high levels of 77% over the 12 year school cycle (DBE, 2011). Learners did not receive early intervention programmes (Comrie, 2004). Learners encountered unemployment after completing school (Hoffman, 2008). There was lack of order and lack of discipline (Bipath, 2005; Hoffman, 2008; Maringe et al., 2015). There were gender issues within certain cultural groups (Comrie, 2004; DBE, 2011). There was lack basic amenities such as water, electricity and toilets (Clark & Linder, 2006; Comrie, 2004). There was an inadequate access to welfare services such as social grants (Hoffman, 2008). All these challenges were argued not to be unique only to South Africa but that they were prevalent in schools in other parts of the world (Carter, 2004).

2.4.4 Systemic Issues

South Africa has diverse barriers that impede the progress of the education system (Ball, 2006; Van der Berg et al., 2011; Maluleka, 2010). These barriers are contributing to the differing views with regards to the reform of education in the post-apartheid South Africa (Ball, 2006; Van der Berg et al., 2011). The dominant view is that there needs to be a far-reaching revision in how education is rendered and administered in the current education system (Badat & Sayed, 2014; Hoffman, 2008; Jansen, 2011).

South Africa has commendable constitutional laws and policies aimed at improving equity in education but their ineffective implementation continues to constrain progress (Badat & Sayed, 2014; Fiske & Ladd, 2006; Naidoo & Perumal, 2014). The dominant critique is that the weakness of the current education system is that the system is currently race-based and under-serving poor black learners (Harvey, 2008). The other shortcoming is that there is no national coordinated policy with regards to desegregation in schools (Vally & Dalamba, 1999). For example, there is no conscious and structured manner to deal with racial issues when they emerge (Vally & Dalamba, 1999). The other criticism is that the government is neglecting to take decisive action with regards to its constitutional responsibility of serving those that are marginalized and historically disadvantaged

(Badat & Sayed, 2014; Mabasa, 2003). The other major criticism is that there is government oversight and lack of management with regards to teacher education and development (DBE, 2011). The assertion was that a lot more needs to be done by government in order to improve the appalling conditions in township and rural schools (Mabasa, 2003).

Other identified systemic issues were the following: There is lack of assistive devices or supportive material (Comrie, 2004; Shaughnessy et al., 2013). The facilities and infrastructure are inadequate (Buthelezi, 2008; Comrie, 2004, Fiske & Ladd, 2006; Sedibe, 2011; Sethusha, 2012; Shaughnessy et al., 2013). The classrooms are overcrowded which makes effective class management impossible due to poor learner-teacher ratios (Comrie, 2004; Feni & Ntshobane, 2014; Sethusha, 2012; Yamauchi, 2011). The average ratio is 40:1 in primary schools and 35:1 in secondary schools (DBE, 2011). This is associated with lack of classroom space, high teaching load, stressful working conditions and lack of capacity (DBE, 2011). The teaching profession is under a skills shortage (DBE, 2011). There is also shortage of language teachers (DBE, 2011). There is a limitation of other language teachers other than English and Afrikaans (DBE, 2009). There is also a shortage of teachers in South Africa which stretches to subjects such as mathematics, science and technology, languages and the arts (DBE, 2006). There shortage impacts all post levels for teachers such as temporary teachers, permanent teachers, head of departments, deputy principals and principals (Mbabela, 2012). There were also concerns about poor subject content and lack of professional confidence from those who were in the colleges of education (DBE, 2011).

The critique was that there is a need to improve the capacity of provincial departments concerning these aspect's (DBE, 2011). It was that there needs to be a better alignment between the national and provincial structures (DBE, 2011). The assertion was that clarity needs to be established with regards to the roles and core responsibilities involved in support and development (DBE, 2011). The other assertion was that unfilled vacancies within provinces were unable to be identified filled (DBE, 2011; Fiske & Ladd, 2006). As a result, these needed to be identified and filled (DBE, 2011; Fiske & Ladd, 2006). They need to be filled because the lack of manpower has serious implications.

2.4.5. Managerial and Stakeholders Issues

2.4.5.1. Management

The identified managerial and stakeholder issues within previously disadvantaged schools were the following: There is inefficient school management (DBE, 2011; Naidoo & Perumal., 2014; Mestry, 2014). There is poor capacity among principals or school management for both districts and provincial areas (DBE, 2011). There are poor processes of recruitment by management (DBE, 2011). There is poor capacity of School Governing Bodies (SGB's) and School Management Teams (SMT's) (DBE, 2011). Furthermore, the lack of finances impedes SGB's from appointing teachers based on the needs of the school (Sujee, 2004). There were deprived relationships with subject advisors and others in managerial positions within the education sector (DBE, 2011). In general, there is lack of collaboration with stakeholders such as the community (Naidoo & Perumal, 2014). Lastly, the finding from the study was that school leadership affected teaching and learning in disadvantaged schools (Naidoo & Perumal., 2014).

2.4.5.2. Lack of parental involvement

Aspects that emerged with regards to parental involvement were the following: Previously disadvantaged schools mostly have lack of parental involvement (Makhanya, 2003; Sethusha, 2012). For example, only a limited number of parents attend meetings (Makhanya, 2003). The overwhelming challenges parents encountered hindered them from being actively involved in the school activities of their children (Harvey, 2008). The parents were either not able to attend meetings or did not have the willingness to attend them (Harvey, 2008). Furthermore, some of them are uneducated and have been recipients of an inferior quality of education themselves (Harvey, 2008; Mawdsley et al., 2012). Most of the parents of learners in previously disadvantaged schools were not proficient in speaking and writing English (Harvey, 2008; Mawdsley et al. 2012). Most parents needed to be equipped in order to make a contribution within the schools (Harvey, 2008).

2.4.6. Teaching and Learning Procedures

There are various barriers that teachers encounter that impede teaching and learning. They are the following: There is poor morale or demotivation among teachers (Mestry, 2014; Msila, 2009). There are teachers who underperform (Hoffman, 2008). Additionally, there is a view that the public's perception with regards of teaching has deteriorated over the years (DBE, 2011; Masemola, 1999). For example a report outlined that teachers were perceived by the public as negligent and lazy (Masemola, 1999). There was rampant loss of valuable teaching time or inadequate teaching during school reported (Comrie, 2004).

2.4.7 Poor Academic Performance

The aspects that emerged with regards to the academic performance in previously disadvantaged schools where the following: There was poor academic achievement or lower pass rates and a poor the improvement of the results from year to year (Badat & Sayed, 2014; Feni & Ntshobane, 2014; Mestry, 2014; Meringue, Masinire, & Nkambule, 2015; Mawsdley et al., 2012; Pandor, 2004; Sethusha, 2012). For example, a smaller quantity of learners in previously disadvantaged schools is passing the National Senior Certificate (NSC) or a smaller quantity was achieving a bachelor's pass (Clarke, 2011). The results did not only affect the region but affected the district too (Feni & Ntshobane, 2014). The academic results were also reported to be poor 2 decades ago (Masemola, 1999). The critique is that the education system has lowered standards of performance in schools, with reference to the passing rate now being 40% instead of 50% (Badat & Sayed, 2014; Jansen, 2011). This is perceived as dismal by some studies and reports (Jansen, 2011).

There are exceptions in the academic performance since there are schools who achieve better results (Bipath, 2005; Maringe et al., 2015). The characteristics that emerged in those schools where the following based on two studies: There was better leadership or management. There was quality teaching, better classroom management and better discipline in both learners and teachers. There was dedication, discipline, focus, hard work and pride in both the learners and the teachers. These schools implemented

innovative teaching and administration by the staff. They had greater parental involvement made possible by flexible schedules. Teachers had high expectations for academic performance, they monitored the academic performance and provided valuable feedback. These schools had an environment that was conducive for learning. The school environment was nurturing towards interpersonal relationships. The lesson provided helped the learners to acquire the basic academic skills essential for learning. The management had prudent financial management and maximized efficient community involvement. These schools had extra mural activities and a history of learners who accessed higher education (Bipath, 2005; Maringe et al., 2015).

2.4.8. The Language of Teaching and Learning (LOLT)

The aspects that emerged with regards to academic performance were the following: The learners had poor proficiency, poor reading and poor comprehension (Comrie, 2004; Hoffman, 2008; Royds & Dale-Jones, 2013). For example, 80% of these learners could not read (Royds & Dale-Jones, 2013). Learners did not have enough time to learn English and to cope using it in an academic context (Comrie, 2004). The learner's poor proficiency limited them from being able to acquire further skills and training through higher education (Hoffman, 2008). The implication was that language is perceived as a manner of economic and educational advancement (Watson, 2007). Therefore, poor language decreased their probability of employment and it excluded them from the economy (Hoffman, 2008). The assertion was that this added a burden to the labour market already faced with immense skills shortages (Hoffman, 2008). Additionally, some of the learners had serious backlogs of up to four years based on the international standards for those in grade five (Royds & Dale-Jones, 2013). For example, 85% of black learners who completed their senior certificate were functionally illiterate (Hoffman, 2008).

The need to accommodate learners with regards to language was biased on the premise that language is also an aspect of human rights (Watson, 2007). Some studies argued

that education in the early stages should be in mother tongue (Hoffman, 2008; Keating, 2006; Royds & Dale-Jones, 2013). The implication was that there are negative ramifications when children are not taught in mother tongue during the formative years (Hoffman, 2008; Keating, 2006). The view was that not introducing learners to mother tongue during the formative years was a long term factor that contributed to the dismal performance (Hoffman, 2008; Royds & Dale-Jones, 2013).

The critical analysis was that it was essential to take language into consideration when discussing education because they were both intertwined (Watson, 2007). In general, there were serious controversies and recurring divisions with regards to language and race in South Africa (DBE, 2011). This is because the language of teaching and learning is perceived as barriers (Masemola, 1999). The outcome of one study was that teachers had negative attitudes toward a speaker's variety of English and that they used the language policy as a barrier (Biesman-Simons, 2010). The implication of this was that it impacted on the environment of teaching and learning within the schools (Biesman-Simons, 2010). The other outcome from the study was that some middle class parents offered their children scaffolding in the form of early reading interventions which contributed to their positive language development (Comrie, 2004).

2.4.9. Policy Issues

The focus and attempt of government strategy since the end of Apartheid has been to improve education reform through policies and interventions aimed at redress (Ball, 2006; Badat & Sayed, 2014; Clark & Linder, 2006; Fiske & Ladd, 2006; Maringe et al., 2015; Mestry, 2014; Naidoo & Perumal, 2014; Sekete, 2000; Van der Berg et al., 2011). The major critique is that although the legislation has changed after post-apartheid South Africa, the implementation of those policies has not necessarily been effectively implemented as common practice (Jansen, 2004; Meier & Hartell, 2009). The other critique is that the curriculum keeps changing over the years (Meier & Hartell, 2009).

According to Alexander (2009), the change in policies has failed to adequately prepare teachers for their expected role such as how to deal with diversity within schools.

The view of some studies was that there was a difference between the initiatives government was undertaking with regards to the redress in education and the actual reform experienced due to lack of implementation (Jansen, 2004; Meier & Hartell, 2009; Mestry, 2014). For example, there was limited progress in the implementation of policies with regards to no fee schools or offering subsidies to the qualifying beneficiaries (Fiske & Ladd, 2006). In essence, the implementation of policy has an implication on the curriculum, teacher training, classroom practice and the selection of staff (Jacklin, 2001; Mda, 2004). For example, during the time of the conducted studies there were reported to be only one or two teachers of other racial groups in schools with predominantly black learners due to the contentious rationalization and redeployment policy (Barnes, 2006; Skinner 1997). This policy was reported to have forced teachers into geographical spaces away from their families (Barnes, 2006; Skinner 1997).

The critique with regards to policy implementation at grass roots level was that some school officials demonstrated the poor interpretation (Mda, 2004; Sethusha, 2012). This was due to the fact that the each individual SGB has the jurisdiction to determine some specific policies within the school (Mda, 2004). The SGB had this jurisdiction because; schools have the mandate to determine their own language policy based on the South African Schools Act (Royds & Dale-Jones, 2013). The other critique with regards to the policy implementation at grass roots level was that teachers had problems with policy and practice (Carter, 2004). The assertion was that it was necessary to promote and protect the right to access education (Badat & Sayed, 2014; Hoffman, 2008). Not fulfilling that was critiqued to be contravening the constitution (Badat & Sayed, 2014; Hoffman, 2008). Not doing so was also perceived as a threat to the development of learners within their schools (Hoffman, 2008).

There are serious policy challenges and shortcomings in the education system in South Africa (Badat & Sayed, 2014; Bernstein, 2014; Cardenas, 2005; Royds & Dale-Jones, 2013). This is due to unsatisfactory implementation of policies (Jacklin, 2001). For example, there is a huge difference between the implementation of education rights and efforts of government to promote them (Cardenas, 2005). There is also no policy with regards to redress or to ensure equality among learners, the teaching staff and the management of the schools (Sujee, 2004).

There was constant controversy with regards to the language policy (Pandor, 2004). The language policy was criticized for not improving multiculturalism (Mda, 2004). The implication was that the status of African languages has not improved and most are still marginalized (Mda, 2004; Royds & Dale-Jones, 2013). The assertion was that being taught in mother tongue is part of the basic human rights because language is an important component of learning (Mda, 2004).

The critique was that some policies are too broad and fail to identify or distinguish the background challenges specific to the schools (Maringe et al., 2015). Lastly, the other criticism was that the qualifications of some teachers did not match the needs of the school based on the new curriculum (DBE, 2011).

2.4.10. Challenges with the curriculum

The challenges that emerged with regards to the curriculum are the following: The assertion from a past study was that desegregation should not be selective but it needs to impact the overall curriculum (Pandor, 2004). Another study criticized the continual changes of the curriculum in South Africa (Jansen & Taylor, 2003). The critique was that frequent changes in the curriculum limited the pace of the reform of the education system (Jansen & Taylor, 2003). The changing curriculum was perceived as an impediment for

teachers because it has unintended them with negative consequences such as demotivation and making some teachers to feel confused or overwhelmed (Cooper, 2005). This was due to the fact that the teachers had a limited understanding and a limited interpretation of the curriculum (Comrie, 2004). Most often most of the teachers lacked the training and adjustment with regards to the new curriculum (DBE, 2011). In essence the change added complications because they increased the burden of having to restructure the lessons (Cooper, 2005). Lastly, teachers were often not able to implement the changes in the curriculum due to a lack of resources (Cooper, 2005). They did not have the relevant material and the support (DBE, 2011). The recommendation made by a government report was that there was a need to have better structures in order to facilitate the curriculum and to ensure that there is guidance and support for the teachers (DBE, 2011).

2.4.11. Training and development

Desegregation was perceived as needing to impact teaching practice (Pandor, 2004) Desegregation needed to impact training and development by preparing teachers to teach within integrated contexts (Moletsane, 2004). The assertion was that training should have been implemented by re-conceptualizing the practical teaching approaches and principles in order to incorporate the content, methods and assessment tool across all disciplines (Arber, 2006; Bartolome, 2004). In essence, the teaching practice should have created a conducive environment where multicultural initiatives could thrive (Arber, 2006). The training should have been done in order to develop the academic and linguistic skill of the learners (Bartolome, 2004). Training needed to be characterized by the good practice using student teachers' experiences and biographies (Moletsane et al., 2004). Lastly, the findings of past studies suggested that exposure or field experience with diverse communities could diminish stereotypes and racist attitudes (Ladson-Billings, 2000).

2.4.12. Pre-service teachers (Student Teachers).

In apartheid South Africa teacher training was done through colleges and technikons (DBE, 2011). This changed when colleges were closed down and black historical universities and technikons were merged with historically white universities (DBE, 2011).

The teacher training institutions had the responsibility of providing prospective teachers with the knowledge and skills necessary to meet the intellectual, social and personal needs of learners from diverse backgrounds, cultures and religions (Arber, 2006; Bartolome, 2004; Barry & Lechner, 1995; Gorski, 2009; Marryfield, 2000).

The main critique was that teacher training programmes were not adequately preparing the trainee teachers how to teach or interact with learners from diverse racial, ethnic and language groups (Ball, 2006; Barnes, 2006; Buthelezi, 2008; Meier, 2005; Moletsane et al., 2004; Pandor, 2004). It was reported that some of the teachers were incapable of dealing with the educational reforms and diversity (Barnes, 2006). The view was that most of the white student teachers who pursue teacher education programmes are females (Hemson, 2006). Most of them attended historically white schools and independent schools with limited contact with other racial groups (Hemson, 2006). This is believed to have negative future implications (Ball, 2006). There were many logistical challenges and other challenges with regards to sending white student teachers into different schools such as the proximity of the schools and fears of crossing social barriers (Hemson, 2006).

According to Wolhuter, Van der Walt, Potgieter, Meyer and Mamiala (2012), there are various characteristics that inspire South African student teachers when considering their future career path. They are presented "from most to least important as: the family (extended), religion, the teacher education institution, teaching practice, friends, and

personal life.” (p. 178). This study also asserts that the aspect of economic circumstances and teaching being the only easily reached profession did not emerge such as in some studies. A reviewed parallel study by Shumba and Naong (2012), found that aspects that had an impact when considering their teaching as a future career path were the ability to identify with the preferred career choice, the impact of past teachers and the influence of family. Naong (2011), asserts that there is a diminishing appeal with regards to teaching as a profession. It had a drastically diminishing social status unlike in the past. In some instances there were negative attitudes towards teaching such as cynicism and indifference. The study found that there were age differences in the perceptions towards teaching. Teachers who are 51 years and above reported experiencing uncertainties and instability. However, the teachers who were between the ages of 21 and 35 had a different main concern which was the salary. Naong (2011), outlines that views towards teaching as a profession has an implication on policy, recruitment, teacher training and the design of the curriculum. The currently reviewed international study done in the USA by Padhy, Emo, Djiraand and Deokar (2015) has some different findings that did not feature on the reviewed local studies. The only similarity from local studies was the positive impact of parents and friends as well as understanding the financial aspects of teaching as a career path. It also outlined the diminishing social status of teaching (Padhy et al., 2015). It goes further to reflect on the student teachers need to understand the funding obtained by diverse models of schools (Padhy et al., 2015).

The finding of Padhy et al., (2015) was that previous experience and expectations of teaching were the most dominant forecasts of choosing teaching as a career path. The assertion was that previous experience made a provision for self-perception and reflection with regards to openness to choose teaching as a career path or to assess if they would be fulfilled working with learners. The implication was that it is essential to promote volunteering in local schools, tutoring learners and working with learners through after school programmes (Padhy et al., 2015). The implication was also that a mutuality respectful and constructive working environment was essential (Padhy et al., 2015).

The interesting finding of Padhy et al., (2015) was that intrinsic factors were found to be less likely to lead to a likelihood of choosing teaching as a career path than external factors. The identified challenge was that there was a low expectation with regards to external factors associated with teaching as a profession. These included aspects such as teaching not being adequately intellectually challenging, concerns about not having a sensible workload, being limited in career mobility or being limited with regards to providing positive contributions towards society such as caring and helping learners. Other aspects of concerns were a limited exposure with regards to working with children and adolescents, being unable to manage discipline among learners and not having enough professional responsibility as well as teaching possibly not being adequately accommodating during parenthood (Padhy et al., 2015). The implication with regards to recruitment was that these concerns that were expressed by student teachers should be addressed frankly and openly.

There were barriers that were identified by the study. These were a) negative media reports about teaching which were perceived to be discouraging towards potential student teachers; b) there was a sense of helplessness with regards to remedy broad social issues associated with education; and c) there were concerns with regards to dealing with poor discipline among learners (Padhy et al., 2015). The implication was that addressing discipline management in teacher training would have a proactive outcome.

Another study reported that there are significant challenges of attracting prospective teachers (Maluleka, 2010). The view is that the academic requirement for teaching has changed unlike in the past (Keating, 2006). The teaching profession now requires matriculation endorsement, creating a barrier for potential students who do not have the matriculation endorsement (Keating, 2006).

There were the following perspectives from the analysis of past studies: It was essential to monitor or evaluate programmes delivered by institutions of higher learning (DBE, 2011). It was important to replicate the good practice of placing white student teachers in black township schools (Moletsane et al., 2004). The placement within these diverse communities was perceived as potentially beneficial to future real life scenarios (Moletsane et al., 2004). Teachers needed to be trained on issues related to human rights in order to be able to address social issues (Moletsane et al., 2004; Nkomo et al., 2004). Their training also needed to prepare them about dealing with psychosocial aspects such as poverty, abuse or HIV/AIDS (Moletsane et al., 2004). Their teacher training needed to be empowering and developing in different aspects (Naidoo & Perumal, 2014). In addition, the training institutions needed to consider the biographies, the identity, the commitment and the ability of prospective student teachers before their enrollment (Moletsane et al., 2004).

These institutions needed to assess issues of capacity, access and social transformation that need to be considered with regards to teacher training (DBE, 2011). Wagner (2005) argues that it was essential to address the anxieties that student teacher had in order that they may be emotionally and psychologically ready for the complexities of teaching in diverse contexts. Furthermore, the view was that student teachers should be taught to be available to identify and assess which teaching practices and ideology could be potential harmful (Bartolome, 2004). Another view was that the Department of Basic Education needed to overcome inequalities with regards to quality and equity in teacher education within these institutions (DBE, 2011). The department needed to improve access and affordability with regards teacher education (DBE, 2011). The department needed to equip schools to foster a sense of community within staff (DBE, 2011). Finally, there was a need to improve funding for teacher programmes (DBE, 2011).

The dominant critique towards teacher training was that there is lack of diversity in the teaching staff of institution that offer teacher training in South Africa (Moletsane et al.,

2004). The view was that the downfall of most of teacher training courses is that were not designed to prepared student teachers with the key principles of multicultural education such as improving their critical consciousness and the commitment towards equity (Gorski, 2009). The implication was perceived to be that aspects of white privilege and supremacy are still dominant in the socialization within the institutions (Moletsane et al., 2004). The other critique was that the declining attractiveness of teaching was a major concern and it impacted on not being able to find a replacement for unique subjects (DBE, 2011). Lastly, the critique was that some student teachers were undecided on how they were prepared with regards to how they are supposed to teach or communicate with such learners and their families (Barry & Lechner, 1995).

2.4.13. In service teachers

The assertion was that it is important to improve teacher development (DBE, 2011). It was also essential to improve the working conditions of teachers, to reduce their work-related stress and high workload (DBE, 2011). One of the suggested ways was to be more cognizant of the number of learners within the district and the province (DBE, 2011). Another was to fill vacant posts in order to increase the capacity of the schools (DBE, 2011).

2.4.14. Attrition or the process of purging from the teaching profession.

South Africa is losing teachers faster than it is attracting them (Maluleka, 2010). The percentage of attrition or exit from the profession in South Africa has fluctuated over the years but there is ambiguity in the data (DBE, 2011). However, the exit from the profession is perceived as low compared to most countries (DBE, 2011). In South Africa it was due to the following characteristics: The exit from the profession was due to death from multiple causes or fatal diseases including HIV/AIDS (Crouch & Perry, 2003). It was due to resignations or giving notice (intention to quit) (Crouch & Perry, 2003; DBE, 2011). It is due to unspecified reasons (Maluleka, 2010). The exit from the profession was due

to being medically boarded or having a resignation on the basis of illness (Crouch & Perry, 2003; DBE, 2011). It was due to a desire for a career change (Palmer, 1998). The exit from the profession was due to a dismissal, (Crouch & Perry, 2003; DBE, 2011). It was due to contract terminations (Crouch & Perry, 2003; DBE, 2011). It is due to stressful life events such as unemployment, geographic relocation and divorce (Palmer, 1998). Most of the reviewed literature did not have a specific focus on being infected with HIV despite 8.2% of teachers being HIV positive (DBE, 2011). Lastly, the disappointment triggered by the wrong motives with regards to going into the profession were perceived as also impacting the wish to exit from the profession (Ngoepe, 2014).

This chapter contextualizes the literature. It addressed the historical context of education in South Africa: The facets of desegregation within the South African context. It outlined the theoretical frameworks of assimilation, integration, multi-cultural; education and anti-racist education as well as their weaknesses. Lastly it reviewed challenges encountered by teachers within previously disadvantaged schools. The next chapter will be the chapter that outlines the methodology used in this study

Chapter 3: Methodology

This chapter describes Interpretative Phenomenological Analysis (IPA) as a qualitative methodology. It discusses the sampling procedure, data collection, data analysis, trustworthiness, the limitations of the study, and ethical considerations during the study.

Key research aims and questions.

The aim of this study was to contribute towards assessing the following research question.

- a) What are the experiences of white teachers teaching in previously disadvantaged schools?
- b) What do they experience to be major obstacles towards the day to day process of teaching and learning?
- c) What are the positive highlights and accomplishments they experienced while teaching in previously disadvantaged schools?
- d) What aspects do they deem essential for an efficient culture of teaching and learning?

3.1 Research Design

3.1.1 Qualitative Research

There are diverse definitions for qualitative research (Dentin & Lincoln, 1994; Glesne & Peshkin, 1992; Smith, 2008). One of the mostly accepted definitions of qualitative research is outlined as the following:

Qualitative research seeks to make sense of personal stories and ways in which they interact. Qualitative inquiry is an umbrella term for various philosophical orientations to do interpretative research. For example, qualitative researchers might call their methodology ethnography, case study, phenomenology, educational criticism, human ethnology, ecological psychology, holistic ethnography, cognitive anthropology, ethnography of communication, symbolic interactionism, micro ethnography, ethnomethodology, postmodern (or) participatory research (Glesne & Peshkin, 1992, p.1).

Researchers may use a variety of interpretative material ranging from interviews, recordings, field notes, conversations and photographs among many others in the research process (Dentin & Lincoln, 2000). The literature offers another description of the conceptualization of qualitative research. Smith (2008), purports that there are three main ways in which qualitative research conceptualises the subject matter:

- a) The phenomena or aspects sought to clarify or interpret an individual's meaning of their world are viewed as system of objective variables.
- b) Perceptions and explanations of an individual's meaning of their world are investigated and interpreted whether they are idiosyncratic or socially shared.
- c) There are diverse social interpretations of events and they are conceptualised through quasi-linguistic propositions. This means that the research participant is not perceived as a part of a natural system of the causes and effects of the phenomena.

Neuman (2000), states that qualitative research is very useful in social research. It offers important knowledge and insights about the world at large as well as an interpretative understanding of human relationships (Denzin & Lincoln, 2011). There are different approaches of qualitative research methods in psychology (Creswell, 2013; Smith, 2008). Out of these approaches, this study is based on a qualitative research method in the form of interpretative phenomenological analysis (IPA).

3.2 The strengths and limitations of qualitative methodology.

3.2.1 Strengths.

Mack, Woodsong, MacQueen, Guest and Namey (2005), argue that qualitative research offers contextually rich and culturally specific data. The rich data elicited by it is explanatory and exploratory (Mack et al., 2005). Qualitative research enables for a homogenous exploration (Choy, 2014). It elicits issues through an open-ended enquiry or through semi-structured interviews (Choy, 2014; Mack et al., 2005). Semi-structured qualitative methods enable researchers to elicit the distinguishing aspects and

contradictions between individual experiences, opinions and feelings (Mack et al., 2005). They make it possible for researchers to probe questions (Mack et al., 2005). They enable unanticipated responses in the research process to emerge (Mack et al., 2005). They make a provision for probing or for further investigation of significant themes that develop during the interview (Gough, Weyman, Alderson, Butler, & Stoner, 2008; Corbin & Morse, 2003).

Qualitative research enables researchers to assess experiences, behavior, beliefs, opinion, assumptions, emotion and reaction of research participants of various research issues (Choy, 2014; Mack et al., 2005). It enables the identification and documentation of intangible factors (Mack et al., 2005). These methods make it feasible for researchers to capture data in the own words of research participants instead of fixed responses (Mack et al., 2005). Refer to figure 1.

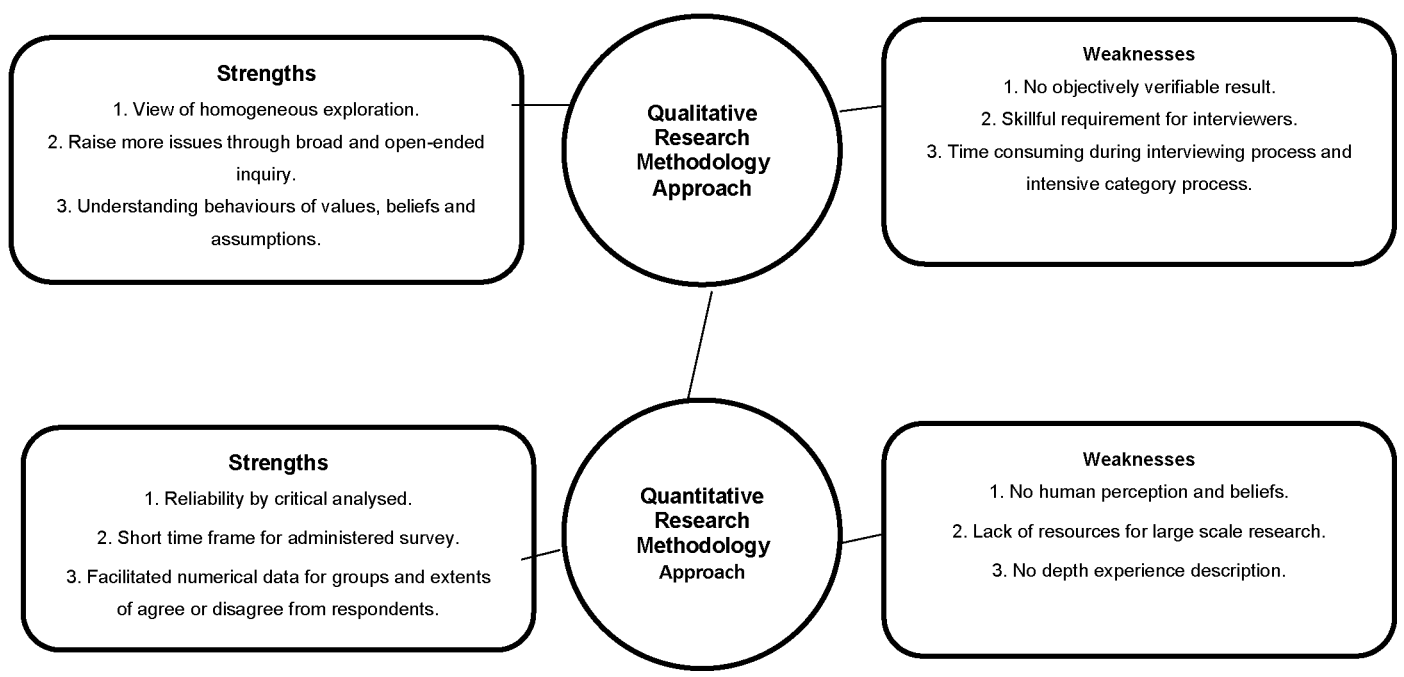


Figure 1: The model of strengths and weaknesses of qualitative and quantitative research methodologies (Adapted from Choy, 2014, p 101).

3.2.2 Limitations.

There are various limitations of qualitative research that differ from study to study. They are the following: 1) The findings or results in qualitative research are not objectively verifiable (Choy, 2014); 2). Qualitative research methodologies require skillful interviewers (Choy, 2014); 3) Qualitative research has cost implications since they can be costly (Denzin & Lincoln, 2005; Patton, 2002); 4) Qualitative researchers may have limited access to research participants (Denzin & Lincoln, 2005; Patton, 2002) ; 5) The interviewing process in qualitative research is time-consuming and the analysis of data is labour intensive such as the recording, the transcription, the categorization of themes and so forth (Choy, 2014). Kindly refer to figure 1 on page 42.

Interpretative Phenomenological Analysis (IPA) is a qualitative methodology (Smith & Osborn, 2003). Smith (2011) purports that it is one of the best qualitative methods chosen and used by researchers. In understanding Interpretative phenomenological analysis (IPA) it is essential to describe its unique characteristics and theoretical foundations.

3.3 The description and characteristics of IPA

Interpretative phenomenological analysis (IPA) is the qualitative method used in this study. IPA is now a prevalent qualitative methodology which is being used extensively in scholarly articles due to its usefulness and applicability to various research topics (Brocki & Wearden, 2006; Chamberlain, 2011). It was initially developed in the United Kingdom (Brocki & Wearden, 2006; Chamberlain, 2011). The majority of its studies are located in the health sector, focused on medical pathologies and impairments (Chamberlain, 2011; Reid, Flowers, & Larkin, 2005). It also has a rising interest within other diverse fields of study and in other parts of the world (Brocki & Wearden, 2006; King & Horrocks, 2010). It has been used in sport (Callary, Rathwell & Young, 2015); Education (Bailey, 2011); parenthood (Molden, 2014) and sexual abuse among many other topics (Back, Gustafsson, Larsson, & Berterö, 2011). IPA was developed by Smith and it has gone through theoretical and philosophical refinement through the work of other scholars

(Eatough & Smith, 2008; Larkin, Watts & Clifton, 2006; Smith, 2004; Smith, 2008; Smith & Osborne, 2003; Smith, Flowers & Larkin, 2009).

IPA is a methodology that examines the lived experiences of individuals with regards to a specific phenomenon (Smith, 2004). Its aim is to evaluate or explore the lived experiences, inferences and meaning that the participants attached to the experiences (Biggerstaff & Thompson, 2008; Brocki & Wearden, 2006; Giorgi & Giorgi, 2003; Hale, Treharne & Kitas, 2007; Smith & Osborn, 2007; Pringle, Drummond, McLafferty & Hendry, 2011; Smith, 2004). The lived experience can either be one specific life-event or a series of events (Biggerstaff & Thompson, 2008; Brocki & Wearden, 2006; Giorgi & Giorgi, 2003; Noble, Nelson & Finlay, 2008; Pringle et al., 2011; Smith, 2004; Smith & Osborn, 2007). The lived experience can have subjective meanings that the individual attach to the experiences (Biggerstaff & Thompson, 2008; Brocki & Wearden, 2006).

The exploration is not just about the experience but it also about the views, perceptions, self-reflection and understanding of the participants with regards to their life-world (Chapman & Smith, 2002; Reid et al., 2005). IPA is considered as a particularly suitable method for exploring lived experiences and the meanings attached to those experiences (Chamberlain, 2011; Smith & Osborn, 2007). As a result it is a suitable methodology with regards to assessing the lived experiences of teachers such as in the context of this study. The relevance of IPA in assessing lived experiences lies in its historical and theoretical foundations.

3.4 The historical and theoretical foundations of Interpretative Phenomenological Analysis (IPA)

The historical and theoretical foundations of IPA are based on three distinctive theoretical frameworks which are phenomenology, hermeneutics and ideography (Smith, 2004; Smith, 2008; Eatough & Smith, 2008; Smith et al., 2009). These previously independent frameworks are also used in other methodologies but have been combined to form a distinct methodology through IPA (Cassidy, Reynolds, Naylor & De Souza, 2011). Below is a description of each of the frameworks in order to contextualize their relevance to IPA.

3.4.1 Phenomenology

3.4.1.1 The definition and description of phenomenology.

The aim of phenomenology is the unbiased examination of lived experiences and human consciousness (Dowling 2007; Finlay, 2009; Moran, 2000). It explores lived experiences from day to day activities and events (Langdrige, 2008; Moran, 2000; Pringle et al., 2011; Smith, 2011). Phenomenology is not merely a study of lived experiences but also related to the relationship between the participant and their immediate world (Larkin, Eatough & Osborn, 2011). In other words, there is an interaction between what is experienced and how it is experienced by the participant (Finlay, 2009; Larkin et al., 2011), and as such phenomenology and psychology are interdependent (Finlay, 2009; Larkin et al., 2011).

3.4.1.2 The philosophers and scholars.

Husserl is the founding father of phenomenology based on the philosophical focus on consciousness (Biggerstaff & Thompson, 2008; Chenail, 2009; Langdrige, 2008; Smith & Osborn, 2003). Phenomenology and hermeneutics are based on the theoretical foundations of philosophers such as Husserl, Heidegger, Merleau-Ponty, Gadamer (Chenail, 2009; Dowling, 2007; Giorgio & Giorgio, 2003; Norlyk & Harder, 2010; Yardley, 2000). According to Dowling (2007) there are diverse paradigms or approaches of phenomenology embed in the work of various philosophers. They are outlined as the following: Positivist (Husserl); Post-positivist (Merleau-Ponty); Interpretative (Heidegger) and Constructivist (Gadamer). Other prominent scholars of phenomenology are outlined as Satre, Ricoeur, Cloonan, Spielberg, Schleimanager, Harbemas, Giorgi, Kiekagaard, Wittgenstein, Druylus, Taylor, Van Manen and Benner (Chenail, 2009; Dowling 2007; Giorgi & Giorgi, 2003; Landridge, 2008; Yardley, 2000).

3.4.1.3 The objective and characteristics of phenomenology

Finlay (2009), suggests that there are four core characteristics of phenomenology: Firstly, it is descriptive. Secondly, it uses phenomenological reductions. Thirdly, it has intentional features between individuals and situations. Fourthly, it examines the essences or

meanings of lived experiences. Phenomenal reduction is also termed as bracketing or epoche. During phenomenological reduction the researcher suspends all suppositions about the matter investigated (Larkin et al., 2011). This means that preconceptions should be temporality suspended but still examined instead of completely eradicating them (Larkin et al., 2011).

3.4.2 Hermeneutics

Hermeneutics is literally a Greek word that means to interpret (Biggerstaff & Thompson, 2008; Hale et al., 2007). The term used to describe the kind of interpretation in the hermeneutics framework is double hermeneutic (Smith & Osborn, 2003). This means that the process first involves the interpretation and meaning-making of the research participant with regard to the phenomena (Smith et al., 2009; Smith & Osborn 2003). Then it involves the interpretation and meaning-making of the researcher with regards to the meaning making of the participant (Smith et al., 2009; Smith & Osborn 2003). The influential scholars for the framework of hermeneutics are Schleiermacher, Dilthey, Gadamer and Mead (Hale et al., 2007; Langdridge, 2008).

3.4.3 Ideography

Pringle et al., (2011) outline that the idiographic framework explores the individual or specific nature of the experience in depth and analyses it as such because it focuses on the specific context of the experiences or events (Eatough & Smith, 2008; Larkin et al., 2006; Smith et al., 2009). It subsequently focuses on the specific participant, and then extends to other participants (Eatough & Smith, 2008; Larkin et al., 2006; Smith et al., 2009). The aim of ideography is to capture the full essence and uniqueness of the individual experience (Pringle et al., 2011). Finlay (2009), argues that idiographic meanings may or may not be able to generalize. It is acknowledged that this is a very focus and cryptic capturing of the essence of the philosophy and it might not do full justice to the complexities of it.

3.5 Strengths of IPA

The following are common themes of strengths conceptualised by this study from diverse reviewed studies. IPA is excellent with examining lived experiences in an in-depth manner (Smith et al., 2009; King and Horrocks, 2010) as it offers a coherent understanding of the topic being examined (Shaw, 2010) and it makes a provision for the autonomy and creativity of the researcher (Pringle et al., 2011; Willig, 2001). Furthermore, IPA is not too rigid and prescriptive as it makes a provision for non-intrusive probes and non-leading questions (Pringle et al., 2011, Smith, 2008). IPA is unique and distinctly different from other qualitative methods such as grounded theory, discourse analysis, normal thematic analysis and others (Pringle et al., 2011). IPA also offers a good description and examples on how to use the methodology (Eatough & Smith, 2008; King & Horrocks, 2010; Larkin et al., 2006; Smith, 2004; Smith, 2008; Smith et al., 2009). IPA it makes a provision for reflexivity and it encourages the researcher to consider their role in the outcome of the research process (Finlay, 2009; King & Horrocks, 2010; Rodham, Fox & Doran, 2015; Standings, 2009). IPA outlines the useful aspects needed in order to maximise trustworthiness and rigour (Finlay 2009; Shaw, 2010; Smith et al., 2009; Standing, 2009; Yardley, 2000; Whittaker et al., 2005). IPA is complimentary to other approaches within social research and social psychology (King & Horrocks, 2010; Neuman, 2000) and there is growing popularity towards IPA hence the rising interest within other diverse fields of study (Brocki & Wearden, 2006; King & Horrocks, 2010).

3.6 Critique towards IPA

The following are common themes of critique conceptualised by this study from diverse reviewed studies:

3.6.1 Challenges with regards the correct use of the epistemology and theoretical basis of IPA.

Chamberlain (2011), argues that there are serious challenges with regards to the epistemology and theoretical basis of IPA in some studies. There are studies that have a poor application with regards to the epistemology and theoretical principles of

phenomenology (Norlyk & Harder, 2010). Some of them make incorrect interpretations (Norlyk & Harder, 2010; Pringle et al., 2011).

Willig (2008) challenges the theoretical basis of IPA on five aspects by suggesting the following:

- a) IPA merely talks about an experience but it is not as descriptive as actually going through that experience.
- b) The type of language used by the research participants and the manner in which it is used supersedes the experiences.
- c) There is a bias towards language skills as more focus is placed on the language rather than the experience. This may prejudice an IPA researcher to overlook the experiences of other participants because they do not have the expected language skills.
- d) IPA overlooks the causal context of phenomena.
- e) The opinion is that IPA deals with cognition (thoughts about the experiences) and is not compatible with the principles of phenomenology. This is echoed by King and Horrocks (2010). This study also emphasises that this aspect is not compatible with the principles of phenomenology.

The following are other aspects of criticism towards IPA: There is a lack of training and development with regards to using IPA (Chamberlain, 2011). According to Norlyk and Harder (2010), there is an inconsistency in the use of terms in various articles leading to mislabelling and misunderstanding. Pringle et al., (2011) disputes that there are some contrary views with regards to the notion that smaller sample sizes are used in IPA (Pringle et al., 2011). In some instances, the diversity in the application of IPA principles breeds controversy and uncertainty such as the different manner in which bracketing is used or should be used (Finlay, 2009; Norlyk & Harder, 2010; Pringle et al., 2011). The critique is that most studies do not acknowledge their limitations (Pringle et al., 2011; White, Oelke & Friesen, 2012). Some studies have lack of trustworthiness and rigour (Norlyk & Harder, 2010). The critique from reviewed literature is that it is not completely possible to make generalizations with regards to the findings of research when using IPA because experiences are excessively subjective and due to the small sample size used

in IPA (Pringle et al., 2011; Reid et al, 2005). However, aspects of this chapter will address the issues of sample size and subjectivity in order to counteract these criticisms.

3.7 Participants

Purposive sampling was used since the study is aimed at participants that are accessible and able to address the research aim (Smith & Osborn, 2003; Terre Blanche, Durrheim & Painter, 2006). Smith and Osborn (2003), suggest that the sample chosen was homogeneous because it is useful to have a sample that is clearly defined with regards to similar demographic information. The rationale of using a homogeneous sample was to enable a broad focus on distinct characteristics shared by the overall group of participants and to allow for the making of general assertions about the sample (Smith & Osborn, 2003). This study also includes aspects of snowball sampling (Babbie, 2014). Snowball sampling entails that there will be a reference from one participant to the next (Babbie, 2014). Snowball sampling has proven fruitful in past studies that examined lived experiences of participants (Myers & Pringle, 2005). Five participants were identified and interviewed from historically disadvantaged schools (including the one added later). The first two were identified through the process of purposive sampling (Terre Blanche et al., 2006). These participants referred the researcher to the further two participants through snowball sampling (Babbie, 2014). This is considered an adequate sample size for IPA and the scope of this study (Smith & Osborn, 2003). IPA is considered to provide sufficient data for the emergence of different and similar themes that will emerge (Smith & Osborn, 2003).

3.7.1 The inclusion criteria:

The inclusion criteria was the following: First, the participants had to identify themselves as white. Secondly, they had to be currently teaching in a historically disadvantaged schools (township school), with predominately black learners. Thirdly, the participant had to be a minority in the teaching staff. At first, the minimum number of years sought for teaching was 5. After a discussion with the supervisor it was decided to add an extra participant and to be inclusive even to a new entrant to the profession. The advantage

viewed was that it would give a more comprehensive and more representative overall perspective. The other envisaged positive was potential fresh views of the recently completed teacher training before entering the profession. The aspect of prior teaching in previous model C school was not a fixed criteria as the teachers may have solely started working in the historically disadvantaged schools.

3.7.2 Exclusion criteria

The scope of this study was to assess the integration and work conditions of white teachers in historically black (township) schools. As a result the experiences of black teachers in those schools were ignored as this is not a comparative study.

3.8 Data collection.

Data was collected through semi-structured interviews which is a hallmark of qualitative research methods (Smith & Osborn, 2003; Meho, 2006). According to Meho (2006), such an in-depth and structured interviews advance the understanding of social and cultural phenomena, rather than aiming to produce generalizations or objective facts. Semi-structured interviews are considered appropriate for IPA since such interviews are considered as not too rigid or laissez-faire, allowing open discussion of experiences within a question structure focused on the salient experiences (Corbin & Morse, 2003; Smith & Osborn, 2003). Semi-structured interviews allow for flexibility in allowing for the probing of any significant themes that may arise (Smith & Osborn, 2007). These interviews enable the participants to give direction to the interview process (Corbin & Morse, 2003; Smith & Osborn, 2003). They are centred on the responses of the participants instead of being centred solely on the agenda of the researcher (Gough et al., 2008).

Gough et al., (2008), asserts that semi-structured interviews often have a topic guide but that it is rarely followed rigidly. Johnson and Nelson (2008), emphasize that open-ended questions should be used during these semi-structured interviews. These type of

questions make the interview unbiased and balanced as they are not deemed to be loaded or leading (Marriott & Thompson, 2008). During the interviews, care was taken to ensure that there are no leading questions or other types of questions deemed inappropriate (Marriott & Thompson, 2008; Smith & Osborn, 2003; Smith et al., 2009). These other types of questions that are deemed as inappropriate are closed questions, over-empathic questions, and manipulative questions (Smith et al., 2009). The type of questions deemed as helpful during IPA interviews are evaluative, descriptive, comparative, contrasting, narrative, prompting, probing and structural questions (Smith et al., 2009). Kindly refer to the appendix 1 on page 166.

A written description of the study was provided to each participant before the interviews and the participants were allowed to ask questions (Walker, 2010). Each participant gave his or her informed consent to be part of the study. Establishing good rapport was the focus at the beginning of each interview (Borkoles, Nicholls, Bell, Butterfly & Polman, 2008). There were general questions asked for rapport building. All this was done in order to establish a more relaxed atmosphere before the formal interview began. According to Mann and Steward (2003), it is necessary to establish rapport, trust and at the onset of the interview since these aspects become very vital for exploring sensitive issues that may emerge.

Each interview was audio recorded and consent for recording was obtained from each participant. Each interview lasted for approximately 50 to 60 minutes. The interviews also involved reflective-listening and probing in order to clarify the responses made by participants (Dickson, Knussen & Flowers 2008; Marriott & Thompson, 2008). A provision was made for follow-up in case clarity was sought. A consent form for participation and permission for audio recording forms have been attached to appendix 2 and 3. Kindly refer to pages 167 and 170.

A guide for interview question were utilised in order to investigate various broad issues (Refer to the appendix 4 on page 171). These broad issues are the following:

- a) Experiences within the teaching profession and the teaching in previously disadvantaged schools (the positives and negatives).

- b) Adjusting to the changes or any challenges in previously disadvantaged schools.
- c) Issues regarding discrimination.
- d) Issues regarding resources.
- e) Issues regarding diversity.
- f) Learners related issues.
- g) Culture of teaching and learning.
- h) The manner the school is managed.

There was an observation of non-verbal manifestations of behaviour and other aspects (Meho, 2006). The absence of face-to-face, direct interaction and non-verbal cues has a potential of miscommunication and misinterpretation (Meho, 2006). Observing non-verbal cues and recording them in note taking is essential in qualitative research (Mann & Steward, 2003). Operationally this was done by taking note of the pauses of the participants, instances of emphasis, facial expressions, and instances of intense emotions being expressed through accompanying non-verbal cues.

3.9 Data analysis.

IPA is distinctive in its process of analysis (Chamberlain, 2011; Smith & Osborn, 2003; Smith et al., 2009). The analysis of this study follow the guidelines for IPA such as systemically examine and synthesizing the transcripts, coding and summarizing recurrent themes that emerge from all the transcripts (Chamberlain, 2011, Smith & Osborn, 2003; Smith et al., 2009). The interviews were transcribed verbatim (Smith & Osborn, 2003).

IPA encourages that the experiences should be articulated in the words or perspective of the person or people subject to that experience (Smith et al., 2009). As a result, verbatim extracts are used to identity what the participants said in their own words (Pringle et al., 2011; Smith et al., 2009). This was done in order to anchor or illustrate the main themes that emerged (Pringle et al., 2011; Larkin, Eatough & Osborn, 2011; Smith et al., 2009). These verbatim extracts were taken from the audiotaped interviews which were transcribed verbatim (Smith & Osborn, 2003; Smith et al., 2009). The transcripts were

read in detail a number of times in order to become familiar with the data (Smith & Osborn, 2003; Smith et al., 2009). Rough notes were made on the transcripts and they were coded on the left margins in order to produce a list of themes which emerged in each transcript (Smith & Osborn, 2003; Smith et al., 2009).

The preliminary coding was used to identify the themes since the coded words used more or less the exact words of the participants (Smith & Osborn, 2003; Smith et al., 2009). An initial haphazard list of the themes that emerged was written down (Smith & Osborn, 2003; Smith et al., 2009). Thereafter these themes were categorised in a more theoretical or analytical way (Arroll & Senior, 2008; Smith & Osborn, 2003; Smith et al., 2009). According to IPA, the main themes of the categorized broader themes are called super-ordinate themes (Smith & Osborn, 2003; Smith et al., 2009). These were the ones which were prevalent after the categorization of themes from all the transcripts (Smith et al., 2009). Sub-themes were those which were less significant than the categorical ones (Smith et al., 2009). As suggested by Smith & Osborn (2008), the insignificant themes or themes that did not repeat themselves among the various transcripts were also noted and discussed. The analysis involved a cross-case comparison in which the themes that emerged were compared across all the five transcripts (Arroll & Senior, 2008; Giles & Miyasaki, 2009; Noble et al., 2008; Smith et al., 2009). This was done to investigate common and divergent themes (Arroll & Senior, 2008; Giles & Miyasaki, 2009; Smith et al., 2009). Pseudonyms were used during the transcription in order to ensure the confidentiality and anonymity of the participants (Jones, Torres & Arminio, 2013).

3.10 Trustworthiness and rigour

Validity and reliability are mainly quantitative terms as such and are not relevant with regards to IPA as a methodology (Willig, 2008; Cohen & Crabtree, 2008). However there are still qualitative studies who utilize the words validity and reliability (Mulveen & Hepworths, 2006; Norlyk & Harder, 2010; Whittaker, Handy, Lewis & Buchan, 2005). Reviewed studies suggest that the terms and concepts of “reliability and validity” should be replaced with the terms and concepts of “trustworthiness and rigour” (Chamberlain,

2011, White et al., 2012). Trustworthiness employs the need for transparency, integrity, logical reasoning and criticality (White et al., 2012). Trustworthiness is used as some measure of reasonable quality standards (Chamberlain, 2011).

3.10.1 Various criteria to assess trustworthiness and rigour.

There are diverse criteria to assess trustworthiness and rigour. One evaluative criteria assesses them based on cross-referencing the characteristics from three past studies (Standing, 2009). Kindly refer to the appendix 5 on page 172. It cross-references the criteria for phenomenological evaluation by Annells (1999) and the criteria for qualitative evaluation adapted from the studies of Lincoln and Guba (1985) and Sandelowski (1986). Annells (1999) outlines four characteristics of trustworthiness and rigour. These are: a) clarity of findings, b) clarity of analysis, c) the usefulness of findings, and d) lastly the suitability of the research approach. Lincoln and Guba (1985) outlines two characteristics. These are a) credibility (subjective adequacy of data) and b) conformability (checking interpretation). Sandelowski (1986) outlines two characteristics to ensure trustworthiness and rigour. These are a) fittingness (contextual relevance of data) and b) auditability (transparency of process). The suitability in the research and conformability implies that the participant's experiences and actual words need to be the basis of the analysis (Standing, 2009). Bracketing is essential during research to ensure trustworthiness and rigour (Finlay, 2003; Rodham et al., 2015). Bracketing implies that the researcher needs to set aside their preconceived biases, presuppositions, personal views, experiences, assumptions, past experience and knowledge in order prevent them from influencing the analysis (Finlay, 2003; Rodham et al., 2015). Bracketing is similar to reflexivity (Rodham et al., 2015). A critical framework for assessing trustworthiness and rigour has been attached on appendix 5. Kindly refer to p 172.

3.11 Ethics Considerations

As suggested by Babbie (2014) participation in the study was voluntary and based on the understanding of what the research entailed as echoed by the study of Ritchie and Lewis (2003). The researcher secured the written informed consent from the research

participants and offered them with the description of the study. Anonymity and confidentiality were established through the use of pseudonyms and omitting any biographical information that could identify the participants due to any personal and sensitive information that may have emerged during the study (Babbie, 2014).

The participants were informed of their rights both verbally and in writing. As in the study of Dickson et al., (2008). These included the right to confidentiality, the right to discontinue participation in the study, and the right to have access to the study after its completion. Research participants should not be harmed by any elements of the research, instead they should benefit from it (Babbie, 2014). As a result, there was no foreseeable and obvious physical or emotional risks associated with the study (Dickson et al., 2008). The research participant would have been referred for psychotherapy or debriefing if any risk emerged (Dickson et al., 2008). The fact that the researcher is trained as a psychologist was perceived a useful resource of emotional containment in an event of any emotional distress. There was no compensation for being involved in the study.

According to Litchman (2014), there should be openness about data ownership, storage and dissemination towards the research participants. This was achieved by only storing audio recordings until the transcription where completed and then they were deleted. The analysis of data was only done by the researcher and the supervisor, instead of any other third party in order to ensure confidentiality. There was a commitment to provide the research participants with electronic copies of the final thesis.

An important aspect of research is inclusion and social justice (Litchman, 2014). This can be achieved by giving a voice to the segment of the population that is marginalised or vulnerable (Litchman, 2014). In some way, this study gives a voice to a limited number of white teachers in schools with predominantly black learners. The research was approved by the University and the Psychology Department Research Ethics Review Committees (Kindly refer to the appendix 6 on page 174).

3.12 The researchers own positioning with regards to the methodology

The positioning of the researcher with regards to the methodology was impacted by the perception that the process of integration is more complex when it is happening in a context of coming from a dominant culture when compared to having to assimilate into a culture that is not as dominant. It was impacted by a perception that prior social experiences model or shape race relations or the process of transition (integration). The positioning of the researcher was impacted by the perception that the lack of resources made the transition more complex than that in better resourced schools such as those of teachers of colour who teach in historically white schools (even if the study was not a comparative study). It was directly and indirectly impacted by the researcher being assimilated into various demographic and social contexts as a racial minority such as the secondary school, the church and two institutions of higher learning. The positioning of the researcher and the process of the methodology fit well. This is because IPA makes it possible to accommodate double interpretations of the “double hermeneutic” (Finlay, 2008; Smith, Flowers & Larkin, 2009). IPA integrates the research participants’ attempts to make sense of their lived experiences being researched. At the same time it allowed for the researcher to reflect on his or her lived experiences (Finlay, 2008; Smith, Flowers & Larkin, 2009). Therefore in this context, the bracketing done mitigated against potentially detrimental preconceptions or biases. The bracketing assisted to assess them through reflection and subsequently to set them aside. The bracketing was implemented by making notes during the interviews, notes in the research journal and having a secondary researcher independently reading the verbatim extracts and jotting down themes. These were later compared and contrasted as a measure of due diligence or quality control. In retrospect the bracketing provided better acknowledgement of personal impact of personal experiences of racism, race relations and assimilation of the researcher. The bracketing attempted to create enough separation between the research topic and the lived experiences of the researcher. It offered insight with regards to the motivation to undertake the research and indirect impact it might have had on the analysis of the data. The bracketing offered self-awareness with regards to the potential tensions, conflicts or biases. However the concession made by the researcher was that the act of reducing potential biases did not necessarily imply that there is total

objectivity. For a demonstration with regards to the use of the research journal kindly refer to appendix 7 on page 175. It outlines rough notes of from the research journal and the reflexivity around them

Summary

This chapter has outlined the acknowledged definitions of qualitative research. It has outlined a critical analysis with regards to the strengths and limitations of qualitative methodologies. It has outlined a concise description and characteristics of IPA based on its historical and theoretical foundations rooted in phenomenology, hermeneutics and ideography. It has also critically evaluated the strengths and limitations of IPA.

It has discussed the sample size and the rationale why having five research participants is satisfactory. It has also outlined justifications with regards to why purposive sampling and snowballing sampling are best suited for this study. It has elaborated the inclusion and exclusion criteria of the study. It has outlined the process of data collection, outlined the interview guide as well as theoretical principles employed when planning the interview process and the type of questions to be asked. It has described the process in which the data was analyzed. This chapter has described the framework used in past studies in order to assess trustworthiness and rigour. This chapter ends with the ethical considerations adhered to during the study. The next chapter (chapter 4) will focus on analysis of the findings and subsequently their in-depth discussion.

Chapter 4: Findings

This chapter presents the findings with regards to the experiences of the participants. The findings are centered around being white teachers teaching in historically disadvantaged schools and the experience of their integration as well as the conditions within those schools. The demographic findings of participants purposively sampled for this study will be presented first. This is followed by the presentation of the demographic features of the schools these participants came from to serve as context for the final findings. Four super ordinate themes emerged from the analysis of the interview data. They are: Diverse stimulus to teaching as a career choice; Diverse identified barriers towards teaching; Reciprocal social relations; Invisible pursuits (intangible rewards). Each theme is subdivided into its respective sub-themes. Verbatim extracts are used to substantiate the sub-themes. A brief description of the themes from which the subthemes were coded and clustered in, is included later in this chapter. The critical analysis of the findings is presented in the discussion. The names of the participants have been changed and the names of the schools withheld for the purposes of confidentiality and anonymity.

Participant 1: Ansua

Ansua is a 44 year old life orientation, dance and drama teacher of Afrikaner descent with 15 years in the teaching profession and 12 years served teaching in a previously disadvantaged school. She has an average height and built. Her personality can be best described as introverted, shy in demeanour and soft spoken. She is a married mother of two teenage boys. She has only been teaching in a previously disadvantaged school. She teaches at a high school within the local municipality. The interview took place in August 2015 after school.

Participant 2: Elmarie.

Elmarie is a 55 year old white foreign languages teacher of Afrikaner descent with 24 years in the teaching profession and 15 years served teaching in a previously disadvantaged school. She has an average height and built. Her personality can be best

described as warm, attentive, diligent, dutiful, friendly, helpful and hard-working. She is a married mother of 2, middle aged children. She has very long work experience and she first started working worked in 4 historically white schools eventually in a previously disadvantaged school. She taught at a high school within the local municipality. The interview took place in August 2015, first thing in the morning during two free periods.

Participant 3: Marnus.

Marnus is a 53 year old deputy principal of Afrikaner descent teaching mathematics with 29 years in the teaching profession and ALL served teaching in a previously disadvantaged school. He has an average height and heavy built. He was extroverted, candid and outspoken. He was a middle-aged married father of four. He was a deputy principal since 2006. He initially taught electronics and now he is teaching mathematics, He is the one solely responsible for the administration of statistics required by the department and he has other duties related to his managerial position.

Participant 4: Nadine.

Nadine is a 35 year old white acting deputy principal of Afrikaner descent with 4 years in the teaching profession and all served teaching in a previously disadvantaged school. She has an average height and built. Her personality can be described as hard working, easy-going, proficient and witty at some moments during the interview. She is a married mother of three children. A female toddler and two pre-pubescent boys. She completed a journalism degree before selling her retail and distribution related business and making a career change in order to pursue her childhood dream of teaching.

Participant 5: Kristy.

Kristy is a 23 year old white teacher of Afrikaner descent with 8 months in the teaching profession (at the time of the study) and all served teaching in a previously disadvantaged school. Although this was first not aligned to the inclusion criteria, it was believed that it would offer valuable experiences from the perspective demographic of someone who has just been through teacher training and is a new entrant to the profession. She has an average height and slim built. She was introverted but forthright.

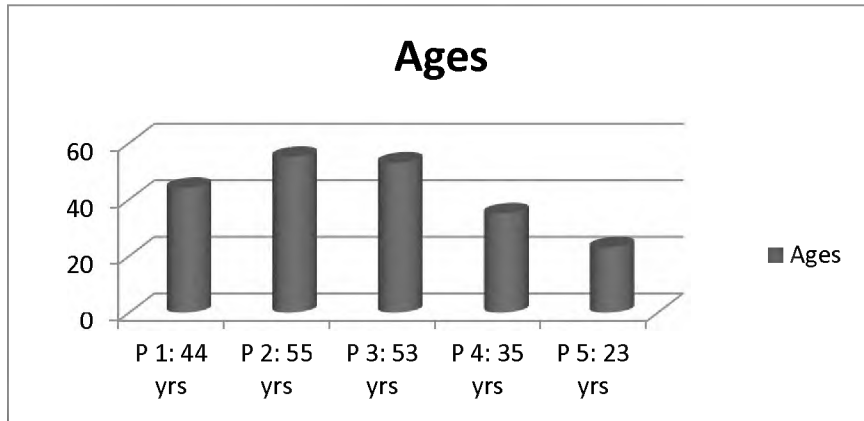
She mainly taught in the foundation phase. She came across as dedicated and empathic in her dealings with the children during the observation before the interview.

Summary of the biographical information of the participants

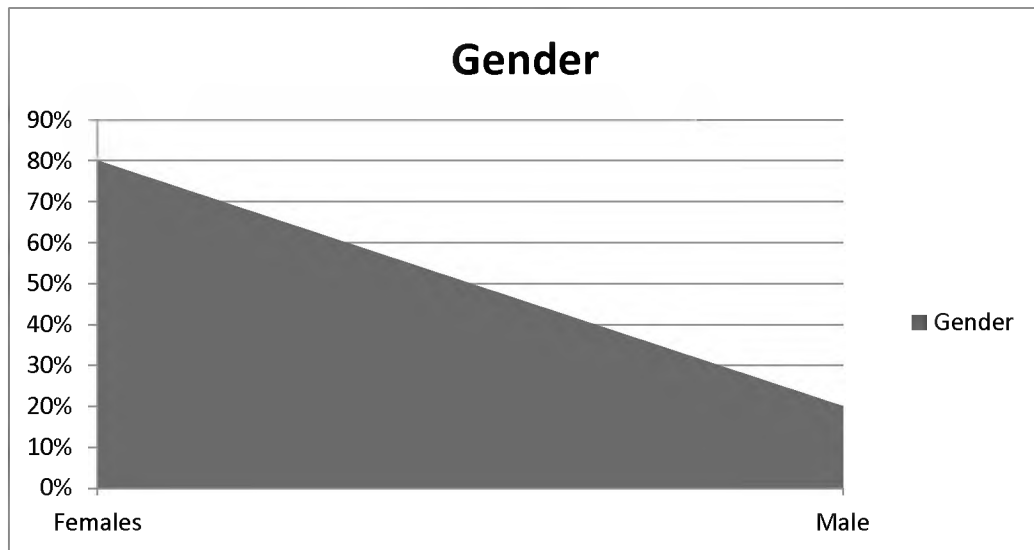
Table 1: The summary of the biographical information of the participants

4.1 Summary of information for participants.

PARTICIPANT	MANAGEMENT POSITION	AGE	G	L	HIGHEST EDUCATION	GRADUATION YEAR	INSTITUTION	GRADES TAUGHT	YEARS OF SERVICE
Ansua	N/A	44	F	Afr	Diploma.	1991	Pretoria Tech	8-12	12
Elmarie	HOD	55	F	Afr	BA.	1991	?	8-12	24
Marnus	Deputy principal	53	M	Afr	Diploma.	1998	UFS	8-12	30
Nadine	Acting Deputy	35	F	Afr	BA, B.Ed.	2010; 2012	UFS; UNISA	7-8	6
Kristy	-	23	F	Afr	B. Ed	2014	UFS	1-3	1
AVERAGES & COMMONALITIES	DEPUTY	42	F	AFR	EQUAL	18 YRS AGO	BEFORE & AFTER MERGERS	8	14.6



Graph 1: Ages of Participants



Graph 2: Gender Percentage (Females: 80% Females; 20 % Male).
The above graph represents the findings with regards to age.

Table 2: Teaching subjects (Key Performance Areas).

PARTICIPANT	PAST MAJORS IN TRAINING	PAST SUBJECTS TAUGHT	CURRENT SUBJECTS TAUGHT	TAUGHT WITHOUT PRIOR EXPERIENCE
Ansua	Creative Arts, Drama, Dance	Afrikaans	Creative Arts, Life Orientation	Life Orientation
Elmarie	German, Afrikaans, English	English, History	German, Afrikaans	History
Marnus	Maths, tech,	Electronics, Maths, ECG	Maths	ECG
Nadine	Eng, EMS	Eng, EMS, SocSci, Tech, Afr	Eng, SocSci	SocSci, Tech, Afr
Kristy	Maths, English	-	English	-

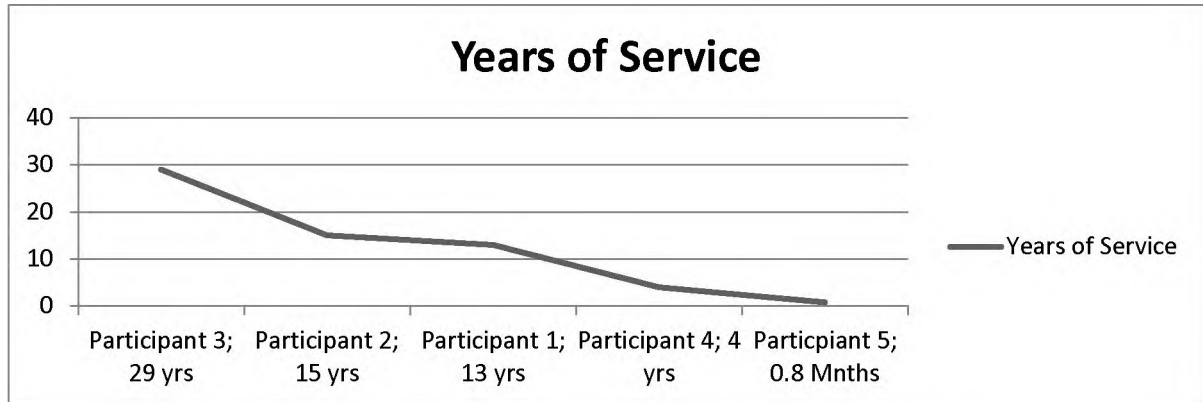
Table 2: An outline of teaching subjects or key performance areas over the years The above graph represents the findings with regards to teaching subjects (key performance areas).

Table 3: Chronological ranking of the year of resuming work at a previously disadvantaged school.

PARTICIPANT	YEAR	DESCRIPTION
Marnus	1986	8 years before Apartheid.
Elmarie	2000	6 years after democracy
Ansua	2002	8 years after democracy
Nadine	2011	17 after democracy
Kristy	2014	20 after democracy

The above graph represents the findings with regards to years of service in reflection to Apartheid South Africa and post-Apartheid South Africa.

Graph 3: Years of service at previously disadvantaged schools.



The previous graph represents the findings with regards to years of service at previously disadvantaged schools.

4.2 The brief background and socio contexts of the schools where the participants taught.

School #1

A secondary school mostly catering for Sesotho speaking learners in the area established in the year 1982. It is a non-fee paying school situated in a low socioeconomic area. It attracts learners from all areas within the township, former informal settlements and current informal settlements. It attracts learners from all areas of the township and from various social backgrounds. It caters for both male and female learners.

School #2

A high school mostly catering for a mixed population established in the year 1989. It is one of the highly performing schools situated in the township. It is a non-fee paying school situated in a low to medium socioeconomic area. Aspects of interest in the school is that it is close to two tertiary institution, encapsulated by a both a middle income household and a former informal settlement that has been replaced by RDP houses. It attracts learners from all areas within the township, former informal settlements and

current informal settlements from various social backgrounds. It caters for both male and female learners.

School #3

One of the initial technical schools in the area mostly catering for a mixed language groups established in the year 1986. It is a non-fee paying school situated in the area with a low socioeconomic area. An aspect of interest in the school is that it is close to uncommon development and an industrial area. It attracts learners from all areas within the townships, former informal settlements and current informal settlements from various social backgrounds. It caters for both male and female learners.

School #4

One of the initial intermediate schools in the initial township area established in the 1960's. It is a non-fee paying school. An aspect of interest in the school is that the school has a basketball aestro, a library and the structure of a historic dam, although dilapidated over the years. It is surrounded by old houses, a fuel purification depot and a former informal settlement that has been replaced by RDP houses. It attracts learners from all areas within the townships, former informal settlements and current informal settlements from various social backgrounds. It caters for both male and female learners.

School #5

It is also one of the initial intermediate schools in the initial township area also established in the 1960's. It is a non-fee paying school. An aspect of interest in the school is that the school it was one of the school in a newer part of the town around the 60's. It starts from grade R until grade 8. It attracts learners from all areas within the townships, former informal settlements and current informal settlements from various social backgrounds. It caters for both male and female learners.

Table 4: A differentiation of the number of years of the schools

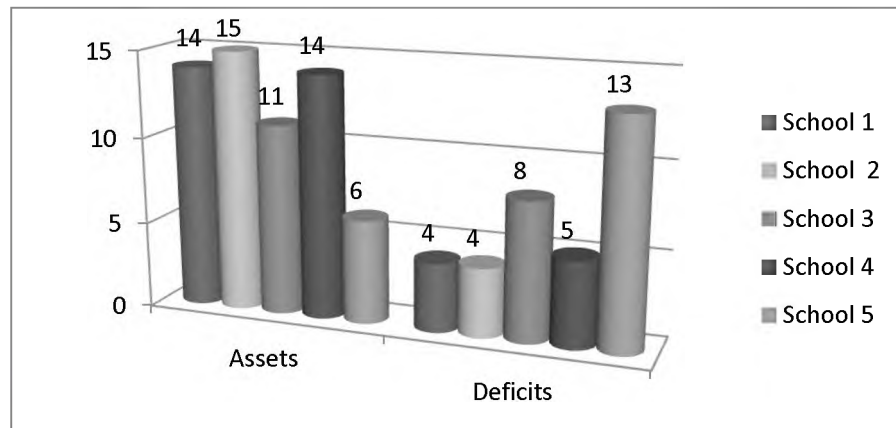
School	Year Established	Number of years in 2015
School #1	1982	33
School #2	1989	26
School #3	1986	29
School #4	1960s	50 and above
School #5	1960s	50 and above

Table 5: Variation in resources, infrastructure and amenities

	INFRASTRUCTURE AND RESOURCES	PARTICIPANT 1		PARTICIPANT 2		PARTICIPANT 3		PARTICIPANT 4		PARTICIPANT 5	
		YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1	Electricity	X		X		X		X		X	
2	Adequate water and sanitation facilities	X		X		X		X			X
3	Adequate telecommunications (faxes, computers etc.)	X		X		X		X		X	
4	Library		X	X			X	X			X
5	Computer lab	X		X		X		X			X
6	Science lab	X		X		X			X		X
7	Sport grounds		X	X			X	X			X
8	Play grounds	X		X		X		X			X
9	School hall		X	X			X		X		X
10	School minibus		X	X			X		X		X
11	School kitchen	X		X		X		X		X	
12	Admin block	X		X		X		X		X	
13	Staff toilets	X		X		X		X		X	
14	Parking	X		X		X			X	X	
15	Adequate stationary, book and textbook	X			X		X		X		X
16	Adequate teaching resources (chalk, dusters etc.)	X			X	X		X			X
17	Corporate sponsors	X		X			X	X			X
18	Sponsorships from Alumni	X			X		X	X			X
19	Adequate fund raising activities		X		X		X	X			X
	TOTAL ASSETS AND DEFICITS	14	5	15	4	11	8	14	5	6	13
	Item total	19		19		19		19		19	

Table 5: Variation in resources, infrastructure and amenities

Graph 4: Distinguishing between the assets and deficits of the schools



Graph 4: Distinguishing between the assets and deficits of the schools

4.3 Interview Findings: Themes generated by Interpretative Phenomenological Analysis of the interview data

From the analysis of the interview data, 4 super-ordinate themes each with 3 sub-themes were identified and clustered together. These themes are presented below with short extracts from participants' words and extracts reflecting their experiences to substantiate these. These themes that emerged will furthermore be discussed in the next chapter. The rest of the verbatim extracts are inserted were relevant still adhering to all the principles of IPA with regards to coding and clustering.

4.3.1 SUPER ORDINATE THEMES 1: Diverse Stimulus towards Teaching as a Career Choice

4.3.1.1 Sub-theme 1: Intrinsic and external factors

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of income potential, perceived perks within the profession (working hours; work life balance, leave, school holidays), contractual obligations, mentorship, having a safety-net from unemployment and practicality (travelling distance and affordability). Aspects related to personality and

outlook: (temperament, optimism, empathy); a sense of validation and emotional connectedness (appreciation, acceptance, good interpersonal relationships: developing a frame of reference to relate better).

The participant's experiences are demonstrated by the following extracts:

- "I have a departmental job, a departmental position....Eeer whether I teach here or at X (A more prestigious public school), I am still going to earn the same salary....(Chuckles)." - Ansua.
- "I don't need a lot of money to be happy... Hmmm. All I wanna do is teach my children."- Kristy

4.3.1.2 Sub-theme 2: Differentiation in service and experience

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of tenure, past teaching experience, qualifications and aspects of a career change

All participants reflected on their service duration and their experience as teachers in township schools as follows:

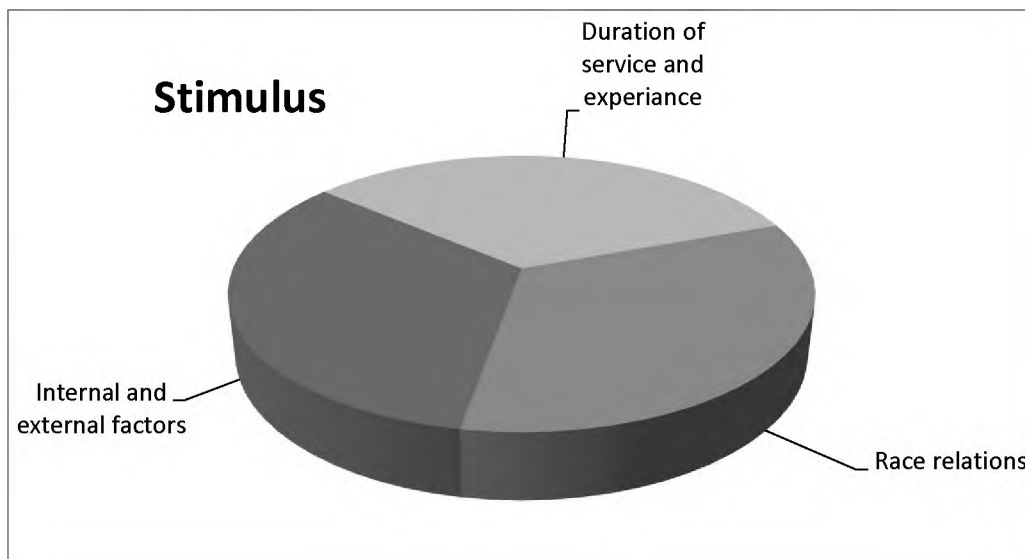
- "This is my first (township) school ever."- Ansua.
- "I have been here for 12 years." - Ansua
- "I don't have experience of other schools."– Nadine
- "I have been here for 30 years among black people. Today I am here in the same school as a deputy. We once had a lot of white teachers here. There were limited black teachers then." - Marnus. (Translated)

4.3.1.3 Sub-theme 3: Issues of race relations

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of colour-blindness,

perceptions on racism, racial myths, racial conflict, desegregation within the school; culture shock, diverse reactions of family and friends regarding the anomaly of teaching a different racial group within a disadvantaged school. The participant's experiences are demonstrated by the following extracts:

- “I even had one learner who came to me. Oh, you are white but you love black people? I responded yes I do, I love all kinds of people. So if my being here can teach them or let them know that is not true that all white people are racist. Racism can be in any person regardless of colour.” –Ansua
- “I do not feel like I am being sidelined. But I do doubt I will get this post that I am acting for.” Elmarie (Translated)-
- “I do not feel marginalized or disadvantaged at any point. Everyone (in the staff) treats me with respect.” - Kristy
- “Some of my friends do question my decision to teach here but my family understands.” - Kristy
- There are disagreements from time to time but they are due to personality differences not necessarily race.”- Marnus. (Translated).
- “I really do not see colour. I treat these children just as I treat my own.” –Nadine



Graph 5: Super-Ordinate Theme 1 (Diverse stimulus towards teaching as a career choice).

4.3.2 SUPER ORDINATE THEME 2: Diverse identified barriers towards teaching

4.3.2.1 Sub-theme 1: Organizational, administrative and systemic barriers

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of lack of structure, vacant posts, lack of parental involvement, inefficient management; poor further development of teachers; demanding administration; attrition; inter-personal conflict, harassment, dilapidating infrastructure; health and safety concerns, ineffective implementation of policies, poor interventions, time mismanagement, the strain of fulfilling multiple roles (management positions, roles in parenting, role as informal counselors and roles in extramural activities and other various activities within the school) and general dysfunction within the education system and the political issues which impact teaching. The participant's experiences are demonstrated by the following extracts:

- "I always go out of my way to ask for donations so that these children can travel overseas for an exchange programme. Their families cannot always afford all the travel costs." -Elmarie (translated)
- "As long as there is no structure or proper planning our school will continue to suffer." - Kristy.
- "Before I was a deputy my perspective was different. I focused on my class work preparing for lessons. Now one does a lot more. One is more aware of additional needs and demands." –Nadine

4.3.2.2 Sub-theme 2: Barriers towards teaching and learning

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of lack of competence in English, Learning difficulties; absconding by learners; non-attendance of teaching lessons by teachers, poor academic performance, poor nutrition, lack of discipline, inadequate learning resources, a gender parity, and unhygienic learning environment, approach towards learners: (reciprocal respect, building trust, and care for learners and going an extra mile), essential guiding principles (Integrity, accountability {teaching time}, trustworthiness, hard work, commitment, passion. Participants expressed the following sentiments:

- “We have for the last term not had toilets for our learners. They have the plumbing done and whatever and the people meant to fix the whole thing stopped coming. Whatever happened, I won’t be able to tell you. I got no feedback around that. All the children have been using our (staff) toilets.” Kristy
- “These learners are needed to be placed in special schools and this is not addressed or they are not being identified. They fail, fail and fail.”- Ansua
- “I say to people, give me the budget of x (a prestigious school), and I will show you how my school will blossom. Money gives quality. We can say all we want.”- Marnus (Translated).

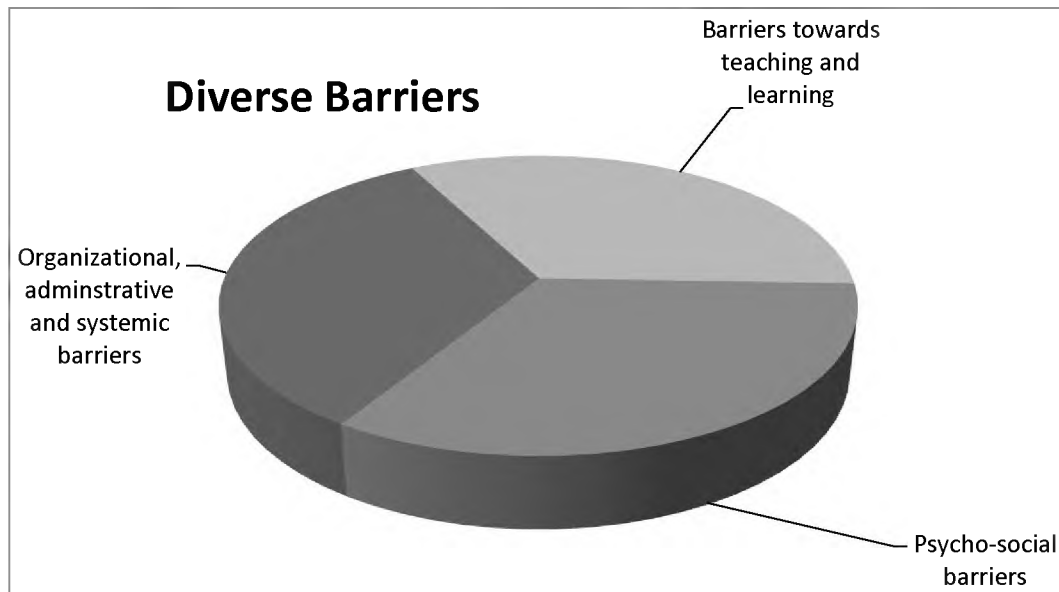
4.3.2.3_Sub-theme 3: Dominant Psychosocial barriers (social ills impacting learners)

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of poverty, unplanned pregnancy, dropping out of school, lack of social security through grants, living a Long distance from school, theft, vandalism, death of parents, lack of social support; abuse (sexual abuse, physical abuse, emotional abuse and neglect) and load shedding

The participants articulated the following:

- “It hurts me that these children do not take care of the facilities. I will show you how some doors and windows are broken. I cannot even begin talking about the toilets. They are in a bad state.” - Elmarie (translated,)
- “Because they are so poor, most of them do not eat at home. Because they are hungry they cannot focus and concentrate. I thank God because we have started with the feeding scheme”. - Ansua

- “In the past 6 years there have been two break ins. They stole the principal’s computer which interfered with the CCTV”.- Nadine



Graph 6: Super-ordinate theme 2: (Diverse identified barriers towards teaching)

4.3.3 SUPER ORDINATE THEME 3: Reciprocal social relations

4.3.3.1 Sub-theme 1: Perspective towards race relations and culture

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of harmony vs. conflict; culture shock vs. well-adjustment

The participant’s experiences are demonstrated by the following extracts:

- “The learner decides that I am going to start now doing my manifestation thing even in class. They make a heck of a noise. The learners start to manifest. The ancestral spirit in them starts to speak. They are not allowed to wear those funny necklaces (traditional).”- Ansua

- “They uphold men more than they do with women. They give them more respect. I won’t say it’s bad but you can see the difference”- Kristy
- “We are all the same, your culture maybe different from mine, your outlook might be different from mine. But in the end we are not that different.” - Marnus. (translated)

4.3.3.2 Sub-theme 2: Level of adjustment to the school and organizational culture

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of negotiable and non-negotiable, structure, procedures, and personal guiding principles.

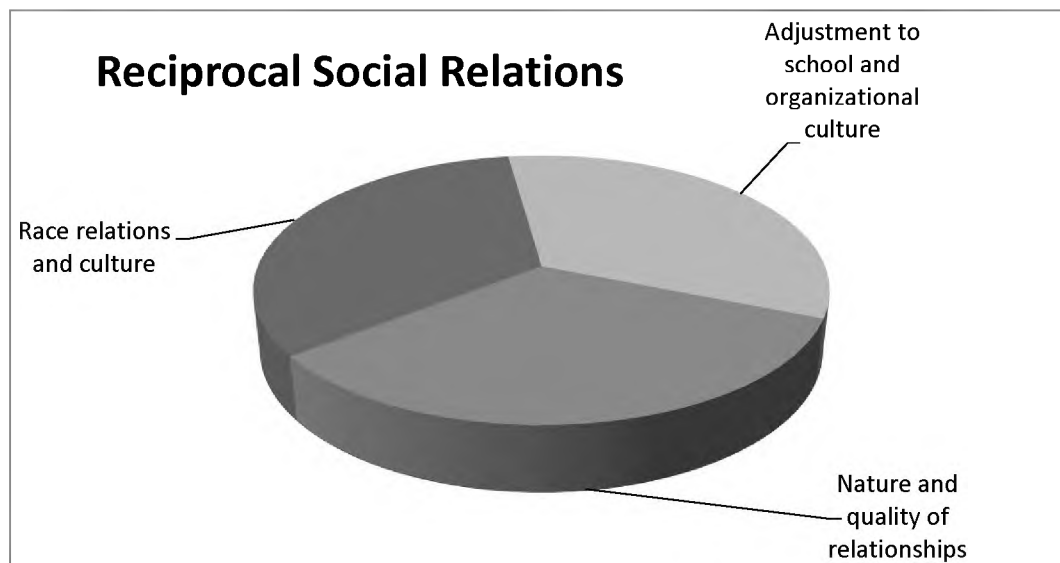
The experiences echoed by participants were the following:

- “I think what plays a big role in this is that teachers are not motivated at all.”- Kristy.
- “Teachers are not time conscious at all. When it suits them they scream about time. The next moment they will waste time”.- Marnus (translated)
- “Some learners are absent on Friday.” - Ansua

4.3.3.3 Sub-theme 3: The nature and quality of relationship with management, staff, learners and stakeholders.

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following emerging themes of nurturing vs. toxic relationships, capacity vs. lack of capacity, involvement vs. lack of involvement. The participant’s experiences are demonstrated by the following extracts:

- “We are under new management, before then the discipline was bad, not only the learners but the teachers also. I am not quite aware of what was the problem. There were many problems between management and teachers. It is much better than in the past. It thinks it is improving but it is not perfect”. - Ansua
- “Some are good and some have a bad attitude but some appreciate what I am doing”. - Elmarie (Translated)
- “There is no parental involvement. Either they do not have funds or the time. I mean out of the first and second term reports, out of 48 kids in one class only 12 parents came to collect reports. And that shows me a lot about how parents support their children. Children do not do homework, half the time children do not have pencil at home. Some come to school without being bathed.”- Kristy



Graph 7: Super-ordinate theme 3: (Reciprocal social relations)

4.3.4 SUPER-ORDINATE THEME 4: Invisible pursuits (intangible rewards).

4.3.4.1 Subtheme 1: Pursuits of altruism

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following Biggest difference, shaping a future

generation , legacy , confronting social thought and myths ; growth, perseverance, patience. The experience of the participants are highlighted by the following extracts:

- “Every day is an opportunity to make a difference” - Marnus. (Translated).
- “What I can tell you is that the difference you can make here is so much bigger and for me to make a difference in someone’s life is so much more important.”- Nadine
- “I am shaping a future generation. These learners that I am teaching are future leaders. So it’s a huge responsibility.” - Ansua.

4.3.4.2 Subtheme 2: Intrinsic pursuits.

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following fulfillment, joy, hugs, feeling needed, sense of community and work life balance. The participant’s experiences are demonstrated by the following extracts:

- “I am happy that I can give the leaners the opportunity to overcome their difficult circumstances and travel overseas for the exchange programme. It makes a huge impact to them. You can actually see the joy when they return”. - Elmarie (translated)
- “If I do something for a child in town, that child does not see it but they think she is supposed to do it. They do not what you give them. If I do exactly the same thing to a child here, they actually appreciate what I do for them. In town it’s not making much of a difference. When you do something for a child here a child comes and says thank you.”- Nadine.
- “It is very nice. When school was starting last week and I was driving here. I could hear the children shouting. Teacher. Teacher. It makes me feel that I am doing

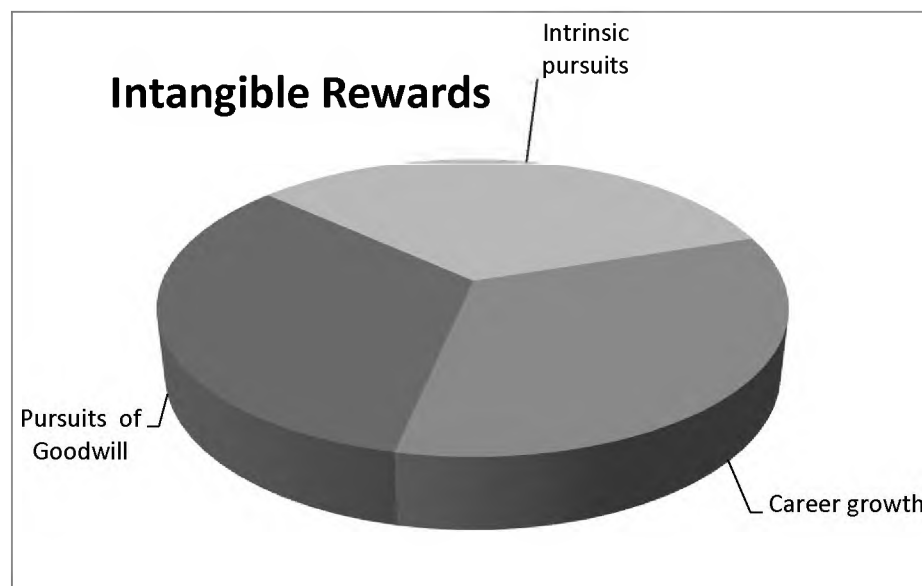
some good here. ..You see the faces of the kids and the smile you bring some days. Just one hug you get and you know you are loved.”–Kristy

4.3.4.3 Subtheme 3: Pursuit for career growth

Coding and clustering based on IPA principles: This was conceptualized from the analysis, coding and the clustering of the following hard work, constant improvement, a willingness to learn, self-discovery, promotion, succession and a sense of adventure

The participant’s experiences are demonstrated by the following extracts:

- I work with the learners every day and in that process I sort of discover something about myself, sometimes it’s something that happened when I was the age they are. That gives me a better understanding- Ansua
- I started off just a normal teacher. I do not have a degree. I have any a diploma but I am a hard worker. Today I am a deputy principal. –Marnus
- I started of teaching abet classes and in those days there were things I did not know but I was willing to learn. My first foreign language class had 8 leaners. It was a new experience for all of us. My biggest reward is that they all passed.- Elmarie (Translated)



Graph 8: Super-ordinate theme 4: Invisible pursuits (intangible rewards)

This chapter has outlined the super-ordinate themes, themes and other major findings. It is acknowledged that the upcoming discussion does not discuss the themes and sub-themes individually and in the same order as presented here but rather in an integrated manner for the purposes of constructing a more coherent critical analysis between the findings and the reviewed literature.

Chapter 5: Discussion

The following chapter is the critical analysis and discussion of the findings. This discussion aligns the research questions, the insights of the reviewed literature and themes from the lived experiences of the participants.

5.1 Statistics and Demographics.

This study utilizes a purposive sample specific to the sample of white teachers in previously disadvantaged schools. Most of the statistics from reviewed report are from a different sample of a general population of teachers. This difference in sampling implies that it is not feasible to make any comparisons. The demographics are just used as a qualitative reflection because there is a wide gap between over 372 342 participants in the reviewed report and 5 participants in this study. This makes a realistic comparison or generalizability not feasible. Doing so would be highly speculative and highly irregular. As a result, care should be taken when interpreting the demographics of this study and seeking to generalize them to the general population as these aspects are highly variable or based on individual preferences.

5.1.1 The differences in race among the teaching workforce and its implications on current practice and future development.

The only available data specific to white teachers in blacks schools comes from an out-dated report of more two decades as outlined by Strachan (1992) in which 3.7% of white teachers are reported to be employed in previously disadvantaged schools. The absence of these statistics validate that there is a lack of data concerning the desegregation of the education system in South Africa (Pandor, 2004; Sujee, 2004).

As a result of this lack, there are foreseeable obstacles with regards to developing a programme addressing the desegregation of education. South Africa has many pressing social ills which might be regarded by decision makers warranting a higher prerequisite than a programme targeted to a minority of the overall teaching workforce. Training is sometimes perceived as an “added extra” rather than to the core responsibility towards the strategic plans of the Department of Basic Education. The fact that the department’s

resources are overstretched implies that there might not be funds for developing such a programme although it is very essential.

5.1.2 Age among the participants and implications for current practice and future development.

The similarity between the reviewed report and this study is that there is higher number of female teachers than male teachers (DBE, 2011). The experience of the teachers was different with regards to the assertion that teachers between the ages of 21 and 35 considered a potential salary as a main concern (Naong, 2011; Wolhuter et al., 2012). The experience were also different with regard to likely seeking greener pastures (Naong, 2011). The corroborating shared experiences indicated not being motivated by remuneration and turning down other higher paying offers due to a sense of making a bigger impact at the current school. The experience of the relevant teacher who is still without children is different in that she did not perceive teaching as hindering the future prospects of parenting (Padhy et al., 2015). The aspect of shorter work time each day as well as a perk of four school holidays in a year were perceived as an incentive essential for parenting activities for most of the sampled participants. They also used the holidays for essential family time.

The paradox in the experience of the teachers is that two of them resigned from other careers to enroll for a profession in teaching instead of quitting teaching to pursue another profession. This is different from the experience of other teachers who opted a career change from teaching (Palmer, 1998). The different experience is that none of the teachers have submitted an intention to quit and none have expressed plans to immediately resign even those 50 and above (Crouch & Perry, 2003; DBE, 2011). None of the teachers expressed any feelings of disappointments based on wrong motives to choosing teaching as the profession (Ngoepe, 2014). This suggests that their motives towards teaching are sound and that they are motivated to remain in the profession.

The shared experience of the sampled teachers corroborates concerns that teaching is declining in its attractiveness and its appeal to young people who are prospective teachers (DBE, 2009; Maluleka, 2010; Masemola, 1999). The experiences validated that

there is a challenge with regards to finding a replacement for unique or rare subjects (DBE, 2011). The experience was different concerning a teacher who has just completed teachers training. This teacher did not have a low expectation with regards to external factors associated with teaching as a profession as outlined in the literature (Padhy et al., 2015). The only congruent experience was a concern with regards to the discipline of the learners (Padhy et al., 2015).

The experiences corroborated that those teachers who are 51 years and above are likely to be being medically boarded or to resign on the basis of illness (John, 2013). This is because one participant was medically boarded due to a stroke for a duration of a year. Both of the teachers in this age group of being close to retirement age did not express any plans to retire. Both still have approximately 10 years left before the final year of retirement and both expressed staying on until the end of their retirement age of 65.

The implications concerning age is that the Department of Basic Education needs to be cognizant of issues that are of importance for the different age groups among teachers. However, the decision makers within the department need to consider issues that are raised as "important". It is essential that they do not a one size fits all criteria. Each concern should rather be considered as a qualitative guide as experiences are variable. The aspect of teaching declining in its attractiveness possess a challenge as it suggests that South Africa is losing teachers faster than it is replenishing its capacity to develop new ones. As a result, they are fewer candidates to take the baton from them when the time of resignation comes. The social factors that were corroborated by the participants were low expectations, negative media reports, and procedural concerns (Padhy et al., 2015). The department also needs to develop better succession planning strategies in order to replace teachers who are near retirement age.

The views of the teachers is congruent to the assertion that that there is shortage of language teachers and teachers in the arts (DBE, 2011). The views confirmed that there is shortage of teachers in South Africa for subjects such as mathematics, science and technology (DBE, 2011). All the sampled participants' fall within this categories of subjects. Two of the sampled teachers are language teachers, one teaches mathematics

and one teaches the arts in the form of dance and drama with life orientation as an elective. The implication is that the Department of Basic Education needs to consider retaining teachers who teach rare subjects as they would be the most difficult to replace based on the reviewed report.

5.1.3 The differences and similarities in the duration of service among participants.

Two of the sampled participants shared that their total work experience is a between 24 to 29 years . The outcome of their experience indicated the following aspects as relevant to their longevity. These aspects are fulfillment, loyalty, passion for working with learners, a sense of making a difference and a desire to leave behind a legacy. There is a lack of local studies in this field of study of white teachers in disadvantaged schools. This makes it not feasible to confirm or refute whether these are significant or not. The implication is a need for future study which can assess the issue of longevity among this unique population.

5.1.4 The qualifications implications on current practice and future development.

100% of the sampled participants have a senior certificate and 100% professional teaching qualification (DBE, 2011). 60% have a four year degree and 40% have a diploma.

5.1.5 Specialization of qualifications and teaching phases

20% of the sampled participants are in the foundation phase. 80% of the participants teach in senior and FET phase. The 100% of the participants have a qualification to teach in those phases. They are mostly teaching the subjects that they specialized in during their teacher training with a few exceptions. The exceptions are other subjects that emerged with the new curriculum. The fact that they are mostly teaching subjects that they specialized in, implies that they have the optimum subject content to impart knowledge to the learners. The implication from the shared experiences is that student teachers needed to be provided with adequate training before they are assigned new subjects in the curriculum as the experience revealed that they learned to teach the subjects 'on the go' as outlined by the following comment

- “In the end you end up picking up additional subjects on the go because the curriculum keeps changing, so learning never stops and to becomes challenging to keep up”- Ansua.

5.1.6 Gender as well its implications on current practice and future development.

This study only has one male participant. The other two male participants the researcher was referred to declined to be part of the research and they were replaced through subsequent referrals to female participants. The unequal number between males and females makes a gender comparison of experiences not be feasible. However, with this being the case, there were still no discernible differences in the experience with regards to gender.

5.2 The experiences of white teachers teaching in previously disadvantaged schools.

This section from paragraph 5.2 until paragraph 5.8 (pages 81 to 112) integrates the experiences of the participants and it aligns it to insights from the reviewed literature in order to respond to first aim of the study. This aim addresses the experiences of white teachers as minorities in the sampled disadvantaged schools. It reflects on issues around staff composition; race relations; racial identity; culture; the level of adjustment ;the relationship with management, staff and learners; various perspectives on desegregation as well as the theoretical framework on desegregation . The verbatim extracts of the sampled participants have been inserted where relevant in order to ground the lived experiences, in line with the principles of IPA.

In order to comprehend the desegregation within education system, it is essential to reflect on the historical context of apartheid and post-apartheid events in South Africa. The experiences of the teachers validated that the apartheid era had a negative impact on education (Ball. 2006; Clark & Linder, 2006; Van der Berg et al., 2011). The experiences verified that during apartheid schools were subject to sub-standard education and poor funding (Ball. 2006; Clark & Linder, 2006; Van der Berg et al., 2011). All the sampled schools were established during apartheid. The experiences substantiate

that the current disparities experienced by these schools are due to the long-term ramifications of years of oppression and discriminatory policies under the apartheid era (Ball, 2006; Clark & Linder, 2006; Van der Berg et al., 2011). The shared experience of the teachers corroborated that the quality of education within these schools was poor due to unequal funding and the inability to procure all the necessary educational material (Ball, 2006; Clark & Linder, 2006; Van der Berg et al., 2011). Some of these notions are reflected by the following verbatim extracts:

- “Most of the schools that we send our children to that are multi-racial today have not always been so in the past. The children here cannot afford those town schools that is why they are here”- Marnus, (Translated).
- “Comparing schools in the township and those in town is hard as they do not have the same pull from high fees which can enable them to get all the necessary materials.” - Nadine
- If black kids are given the same opportunities as white kids they would perform the same. Imagine what could have happened if all schools were equal in their resources?” - Elmarie (Translated).

The experiences uphold that these schools have poor infrastructure (Clark & Linder, 2006). The experiences outlined that their current deprivations are not very different from those in the past. However, experiences suggested that the deprivations that exist are at varying levels within the schools. One of the criticisms based on the experience of one of the teachers is that the term previously disadvantage is somehow misleading. It overlooks that the current deprivations are still dominant in a majority of schools. The participant's experiences are demonstrated by the following extracts:

- “My school had someone who cleaned it and I had a clean classroom every day and other things white children take for granted. Here the conditions are so different. The class is hardly clean and we struggle for the most basics at times.” - Kristy

- “I can honestly say there is a difference in the school regarding essentials, between the four white schools I used to teach at but I still feel happier and more fulfilled here.” - Elmarie, (Translated).

The experiences from the teachers substantiated that teacher training during apartheid was offered in racially segregated institutions of higher learning (Hartshorne, 1992; Jansen & Taylor 2003). Three of the participants obtained their training during that time. The experience confirmed that the most recent candidate to the teaching profession obtained her teacher training after the democratization of higher education and the merger of institutions of higher learning (DBE, 2011). All the experience corroborated that most teachers are not adequately equipped by their professional training to teach learners from diverse racial, ethnic and language groups (Ball, 2006; Barnes, 2006; Buthelezi, 2008; Meier, 2005; Moletsane et al., 2004; Pandor, 2004). The participant’s experiences are demonstrated by the following extracts:

- “My first experience of teaching black learners was a night school at a college.in the 90s. Teaching black learners was unheard of over 20 years ago when I started teaching.” – Elna. (Translated).
- “I started teaching in this school in the 80’s. Back then this was one of the few schools that had white teachers and the majority of the staff was white. During the political uprisings towards the late 80’s most of them started to leave out of the fear of the violence”- Marnus
- “I wish I had prior experience before I came here but being here for 12 years has given me the essential skills”. - Ansua

The shared perspective of the sampled teachers corroborated the importance of being granted an opportunity to do teaching practice or practicals in disadvantaged schools (Moletsane et al., 2004). The perspectives is congruent to the assertion that teaching practice equips new entrants to the profession with skills to address issues of diversity

(Ball, 2006; Barnes, 2006; Buthelezi, 2008; Meier, 2005; Moletsane et al., 2004; Pandor, 2004). The perspectives do not imply that new entrants to the profession do not experience challenges or shortcomings in dealing with issues of diversity and integration. They only imply that they have an added advantage to comprehend these issues. The feedback from the sampled older teachers outlined that during their teacher training education the education system was racially segregated. However, the shared experiences highlighted that their long years of work experience have provided them with the essential first-hand experience with regards to the challenges of working with learners in disadvantaged schools. The average duration of their work experience as outlined in the statistics above is much longer than one year of teaching practice. One of the assertions of the experience was that work experience has a potential of increasing in-depth awareness and knowledge towards the challenges at a grass root level. This does not imply that the process is fail proof as many revealed learning through trial and error. The implication of the experiences is that more studies are needed to confirm or refute whether there is a significant correlation between the duration of service (work experience) and the level of competence with regards to dealing with issues of diversity within disadvantaged schools.

The sentiments of three of the sampled teachers validated that they were limited with regards to where they could work during apartheid (Jacklin, 2001). These experiences outlined that working in the township or within disadvantaged schools was an odd exception or anomaly for most white teachers. The experiences confirmed that working in a disadvantaged school during apartheid was very rare. As a result, the reflection of the experiences offers a unique conceptualization with regards to the exception of having a different staff composition of white teachers within technical schools during apartheid. It argues that this can be explained by the fact that most of the technical skills in the country were possessed (and are still mostly) by white teachers and white general employees who were urged to convert to teaching in order to fill the gap. It argues that this is the main reason the management and staff in technical schools in townships had mostly all white staff, with an exception of few black teachers being added to teach “black languages”. The findings outline that is essential to ponder that the oppressive policies of apartheid limited black people with regards to career choices with exceptions to teaching

and nursing. The reflection is that most black people ended up in unskilled labour during apartheid. All these reasons are substantial evidence with regards to the limited number of both black teachers and the general population qualified as artisans and technicians. The shared experience of one of the sampled participants is that over the years the most of the all-white staff in that specific school has depleted but most of the technical subjects like technical drawing and electronics are taught by white teachers with other common electives and languages are taught by black teachers just as in the reviewed school.

The shared experience was that there are still barriers restricting white teachers to work in disadvantaged schools despite the end of apartheid. The view was that technically ending the legislated geographical and social barriers of where teachers could work through policy alone was not sufficient (Badat & Sayed, 2014; Fiske & Ladd, 2006; Naidoo & Perumal, 2014; Vally & Dalamba, 1999). The sentiments of the sampled teachers confirm that the strategic focus after apartheid has been to improve education reform through policies and interventions aimed at equity and redress (Ball, 2006; Badat & Sayed, 2014; Clark & Linder, 2006; Fiske & Ladd, 2006; Maringe et al., 2015; Mestry, 2014; Naidoo & Perumal, 2014; Sekete, 2000; Van der Berg et al., 2011). However, the sentiments validated that the implementation of policies remains ineffective and that this aspect constrained the progress in education (Badat & Sayed, 2014; Fiske & Ladd, 2006; Jansen, 2004, Meier & Hartell, 2009; Naidoo & Perumal, 2014). Most of what is discussed throughout this chapter is centered in the context of education in post-apartheid South Africa.

One of the experiences of the sampled teachers is aligned to past studies is that the challenges that emerge at grass roots level for disadvantaged schools are not being dealt with effectively by the Department of Basic Education and the government (Badat & Sayed, 2014; Jansen, 2004; Meier & Hartell, 2009). The implication is that exploring the lived experiences would be incomplete without assessing the specific psycho-social context in which they occur. This is the reason why the next discussion is around issues of the staff composition in their schools and other psycho-social factors which are directly and indirectly linked to the lived experiences of the sampled teachers within the disadvantaged schools.

5.3 Teaching staff composition its implications on current practice and future development.

The views of the sampled teachers validated that there is mixture of heterogeneous and homogeneous composition in learners and teaching staff from school to school (Jacklin, 2001). This because there is a similarity and differences with regards to race, languages, culture and socio economic status. The views corroborated that the process of desegregation with regards to the composition among staff in schools is protracted. This is aligned with the notion that there is little or no desegregation among teachers in public schools (Sujee, 2004). The views of the teachers corroborated that the composition of the teaching staff has remained largely unchanged and that desegregation among teachers and management is slower than that among learners (Sujee, 2004; Vally & Dalamba, 1999). The views are congruent to the assertion that each school has its own autonomy, unique functioning, organizational culture and identity such as remaining autonomous with regards to the composition of its staff and learners (Jacklin, 2001; Mawdsley, Bipath, & Mawdsley, 2012; Nkomo et al., 2004). The views are different from the assertion that communities often do what they can to preserve their identity and privileges (Meier & Hartell, 2009). The sampled schools were not actively keeping out teachers from minority groups but they were also not attracting a lot of them either. The experiences of teachers are inconclusive with regards to the implementation of policy on the selection of staff (Jacklin, 2001; Mda, 2004). However, the overall experiences substantiated the fact that there was a lack of a formal policy with regards to equity and redress in schools to facilitate desegregation among learners, the teaching staff and management (Sujee, 2004).

The observation made is that desegregation did not commence in South African schools in the early 1990's (Van Heerden, 2000). It argues that although major shifts may have major started being observed then but it started in the 80's such as in the case of Marnus even if it was an exception at the time. The previous studies that are available are silent on the issue of the desegregation that occurred during apartheid. However, the shared experience demonstrated that there are exceptions of being employed in disadvantaged schools in the 1980's. This exception is further corroborated by the fact that just after apartheid white teachers were removed from disadvantages schools and

replaced by black teachers in some cases (Mabasa, 2003). This means that there were white teachers present in disadvantaged schools prior to the 1990's.

The experience of the teachers is incongruent to the rationalization and redeployment policy as none of the participants were redeployed (Barnes, 2006; Skinner 1997). None of the participants were forced into geographical spaces away from their families (Barnes, 2006; Skinner 1997). The observation made triggered a conceptualization of three categories of teachers of white teachers who are employed in disadvantaged schools: a) those who did it out of a need for their skills or rare expertise; , b) those who did it because they were coerced by policy and c) those who did it out of their own volition. It would be interesting to have a future study to contrast and compare the experiences from the different categories. One of the sampled participants experienced the following:

- “Some of my colleagues gradually left . I think that time was hard politically and teachers had safety concerns. It was also unclear what the new South Africa would turn out like, but I do not know the exact reasons. I decided to stay. I think my loyalty payed off.” - Marnus.

This implies that the departure might be due to political uncertainties and safety concerns mentioned. However, it could also be due to diverse and unknown reasons. This points to the fact that there are various reasons or even unknown reasons that can potentially contribute towards white teachers leaving a disadvantaged school.

The comments from the sampled teachers confirm that most of the white student teachers who pursue teacher education programmes are females instead of male and that most have attended historically white schools with limited contact to other racial groups (Hemson, 2006). The comments corroborated that some white teachers have insecurities and fears about various psychosocial aspects before seeking employment in township schools (Hemson, 2006; Moletsane et al., 2004). However, the shared experiences did not feature the presence of political concerns prior to employment

(Moletsane et al., 2004).. The only time they were mentioned is about the experiences of past colleagues except the one incident in which there was a mention of current general national politics by one participant. The participant's experiences are demonstrated by the following extracts:

- “I remember I always feared being hijacked but I do not have that fear anymore. ”
- Kristy
- “This place (the township) is a lot more different when you are in it than what you hear about it. White teachers need to explore it themselves and not hear from the next person.”- Marnus
- “My colleagues drove with me for a while to ease my nerves, now I have been driving alone for the past 12 years. I have had nothing happen to me.”- Ansua.

The shared experiences indicated that what makes a difference is when teachers were able to teachers deal with their insecurities (Moletsane et al., 2004). As a result, the sampled teachers shared that it is essential to addressing concerns and fears. This is aligned with the assertion that it is important to equip teachers to be emotionally and psychologically competent to deal with the complexities of teaching in diverse contexts (Hemson, 2006). These outlined experiences outline that insecurities and fears aggravate when they are not mitigated against and that when they are not curbed they can potentially be a barrier towards seeking employment in a disadvantaged school. Despite the participants overcoming all the odds and going against the norm. Their comments substantiated that there are still obstacles that prevent other white teachers from pursuing to seek teaching in disadvantaged schools due to the perceived complexities (Hemson, 2006). The experiences corroborated that the presence of white teachers in disadvantaged schools is either low or non-existent (Barnes, 2006). The experiences shared by the teachers validated that there are still fears in the general public with regards to crossing social barriers created by apartheid (Hemson, 2006). However, there were reported exceptions of crossing the existing social barriers as in the

case of the sampled teachers. The study of lived experiences would be lacking if it does not dissect the specific experiences regarding race relations between teachers and their colleagues as well as with their learners. It would be incomplete if it overlooks the impact of different cultural norms and practices within the context of that experience. The point of discussion reflects on those aspects.

5.4 Desegregation and perspective towards race relations and African cultural practices.

The shared experiences are different because none of the sampled teachers felt that they were victims of racial stereotypes (Barnes, 2006; Meier, 2005; Rimensberger, 2007; Vandeyar, 2010). Most teachers shared that learners and colleagues could confirm that there are not “racist”. From their experiences all the sampled teachers shared that they did feel marginalized or that they were not victims of prejudice and other biases (Barnes, 2006; Meier, 2005; Rimensberger, 2007; Vandeyar, 2010). The shared experiences of the sampled teachers validated that they did not feel intimidated by a sense of being outnumbered, being isolated and being mistrusted (Barnes, 2006). The findings differed with those in which white teachers encountered strong opposition within disadvantaged schools (Barnes, 2006). There was no incident in which teachers experienced being seen as a threat; being feared, being mistrusted, being targeted, being isolated or being victimized. The participant’s experiences are demonstrated by the following extracts:

- “My colleagues can tell you that if there is a person who does not discriminate it’s me. They actually say I am a black man trapped in a white man’s skin.” - Marnus.
- . “I have not once felt like I do not belong here. My head of department still gives me the greatest support to this day.” - Ansua.
- “Yes I might be the only white person here but I do not feel like I stick out and I am not feeling uneasy about it.” - Kristy.

The outcome of the shared experiences was that the each disadvantaged school is different in context and circumstances. The view was that this contributed to the teacher’s

process of integration within each school. The experiences of the teachers validated that such experiences are variable. However, these experiences do not refute that other white teachers in similar contexts might experience negative feelings and thoughts or be victims of discriminatory actions and behaviours.

The shared experiences are inconclusive with regards to experiences being different between the urban and rural constituencies (Jacklin, 2001). This is not a comparative study between different geographical places. It is only focused on schools within an the urban city. The experiences are also inconclusive with regards to racial differences as it is not a comparative study between black and white teachers. All the teachers sampled were from a middle class background but there were no definitive findings with regards to their social class having an impact on their attitude towards poor learners who constitute the highest number within the sampled schools. The views shared by the teachers are congruent with past studies in implying that poverty is more endemic in people who are of a lower socio-economic status (Badat & Sayed, 2014; Mestry, 2014; Seekings, 2008). However, there was no direct evidence or observation made with regards discrimination on the basis of social status or poverty.

The reflection of the teachers confirmed that there are cases of cultural misperceptions between teachers and learners (Barnes, 2006; Rimensberger, 2007; Sader 1999). The implication was that there is a need to have a formal process of addressing a deeper meaning of culture beyond just food and attire. Furthermore, it was that it is essential to deal with the meaning of different cultural paradigms such as prevalent African spiritual practices such as ukuthwasa or norms about ancestors as it emerged from the findings. The participant's experiences are demonstrated by the following extracts:

- “I won't lie the first time I became frightened when we prayed and a learner started shouting and I was told it was an ancestral spirit was speaking through the learner. I honestly thought it was a demon.... Chuckles!” - Ansua.

- “I would not eat food from here or I would rather go to the nearest supermarket than eat food for these tin shacks near the school. I have no idea what happens in there with regards to the hygiene” - Kristy.
- I was honestly not used to this culture of singing among learners. It was unique for me. One can see they are enjoying themselves when they sing at assembly.”- Elmarie . (Translated).

The shared experiences are inconclusive with regards to gender discrimination (Barnes, 2006). One sampled participant reported that men were treated as more superior in the black culture but this experience did not emerge from the other sampled participants . However, the discrepancy points to the fact that there are different gender issues within different cultural groups (Comrie, 2004; DBE, 2011). The implication of this outcome from the experience was that what is acceptable in one culture is not acceptable in another. It implies that the concerns that emerge due to patriarchy or what is perceived as a more favorable attitude towards man are variable from one participant to another. These concerns about patriarchy need to be addressed when they emerge in light of the fact that most of sampled teachers in these disadvantaged schools are white females (Hemson, 2006).

This study validated the occurrence of sexual harassment as shared by two participants (Pillay, 2001). They did not attribute it to race but as a general social ill and also attributed it to the personality or wrong morality of the perpetrators. The participant’s experiences are demonstrated by the following extracts:

- “We were coming back in a combi from fixing the travelling visas of the learners, and then I was not aware this parent sitting behind me was drunk. I just noted when he touched me inappropriately and his wife and daughter were there and they were so embarrassed. I did not make it a big issue though.” - Elmarie . (Translated).

- “I do not like it when a colleague does not stick to professional boundaries and starts calling me with inappropriate and flirtatious names. I told him I did not like it.”- Kristy.

These aspect of race relations, differing cultural practices and gender point to the necessity to decode the relevance of racial identity in the desegregation of education

5.5 Perspectives towards racial identity in the process of desegregation within the school environment.

The sentiments shared by the teachers are different from the outcome that teachers have an acute awareness of their own race (Harper, 2002; Rimensberger, 2007). This is echoed by the following comments:

- “One of the learners in the past said Oh Miss Ansua I see you like black people unlike most white people. I told her I like all people. Skin colour is not so necessary” – Ansua.
- “I grew up in a farm and I still own a farm so I am kind of different when it comes to how I perceive black people. Why else would I be here for almost 30 years. Otherwise I would have left like all the other teachers who were maybe scared of the changes” - Marnus (Translated).

Racial identity was of insignificant focus to the teachers. These sentiments are incongruent to the finding that teachers endorsed or maintained oppressive views or norms based on racial hierarchies (Barnes, 2006). No evidence from the outcomes of the shared experiences can substantiate this. It disputes that teachers exhibit racial stereotypes, personal bias, systematic discrimination, social prejudice, white privilege and superiority (Barnes, 2006). No evidence from the findings emerged to substantiate this. The experience is different from the assertion that that teachers tend to diminish the significance of racial differences between them and learners (Barnes, 2006).

The shared experience of the teachers highlight that even if they are not overly focused on their racial identity, they are still aware that race has some implication on social

relationships such as on poverty and the quality of education. The shared experiences are different from the assertion that teachers have denials with regards to the differences created by a racially discriminating past (Barnes, 2006). Instead, these sampled teachers were open and frank about the negative aspects of a racially discriminating past. However, these aspects are highly variable and may vary in other similar contexts. The teachers experienced the following:

- “No one can say apartheid did not bugger up things but the point is that the continuing challenges need to be solved.” - Marnus (translated).
- “We cannot be proud of the past or sideline these learners.” – Nadine.

The comments of the sampled teachers are different from the notion that that white teachers criticize, defy, fear or resist the quest for racial harmony (Alexander, 2011; Barnes, 2006; Vally & Dalamba, 1999). This is confirmed by the following comments:

- “We all need to work together, whether black or white. Sometimes issues are not a black or white issue. Let’s deal with the real issues on the table.”- Marnus.
- “In the end this country belongs to all of us. We need to all pull our weight instead of letting things slide.” - Nadine.

The shared experiences of the sampled teachers indicated that they have a commitment to curb discrimination and they encourage racial harmony within their schools instead of being demotivated towards it (Alexander, 2011; Barnes, 2006; Vally & Dalamba, 1999). The experiences are different from the notion of rationalizing any form of racism (Barnes, 2006). None of the participants shared ever justifying a racial act. The shared view was different from the notion that there is poor national identity. There is no evidence that emerged to substantiate that teachers have a negative national identity or lacked to identify themselves as patriots or proud South Africans (DBE, 2011, Nkomo et al., 2004; Vally & Dalamba, 1999). Instead, they shared experiences in which they acted in goodwill

which will be analyzed later in the chapter. The shared experiences are different from the assertion that there are currently poor race relations in schools due to covert racial conflict (DBE, 2011, Nkomo et al., 2004; Vally & Dalamba, 1999). This is validated by the following comments

- “Don’t get me wrong we do have different opinions about different topics but if you know me you will know I get along with all people. I love it here.” - Nadine).
- “There is conflict everywhere so one cannot just call it racial just because the skin colour of the people who fight is different.” - Elmarie (Translated).
- “We used to have a lot of racial fights over everything in the past, it used to be very rife in the past. We have really come a long way.” - Marnus (Translated).

This outcome implies that racial conflict was not occurring in the reviewed contexts. The shared experiences are inconclusive with regards to desegregation not taking into account the material needs of learners (Vally & Dalamba, 1999). The findings indicated that in some cases the teachers mentioned the needs of the learners and some went an extra mile to meet them using their own financial resources. On another hand, there was a debate that a lot more needs to be done at a national level. The experiences corroborated there need to address pressing social ills which are beyond their control. The view was that there is a need to a more collective or holistic approach which does not just address desegregation but the contextual barriers it is linked to. The participant’s experiences are demonstrated by the following extracts:

- “I use my own money to supply the girls with sanitary towels, for those I teach, This is far easier than organizing transport on rainy days or doing it for all the girls in need of it within the school. It hurts to see the children coming here wet and cold on rainy days but I do not have the means to help all of them. I wish I could though.” - Ansua.

- “The school has introduced no fees and now a feeding scheme. At least the department is meeting some needs. It is a step in the right direction.”- Marnus, (Translated).
- “When I see the poverty that is in this place my heart breaks and I realize that the school cannot do it alone. The government cannot also do it alone.”- Elmarie, (Translated).

The implication of this is that the Department of Basic Education needs to guard against addressing the slow pace of desegregation in education at the expense of other pressing social needs. Some of the social ills are directly and indirectly impacting the south African education system negatively.

5.6 Various perspectives on desegregation.

This experiences shared by the teachers validated that redress and equity of the South African education system has not been fully realized because schools are still separated and unequal (Moletsane et al., 2004; Sekete, 2000). The experiences corroborated that schools are largely consisting of one racial group per school (Meier & Hartell, 2009; Moletsane et al., 2004). The experiences validated that there was not enough promotion for equality instead the system is maintaining the status quo of inequality (Moletsane et al., 2004).

The sampled teachers have confirmed that a lot more needs to be done to ensure that progress is made (Pandor, 2004; Sujee, 2004). Their views substantiated that desegregation is complex and time consuming (Harber, 1998). The views also validated that desegregation alone is not sufficient to eradicate all challenges within the South African education system (Harber, 1998; Vally & Dalamba, 1999). The shared experiences of the sampled teachers suggest that there is some level of mutual understanding and positive attitude changes within their sampled schools (Meier, 2005; Meier & Hartell, 2009; Moletsane, 1999). The corroboration is in terms of the following verbatim extracts which point to variability:

- “People are people; there will always be some sort of friction with one or two. But I just do what needs to be done, instead of focusing on petty issues” - Elmarie, (Translated).

“I feel that there is a lot of cooperation and teachers and learners are not nasty. The teachers speak to me in speak to me in English so that I am not left out of conversations in the staff room even if we just talk about random things. or issues of interest.” - Ansua

Most of the participants reported mutual understanding and positive attitudes from colleagues. The exception was the one reported a negative attitude from learners. This is corroborated by the following extract:

:

- “Some of these learners have more respect for a sir [a man] than for me, they will go on and on talking if it’s just me. Sometimes I feel like their parents indoctrinate them negatively. about race. It’s like they tell them to treat white people differently”. – Nadine.

The shared experiences of the teachers corroborated that the quality in the education system varies greatly between schools in the township and other schools in town due to the legacy of apartheid (Ball, 2006; Van der Berg et al., 2011). This is cemented by the following extract :

- “If we had a greater budget, our school would blossom more, the issue is that money makes it easier to get what is needed. I mean for how long have we not been able to replace the 56 stolen computers and stolen technical tools?”- Marnus.
- “Nothing can be done without money. So we need more funding but the school also need to find ways to do fundraising instead of only being dependent on government subsidy” - Nadine.

The experiences of the sampled teachers validated that South Africa is still characterized by many disparities impacting the education system (Badat & Sayed, 2014; Fiske & Ladd, 2006; Seekings, 2008; Sedibe, 2011). These perspectives confirmed that there is a need to address the inadequate and disproportionate infrastructure (Clark & Linder, 2006; Masemola, 1999; Vally & Dalamba, 1999). The shared experiences confirmed that there is a trend of some better privileged learners in their schools migrating from the disadvantaged schools in order to seek admission in previously white public schools (Sujee, 2004; Von Fintel (2015). Their perspectives confirmed that there is the social belief that those schools offer learners better social mobility in terms of escaping the poverty trap or having the ability to improve their later quality of life enabled by acquiring a better education (Von Fintel, 2015).

The teachers argued that there is a need to address historically disadvantaged groups and there is a general need to improving access to basic education and higher education (DBE, 2011; Hunter, 2010). The views validated the need to promote social justice or protect human rights (Moletsane et al., 2004; Nkomo et al., 2004). Furthermore, the shared experiences confirmed that it is important to be open-minded and tactful when dealing with issues of desegregation (Harber, 1998). This is confirmed by the following verbatim extract:

- “There are problems but we need to be innovative and think out of the box from how to make our own play dough to how we deal with informing more teachers about other side of black schools” - Nadine.

-

The experiences demonstrated that there can be very strong sentiments and heightened emotions when it comes to race such as the following :

- “I don’t want to sound racist or sound upset but some of the things that are happening in blacks schools will keep these kids from being something in life one day. The kids are spoon fed and cannot use their own critical thinking. The kids cannot write their own names in grade3” - Kristy.

The shared experiences of the teachers are inconclusive with regards to “desegregation” being synonymous with “integration” (Harber, 1998). None of the participants used these academic terms as they are largely jargon to a lay person. However, these were the terms used inter-changeably by academics in the reviewed literature (Nkomo et al., 2004). Some used the terms without differentiating between them (Nkomo et al., 2004; Vally & Dalamba, 1999). However, most of the teachers used the following phrases when addressing issues of desegregation and integration:

- “Teaching in a disadvantaged township school.” – Elmarie, (Translated).
- “Managing in a black school.” - Marnus.
- “Teaching in a township school with less resources.” - Kristy.

The perspectives of the teachers validated that inequality also affects other elements of diversity other than race such as gender and social class (Vally & Dalamba, 1999). This is confirmed by the following verbatim extracts:

- “I mean as a woman one is treated differently from men due to culture.” - Kristy .
- “Some of the kids come from squatter camps. There are still kids here who live in one room shack and use candles like I used back then in the farm. perhaps that is why I can relate to what they are going through but some have electricity and better houses but remain lazy. They do not pull up their socks. Instead they blame load shedding.” - Marnus

The implication is that the Department of Basic education needs to address issues of socio-economic status. The introduction of a feeding schemes and no fees were perceived as a step in the right direction towards socio-economic issues based on some the shared experiences. However, the most important element was that sampled

teachers pointed out the need to be methodically and holistic in the implementation of interventions (Nkomo et al., 2004). Desegregation cannot be investigated without reflecting on the aspects of the theory that defines and conceptualizes it. The subsequent section addresses this aspect

5.7 Desegregation of teaching and learning in comparison to the theoretical framework.

5.7.1 Reflections on the concept of assimilation.

The reflection made with regards to the experiences of the teachers corroborated that assimilation it is the major approach being used in South Africa (Sader, 1999). This is confirmed by the following verbatim extracts:

- “I remember being shown my class and having to adjust to how things are done. There was no workshop twelve years ago. I and the learners just had to overcome and find out how best to reach out to each other.” - Ansua.
- “What do you do when there is no structure of what is expected?. You ‘sommer’ (just). create your own. I have just went along with what works for me for all this time without training.” - Marnus.
- “There is no perfect system, sometimes the only way to learn is through trial and error.” - Nadine.

The reflection of the experiences validated that there is an absorption of other cultures into the dominant culture (Naidoo, 1996; Mafumo, 2010). There is interesting trend in South Africa which different from the USA and the UK where the concept and processes of assimilation were first established (Sader, 1999; Mafumo, 2010). The demographic contradiction is that the dominant culture in South Africa is not reflective of the majority of the population as in those contexts. In those countries the absorption was with regards to adopting the non-dominant group into the identity and heritage of the dominant group. Black people are the minority in both those contexts but in South Africa blacks are the

majority in number. Yet their culture and language remain the less dominant in with regards to aspects of the education sector. The other major demographic contradiction in South Africa is that the dominant languages of teaching and learning is English (and Afrikaans in selective contexts). Both these languages owe their dominance to many years of colonial influence and subsequently the apartheid era.

The assertion was that although the sampled teachers are geographically and technically a minority within disadvantaged schools, the dominant aspects of education system is still Eurocentric or westernized instead of indigenous. In other words, the teachers are minorities but their culture or way of doing things is still dominant within the education system. The dominance of western cultures is congruent to the assertion of Vally and Dalamba (1999). Their view was that English is the language of teaching and learning. The relevance of Afrikaans is that it is medium of teaching and learning (together with English) in the institutions of learning which the sampled teachers attended in their formative years. It is also the home language of all the sampled teachers. In essence, the observation corroborates that the impact of assimilation in the classroom is simply promoting the values, actions and cultural practices of the dominant culture (Brandon, 2003; Soudien, 2010). This is echoed by the reviewed literature that there has not been much change in the curriculum to incorporate indigenous aspects. One of the arguments from the observations of the researcher is that there is a minimal disjuncture experienced by the sampled teachers because the overarching institutional culture of the education system is still dominated but the dominant western cultures. The interesting point of reflection made by the researcher was that assimilation started in the 1960's (Carter, 2004). However, it only took fruition in South Africa in the 1980's instead of the 1990's as suggested by (Van Heerden, 2000). This is corroborated by the following:

- “I started working here in the 80's during the hard Apartheid days when it was chaotic and learners threw stones. That never scared me. I even came here on weekends to drop of my athletics team. I was never scared” - Marnus (Translated).

The different eras in which assimilation occurred imply that South Africa is lagging behind in the global context of desegregation. Another interesting point is that these four different theoretical approaches did not necessarily occur in a cyclic or chronological manner in South Africa. Assimilation is the most dominant. The others are all marginal being thrown in one big melting pot without any supporting structure or an implementation policy.

The shared experiences are different from the notion of assimilation with regards to the loss of identity and heritage. The sampled teachers did not lose their identity and heritage (Naidoo, 1996; Mafumo, 2010). They still have a good command of Afrikaans and have their heritage in place. The teachers did not lose their identity or heritage despite being absorbed in a different geographic context, a different racial context and a somewhat different institutional culture. They were not forced to learn a third language or fourth language. For example, they have not acquired the language of Sesotho and Setswana despite some having many years of experience. This is not a criticism but rather a point to demonstrate that in some aspects assimilation is a one way road instead of a mutually reciprocal process between the dominant culture and the non-dominant culture. This is confirmed by the fact that two of the interviews we did in Afrikaans. The fact that the researcher comes from the same province where Afrikaans is dominant, and it was learned as an official language lessened the probability of a language barrier. These assertions do not refute the fact that the participants had to make certain social adjustments which may not be related to language. This points to the aspects that assimilation involves more than just a language or just a culture. However, it involves the whole human experience. It involves the process of learning and adjusting.

The observation is that the group big in terms of size is not necessarily the “dominant group” and it is possible for it not to dictate all socio-cultural aspects of the school environment (Soudien, 2004; Sekete et al., 2001). The language of teaching and learning as well as most procedural aspects are determined by the Department of Basic Education not by the group big in terms of size. This observation corroborated that assimilation is not promoting equity and the development of other cultures (Gallagher, 2004; Lynch, 1986; Mafumo, 2010). It validated that assimilation is biased, undemocratic

and impartial (Mafumo, 2010). It substantiated that assimilation has shortcomings because there is no single overriding culture in South Africa (Naidoo, 1996; Mafumo, 2010; Meier & Hartell, 2009).

The observation is aligned to the assertion that assimilation is failing due to its over-emphasis on what some studies refer to as homogeneity (Naidoo, 1996; Mafumo, 2010). Other studies refer to it as an over-emphasis on a national identity (Sekete et al., 2001). One of the arguments is that although assimilation is widely accepted in South Africa, it is failing to recognize the uniqueness of diverse cultures (Naidoo, 1996; Sekete et al., 2001). It is perceived as failing to acknowledge that South Africa has different languages and cultures all which need to be valued in the system of education. The reflection of the approach validated that assimilation fails to enhance social justice, equality of cultures and the equal distribution of resources in society (Gallagher, 2004; Lynch, 1986).

The remarks of some the teachers confirmed that assimilation in South Africa is a haphazard and unstructured process in which the sampled schools have attempted to deal with issues or racial diversity in their sampled schools. One of the arguments of this study is that assimilation may not be the best possible solution but it is the only solution that has been utilised over the last two decades after political transformation. The over-dependence on assimilation points to the failure of the the Department of Basic Education to have foresight, planning and adequate resources in order to implement a more practical and more culturally inclusive curriculum. It means that there is a shortcoming with regards to the to issues that impact desegregation at grass root level. This study confirms that assimilation as an approach has shortcomings which warrant the need to utilize a more inclusive approach.

5.7.2 Reflections on integration and its implications.

An important reflection made from the reviewed studies is that the words, “integration”, “desegregation” and “deracialization” are used synonymously (Moletsane et al., 2004; Pandor, 2004; Sekete, 2000). There is no opposition with regards to the operationalization of integration except in the study of Harber (1998). The reviewed literature does not clearly point out whether by integration denotes the change of racial

demographics. The fact that the reviewed literature does not distinguish between the concepts points to a need to a more agreed upon a contextual conceptualization of concepts.

The comments of the teachers with regards to being colour blind are different from the notions of the reviewed literature. Past studies denoted “colour-blindness” as being in denial, overlooking prejudice, maintaining injustices or being reluctant to address prejudice (Meier, 2005; Meier & Hartell, 2009; Moletsane et al., 2004; Vally & Dalamba, 1999). It is important to realise that different words have multiple meanings to different people. The sampled participants interpreted being colour-blind differently. Their interpretation denoted that they do not use race as means of discriminating against people of other races. It denotes that they do not look down on any person who is racially different . The experiences of the participants emphasized that they did their best to treat all people equally without focusing on skin colour. All these were confirmed by the following verbatim extracts:

- “I do not just treat black people well here at work but I treat my domestic worker with the same respect. She uses the same plates I use and uses the same bathroom I use unlike some sarcastic who think they are superior.”- Marnus.
- “We have a black friend who comes to the place I share with my fiancé and he comes for sleep-overs.”- Kristy.
- “I have taught in four white schools before and then a college for much older black learners before coming here. All I can tell you is that children are children. They all need a mothers love. ‘Jy moet die pad stap met hulle’, yes... you need to walk the journey with them.” - Elmarie, (Translated).

The difference in the interpretation makes it unrealistic to expect different people from different backgrounds to conceptualize a word phrase in a uniform manner. or interpret it according to its academic definitions. The identified gap was that it is possible to overlook

other possible meanings due to different interpretations or even due to the different uses of language. The experiences shared did not dispute that there are other teachers in similar contexts who might have different interpretations of colour-blindness including the ones aligned to the reviewed literature. However such an aspect of variability did not emerge from the experiences of the sampled teachers.

The sentiments of the teachers are incongruent with regards to withholding information about racism (Vally & Dalamba, 1999). The participant's experiences are demonstrated by the following extracts:

- "I do not really feel I am being marginalized." - Ansua.
- "I do not feel like I am being treated differently." -Elmarie.
- "I do not feel disadvantaged at any point. Everyone (in the staff) treats me with respect. There is nothing racial except with the attitude of the kids sometimes." - Kristy.

Their assertion was that they did not experience any racism. They acknowledged that the issue of racism is sensitive and has the potential of being controversial. However, their utterances did not point in that direction. There was no direct aspect of malingering or suppressing of their genuine views during the interviews. In addition, it is irrefutable that integration had shortcomings which ultimately birthed multi-cultural education as an alternative. As a result, the experiences of the teachers corroborated that the integration of the current curriculum is not adequately inclusive towards non-dominant groups (Mafumo, 2010). These experiences confirmed that integration as an approach is inefficient towards pursuing equality. Furthermore, the reflection on the experiences outlined that simply placing the white teachers in the schools without having a formal process to facilitate their integration is counterproductive. It is counterproductive because the majority of white teachers did not have prior experience or training of working in

diverse contexts when they began initially (Hemson, 2006). The shared experiences of the teachers are different because they did not perceive other cultures as inferior (Meier, 2005). This is confirmed by the following verbatim extracts:

- “I think one of the things that makes it easier for me to relate to other people is because I am Christian and I believe God created all of us equally.” -Elmarie, (Translated).
- “We are all the same, your culture maybe different from mine, your outlook might be different from mine. But in the end we are not that different.” - Marcus, (Translated).

The shared experiences are different from the perspective that there are entrenched myths with regards to black incompetence or promoting the tendencies of white supremacy (Jansen, 2004; Meier, 2005). The sampled teachers shared a view that fellow teachers were acting unethically. They perceived that as striving towards professional ethics rather than a reflection of a vendetta or having negative attitudes towards black teachers, or black people in general.

5.7.3 Reflections on multi-cultural education and its implications.

The views of the sampled teachers validated that multi-cultural education has huge failures in South Africa because the curriculum is not promoting the equality of languages, culture, ethnicity, social class and race (Brandon, 2003, Grant & Chapman, 2008; Tellez 2008). These are the comments that validate this point:

- “These children don’t know much of their history and heritage. The only know the basics. ” - Elmarie, (Translated).
- “We are becoming more and more the same in that these kids and my kids are more into playing with gadgets (cellphones) and TV games than playing outside” - Nadine.

These imply there is greater acculturation, a loss of identity and a loss of heritage with regards to the learners (Naidoo, 1996; Mafumo, 2010). The comments validated that multi-cultural education is also failing to maximize social exclusion, human rights and that it not optimally reducing potentially discriminating social divisions (Brandon, 2003; Grant & Chapman, 2008; Thurston, 2004). The experiences of the teachers validated that multi-cultural education is maintaining the status quo of inequality and maintaining the dominance of one culture over others by not being culturally responsive (Brown, 2003; Causey et al., 2000; Cross et al., 1998; Meier & Hartell, 2009; Soudien et al., 2004). The shared perspectives of the teachers corroborated that the curriculum is not adequately meeting the needs of learners from various cultures (Meier, 2005; Meier & Hartell, 2009; Moletsane, 1999; Soudien et al., 2004). This is echoed by the following comment:

- “All these learners speak different languages at home, and among themselves ,so imagine how difficult it would be to choose a language that is able to accommodate everybody else, other than English which I hated myself while I was school” -Marnus, (Translated).

The second comment was in reference to the fact area where the sampled schools are situated consists of multicultural learners (Setswana , Sesotho and Xhosa learners). The technical school was situated in that part of the city that borders the neighbourhoods with the most Sesotho and Xhosa speakers.

The experiences of the teachers validates that there is a need for all learners irrespective of race, ethnicity, gender and social class to experience equal opportunity, equality and social justice within the education system (Brandon, 2003; Gorski, 2003; Mthembu, 2010). This is echoed by the following statements::

- “All kids have a curiosity to learn and explore. There is nothing different between these kids and my kids when it comes to potential,” - Nadine.

- “I realized that there are some brilliant children that one comes across and I wish I had money to put them in a school with better resources and a better quality of education.” - Kristy.

The experience of one of the teachers who underwent a multicultural programme validated that her intercultural sensitivity improved (Causey et al., 2000). However the four much older participants who did not undergo it some shared the opposite experience. This lack of training is perceived as one of the obstacles towards making multicultural education feasible (Causey et al., 2000).

This is confirmed by the following extract:

- “I really wish that back then in my training I had an opportunity to teach in a township school” - Ansua.
- “I personally think that having an opportunity to do this earlier would have only enriched my experience”. - Elmarie (Translated).

The outcome from the shared experiences corroborated a variable presence of three characteristics essential for multiculturalism within the school environment (Mills & Ballantyne, 2010). Firstly, there was poor to average self-awareness towards various cultures due to cultural misconceptions (Barnes, 2006; Rimensberger, 2007; Sader 1999). This is confirmed by the following:

- “I don’t know why people think the word “boer” means white Afrikaner. It’s sad but it just means farmer”- Marnus.

Secondly, there was a reported level of a welcoming openness from colleagues and learners (Mills & Ballantyne, 2010). This is confirmed by the following extract:

- “These people are not just colleagues but they are friends. I mean one of my best friends is a black male teacher also teaching here.” - Kristy.

Thirdly, all the interviewed teachers were individually committed to social justice but they do not have the capacity to address the social security of over 1200 poor learners per school .(Mills & Ballantyne, 2010). This is validated by this extract:

- “My family sometimes fights with me that I drive the children home by myself when it is late after extra murals. They worry about my safety but then one has to do it even if it’s not possible to do it at all times. It is only because our school bus is broken for a long time and there is no money to fix it.” - Elmarie, (Translated).

The experiences of the teachers confirmed that the South African education system is failing to implement mutli-cultural education and reaping its benefits towards teaching and learning (Meier & Hartell, 2009). They validated that there are structural challenges that hinder the equality of diverse cultures and languages (Soudien et al., 2004).

5.7.4 Reflections on Antiracist education and its implications.

The reflection made with regards to the principles of Anti-Racist Education is different because the interviews did not reveal any blatant resistance towards change. There was no racial exploitation or the avoidance to deal with racial issues when they occurred (Ladson-Billings, 2000; Meier & Hartell, 2009; Wagner, 2005). However, the critical reflection is that the omission of the Department of Basic Education to have a programme that deals with desegregation is a major strategic flaw. This is validated by the following extract:

- “I just wish that something can be done for young white teachers who wish to give teaching in a different school a chance. I have not seem many of them doing practicals at our school. It happens once in a while. Some of them come back because they enjoy it so much.” - Elmarie, (Translated).

The shared experiences of the teachers confirmed that there is lack of decisive action in the education system (Ladson-Billings, 2000; Meier & Hartell, 2009; Wagner, 2005). The findings are inconclusive with regards to anti-racist education failing to promote social

justice or to eradicate racism within the education system (Naidoo, 1996). No anti-racist programme or workshop has ever been facilitated to any of the sampled schools were the participants work. The experiences cannot confirm or refute that the anti-racist education has a poor conception with regards to being too reductionistic (Naidoo, 1996; Vally & Dalamba, 1999). These experiences cannot confirm or refute whether intervention programmes aimed at anti-racism do not improve the competence of teachers with regards to dealing with the demands of diversity (Brandon, 2003). This cannot be done in the absence of such a programme having been facilitated and its effectiveness measured some after it has been concluded.

In essence, the overall government which the Department of Basic Education is a custodian of, is failing to implement the principles of anti-racism in its educational processes. It is thus failing to facilitate practical steps of creating an equal and non-racial society. This is corroborated by the fact that injustices of the past are still barriers towards education (Banks, 2012). Furthermore, anti-racist education is failing because there are no significant challenges to the current mainstream techniques in the education system (Wagner, 2005).

There were no textbooks or teaching material in the sampled schools that were analysed by the researcher in order to decode prejudices. Therefore, it cannot be substantiated without valid proof that the South African government is not addressing the prejudices within textbooks, teaching material and the curriculum (Kailin, 1994; Vally & Dalamba, 1999). The shared experiences of most of the sampled teachers affirmed the assertion of Ladson-Billings (2000), It was that there needs to be an improvement of social contact with other racially diverse communities in order to improve the field experience of white student teachers. The rationale of this view is that undergoing the field experience has the potential of highlighting the complications involved in teaching at a disadvantaged school. The belief of some of the sampled teachers validated that this could be a step towards curbing potential harmful ideologies (Bartolome, 2004). This is confirmed by the following extract:

- “I had an opportunity to do my practicals teaching black learners. I guess that helped me realize that I can do this. I can make it work if I put my mind to it.” - Kristy.

The shared experiences pointed out the a major need to tackle socio-economic issues (Vally & Dalamba, 1999). This was corroborated by the following extract:

- “Some of the learners do not have social grants to assist them. Some are over 18 which means they cannot qualify for them but due to failing they are still in high school.”- Ansua.

The experiences validated the need to recognize the link between the everyday learning, teaching practices and social activities. The shared experiences are different from the view that there is failure to uproot institutional racism (Kailin, 1994; Vally & Dalamba, 1999). This was not reported by any of the participants. However, the shared experiences confirmed that there is a need to assess and challenge racial stereotypes that were reported among some learners (Ladson-Billings, 2000). This is confirmed by the following:

- “Some of the learners and staff think that I am rich or live more comfortable than them because I am white. Yes there are white people who have a lot more but I earn the same as all the other teachers.”- Marnus.
- “The biggest problem is that some people think that all white people are racist. Sometimes in discussions this issues come up as I teach life orientation too. I think a part of me being here is to show them that there are different people who choose not to be racist.” - Ansua.

The theoretical conceptualization of desegregation that has just been discussed is useful when doing a critical analysis on issues of adjustment and the nature of relationships with various stakeholders as the process of desegregation unfolds.

5.8 Level of adjustment to the school and organizational culture and environment.

The teachers' shared experiences validated that it is essential to establish the type of social interaction that is positive and nurturing (Ornstein & Levine, 1993). The experiences also validated that it is also essential to improve classroom interaction between teachers and learners in order to improve interaction within the school environment (Nkomo et al., 2004). The experiences confirmed the need to acknowledge racial and cultural differences (DBE, 2011). They corroborated the need to promote mutual understanding among individuals from different backgrounds (DBE, 2011). Some of these assertions are validate by the following:

- “You cannot teach learners if you do not love them, care for them and there is respect from both ways.”- Marnus.
- “I really feel like I have found my role in life. I would not swap teaching for anything else. But I swapped my business for it because I value the children. Just like my very own.”- Nadine
- “We all have to work together to make sure the school functions well.” - Elmarie, (Translated).

The paradox in this study is that the absence of racism does not necessarily denote that there were no incidents of inter-personal conflict. Two were reported but none was attributed to race but rather they were attributed to personality differences and differences in rank or seniority. The participant's experiences are demonstrated by the following extracts:

- “When I was sick someone took the parking I pay for. So when I returned we had a huge fight. He said I was using my position as a deputy. I told him I will ‘sommer stoot’ (just push) your car out with my Navara”- Marnus.

- “Some of the teachers think I seek attention or I want all the glory when most of the journalist come to interview me and my learners for the yearly overseas trip. It’s just jealousy and it’s really petty. But some teachers appreciate that I am going over an above my work even with making sure the school gardens are neat and tidy through donations from my farm and from friends, It’s all the plants you saw when you enter”- Elmarie, (Translated).

The implication is that not feeling marginalized does not denote being in a conflict-free work environment. This is congruent with the view that achieving desegregation is not necessarily achieving an ideal social integration within schools (Meier & Hartell, 2009). As a result, this study confirms the need for mutual respectful and constructive working environment that foster a sense of community (Arber, 2006; Padhy et al., 2015; DBE, 2011). This is corroborated by the following comments:

- “Most of the staff really do their best to make me feel at home”- Kristy.
- “I spend so much of my time here to do all sorts of things, it feels like my second home, not that I don’t look forward going home.” - Nadine.

Furthermore, this study corroborated the need for the school environment to be democratic (Nkomo et al., 2004). The following statement points to that issue:

- “Sometimes I want to raise an issue at a meeting but they i think what if they receive it negatively or think I am intolerant or racist but then we have to deal with things that go wrong. Things like meetings that are ineffective and decisions that are not implemented.” - Kristy.

5.9 The nature of relationship with management, staff, learners and stakeholders.

The experiences of the teachers validated that the school leadership affects the teaching and learning in the schools (Naidoo & Perumal, 2014). This is relevant since two of the participants are deputy principals. The implication of the findings with regards to

management were that management decisions needed to be made with care as they impacted the functioning and efficiency of the overall school. The views of the participants were different from the notion that the school management and teachers are unwilling to work towards changes in the process of desegregation and integration (Moletsane et al., 2004). The interviewed teachers provided the evidence that the management did all which was possible to ensure they had a good transition into the schools and for them to feel at home. None of the interviewed teachers reported feeling discriminated or marginalized by the management. This does not mean that there are no significant problems regarding how issues of diversity are handled within schools in the general South African context (Meier & Hartell, 2009). It means that the interviewed teachers felt accommodated by their management in those specific contexts.

The experiences of the teachers are diverse with regards to their assertions around the issues of the capacity of principals or school management (DBE, 2009; Naidoo & Perumal, 2014; Mestry, 2014). Some shared an experience that the management was of good quality. In other instances, it was said to be of a bad quality. The following were some of the statements:

- “I don’t really want to be involved in office politics but our past principal had to be replaced with a new principal 5 years ago. There was a lot of infighting and lack of discipline. The school was doing badly. We have a new principal. We are doing better”.- Ansua.
- “I believe we as the management are doing the best we can do”.- Nadine.
- “The way things are done is sometimes bad. It seems like change will take time”- Kristy.
- “It’s important that we remain united. I am the other deputy support the principal and we work together between ourselves too.” – Marnus.

The majority of the participants felt that the management is functional and doing a satisfactory job. However, these experiences do not necessarily reflect what is happening at the district level or provincial level (DBE, 2011). The shared information is not necessarily generalizable to a district and provincial level because the responses are variable.

The experiences of the participants are variable with regards to the administration of education processes and procedures by the Department of Basic Education. This was echoed by the following extracts:

- “People who say township schools are doing well really do not know the struggles we are facing. The department needs to function better. A lot more needs to be done ”. – Kristy.
- “Things are not perfect but we keep striving to do better. Its only that we have conflicting demands from the department”- Marnus.
- “I believe they are trying to keep the ball rolling”- Ansua.

Some of the comments are congruent with the notion that there are dreadful conditions in township schools (Mabasa, 2003). Some are different. The shared experiences are different from the view that the management of the schools have poor processes of recruitment (DBE, 2001). These experiences are inconclusive regarding the poor capacity of School Governing Bodies (SGB's) and School Management Teams (SMT's) (DBE, 2011). No themes with regards to the SGB's and SMT emerged within all the schools. The exception was one incident in the following extract :

- “We are not able to do our job well because we have a vacancy in the SMT. When people are acting they are not able to bite. They just try to please everyone so not much gets done”- Marnus.

It is unclear how many of the sampled schools have a functional SGB's as that is not a theme that emerged. There was no shared experiences with regards to the SGB's appointing teachers from their independent funds of the school based on additional needs of the school (Sujee, 2004). All the sampled schools are non-fee paying schools. Therefore, their SGBs practically have no funds to hire additional teachers. There was no reporting on other functions of the SGB or SMT.

There were various experiences with regards to external service providers (Naidoo & Perumal, 2014). One school collaborated with a faith-based organization. The interesting outcome from one of the sampled schools is that it has a public-private partnership with a private company which has constructed a sports facility on the school's grounds. Another school has a partnership which funded the overseas exchange programme by a provincial government entity. The following are the corroborating statements:

- "The local church helps me with the activities of the learner's Christian organization."- Ansua.
- "That sports facility you see outside was built by funds from one of the biggest local companies. They wanted to partner with us to make a difference in the lives of the children."- Nadine.
- We are in partnership with the local government which subsidizes the overseas exchange programme. The rest of the funding comes from other donors that I have to canvas. – Elmarie, (Translated).

In another school, only one interaction with a subject advisor and the School Management Developer or inspector emerged (DBE, 2011). As corroborated by the following extract:

- "I think they themselves do not have all the resources so they are doing what they can do with what they have." – Kristy.

The anomaly of white teachers in a different demographical context cannot be fully grasped without understanding the different circumstances or obstacles they encounter . These are discussed in the next section.

5.10 Major obstacles towards the day to day process of teaching and learning.

This section integrates the experiences of the participants and it aligns it to insights from the reviewed literature in order to respond to the second aim of the study. The aim reflects on what teachers experienced as the major obstacles towards the day to day process of teaching and learning in the sampled schools. It reflects on issues around resources, infrastructure, the quality of education, the curriculum, policies, language proficiency, parental involvement, academic performance, teacher training and social ills. Through this section it will be demonstrated that the experiences of the teachers reflect that these negatively impact the day to day process of teaching and learning. It is outlined from paragraph 5.10 until paragraph 5.11.3 (pages 116 to 133). The verbatim extracts of the sampled participants have been inserted where relevant to ground the lived experiences in line with the principles of IPA.

5.10.1 Reflections regarding resources and infrastructure.

The views of the sampled teachers corroborated that South Africa is still characterized by many disparities impacting the education system (Badat & Sayed, 2014; Fiske & Ladd, 2006; Seekings, 2008; Sedibe, 2011). They substantiated that there are inadequate facilities and infrastructure within the schools (Buthelezi, 2008; Comrie, 2004; Fiske & Ladd, 2006; Sedibe, 2011; Sethusha, 2012; Shaughnessy et al., 2013). The experiences confirmed that there are serious backlogs with regards to maintenance, repairs or refurbishments of various assets (Buthelezi, 2008; Fiske & Ladd, 2006). This is confirmed by the following verbatim extracts:

- “Our grounds are in a mess as our borehole is out of order. This is sad when one thinks that during the world cup this was one of the training sites. This was well looked after.” – Elmarie. (Translated)

- “We have for the last term not had toilets for our learners. They have the plumbing done and the people meant to fix the whole thing stopped coming. Whatever happened, I won’t be able to tell you. I got no feedback around that. All 1200 the children have been using our four (staff) toilets. It gets messy and unhygienic.” - Kristy.

The experiences confirmed that the sampled schools have multiple needs (Naidoo & Perumal, 2014; Shaughnessy, Moore & Maree, 2013; Spreen & Vally, 2006). However, that the needs are variable from school to school. The preliminary assessment of the resources and infrastructure before and after interviews indicated that different schools have different resources. This has been outlined by table 4. Most of the sampled schools are largely in need of support materials (Clark & Linder, 2006; Comrie, 2004; Shaughnessy et al., 2013). Most of the participants did not share any aspect with regards to prudent or fruitless financial management (DBE, 2011). However, the reviewed literature has outlined that the Department of Basic Education has limited and already over-stretched resources (Clark & Linder, 2006). It spent R1. 5 Billion nationally in 2015 on the remuneration of all employees in the education sector (Treasury, 2015). 60.2% of the provincial expenditure in the province the schools were situated was being directed to compensation of employees (Treasury, 2015).

The experiences of the participants suggest that there is oversight from previous studies with regards to the repercussions of greater access to education over the years (Ball, 2006; Badat & Sayed, 2014). The experiences outlined that greater access has had an unintended negative consequences in some aspects. This is because it is increasing the demand for already limited resources and the deteriorating infrastructure. As a result, it becomes nearly impossible to deal with various service backlogs, poor infrastructure and insufficient resources. The experiences suggest that the resources of the department of education have to be spread thin to accommodate an increasing number of primary and secondary schools not just in townships but in informal settlements. The participants experienced the following:

- “We have a lot of children from the surrounding squatter camps. There is a lot of them here.” – Marnus.
- “The school has more children than it can really accommodate.”- Kristy.
- “Some of the children have to walk far just to get to school imagine in this cold winter weather.”- Ansua.

Some assertions corroborated the past studies with regards to the finding that learners have to walk distances just to reach the school (Harvey, 2008; Hunter, 2010; Velaphi, 2013). The observation is that most of the sampled schools were built in the 60’s and 80’s and cannot be realistically expected to adequately cater for the population growth that has taken place since then. This aspect of growth has an implication on the demand for essential services around the community such as more schools, the need for more water and sanitation, waste removal and the maintenance of infrastructure.

5.10. 2 The quality of education and its implication on teaching and learning

Most of the experiences of the participants substantiated that there is inferior quality of education in disadvantaged schools (Harvey, 2008; Hunter, 2010; Mawdsley et al., 2012; Van der Berg et al., 2011). It confirmed that the quality of education in disadvantaged schools is poor and declining (Mestry, 2014, Mabasa, 2003; Seekings, 2008; Yamauchi, 2011). The experiences also revealed that there are exceptions in the quality of education produced in some disadvantaged schools reflected by high academic performance as it will be reflected later on in the discussion. The participant’s experiences are validated by the following extracts:

- “I just wish we could do better and that the quality of resources could improve so that we can offer a better education for our kids. Sometimes there aren’t even the mere basics” - Kristy.

- “We have been one of the best performing schools for years and we pride ourselves for that. We are working very hard. That does not mean that there are no challenges.” - Elmarie (translated).

The experiences corroborated that there is a correlation between fees and quality or the improvement within the school (Yamauchi, 2011). They validates that schools are not able to improve resources because they cannot charge fees (Jacklin, 2001). As a result there was a need to improve access to resources in order to substitute the uncollected and unavailable fees as most of the sampled disadvantaged schools are non-fee schools. . The participant’s experiences are validated by the following extracts:

- “All our children do not pay fees because we serve children from disadvantaged homes. So we do not have extra money for extra needs. The subsidy we get from the department is not enough for all our needs.” - Marnus.
- “It is not realistic to expect us to consistently produce good results when we do not have good resources or we do not have enough money to buy some of them.” - Ansua.

The implication of this is that access to resources needs to be improved in order for the quality of education to improve. It means that the Department of Basic Education needs to establish alternative sources of funding in order to bridge the gap and to meet the growing demand for education.

5.10.3 Reflections regarding the curriculum and its implications

This study validates that there is a lack of resources and that the lack of support makes teachers unable to effectively implement the new curriculum (Buthelezi, 2008; Cooper, 2005; DBE, 2011). This lack in the end impacts the overall quality of education. One of arguments of this study is that it is not realistic to expect disadvantaged schools to carry out the curriculum without adequate resources. This is confirmed by the following extracts:

- “How do you teach kids when they are limited text books and limited stationery”? - Kristy.
- “I had to beg for some old books from a school in town because we cannot afford books for the foreign language. That is how we are coping and the kids are passing.” – Elmarie, (Translated).

These experiences substantiated that there is poor morale and demotivation among some colleagues due to a variety of challenges (Mestry, 2014; Msila, 2009). The experiences validated that there is a loss of valuable teaching time or inadequate teaching during school (Comrie, 2004). The teachers confirmed that the teaching is impacted by teachers who are under-performing and the challenges with regards to the tempo of teaching (Comrie, 2004; Hoffman, 2008). These sampled teachers have also substantiated that there is inadequate content with regards to the subjects being taught. (Comrie, 2004). As a result, their views are that teachers should be monitored or be offered support to deal with work related stress or under-performance. This confirmed by the following extracts:

- “You will not see me sitting in the staff room playing a crossword puzzle or drinking tea when I am supposed to be teaching. You will not see me leave early because its pay day or absent on a Friday like some of my colleagues do. It is wrong.” - Kristy
- “It irritates me when I am teaching and the class next door is noisy because a teacher did not pitch. The situation ends up also disrupting my class”- Ansua
- “I teach maths and I can tell you we aren’t a lot. And if a teacher is not teaching well, that affects the learners in the end”. - Marnus.

The implication of the shared experiences is that disciplinary action or remedial action needs to be instituted against teachers who act in an ethical manner towards teaching and learning. It is that the management and the department need to consider peer assessment as form of performance monitoring and to also introduce incentives for excellent performance.

The shared experiences corroborated that the implementation of policy has an impact the design of the curriculum (Naong, 2011). Its implementation has implications on training, interpretation and operational needs. The experiences confirmed that some teachers have a limited understanding and interpretation of the curriculum (Comrie, 2004). Furthermore, the lack of training and adjustment with regards to the new curriculum were perceived to be an added burden (Cooper, 2005; DBE, 2011). The view was that it is essential to readapt teaching during lessons (Cooper, 2005; DBE, 2011). This is demonstrated by the following comment:

- “The syllabus keeps changing time and again. We keep playing catch up. If we have the right books and all the things we need then we would be more able to teach better.” - Kristy.

The implication is that whenever the curriculum changed (as it has been changing constantly), there were unmet needs for training based on the majority of the sampled participants. This shared experience is congruent to the finding that there needs to be better structures to facilitate the curriculum and to ensure that there is guidance and support from authorities in the department (DBE, 2011). The shared experiences also validated that the Department of Basic Education needs to be cognizant to other capacity needs such as insufficient support for teachers (DBE, 2011; Comrie, 2004; Sethusha, 2012). The shared experiences were that the department needs to fill vacant posts (Fiske & Ladd, 2006; DBE, 2011). These are confirmed by the next extract:

- “We need to have the right manpower to fulfill our obligations. If there are vacancies then the job will not be done”- Marnus.

The shared experiences of the sampled teachers confirmed that it is essential to improve the working conditions of teachers in order to reduce stress and high teacher workload (DoE, 2009). This study corroborated that there is lack of discipline from learners which in turn disrupted classes (Bipath, 2005; Hoffman, 2008; Maringe et al., 2015). The incidents occurred in this study that corroborate this are learner absenteeism; missing school due pressing factors such as truant behavior such as absconding. This is corroborated by the following extracts:

- “Some learners are absent on Fridays. Sometimes they leave during break and they do not return”- Ansua.
- “We are limited as teachers in how we can enforce discipline because I cannot hit a child or send the child outside too much as they will miss too much important work. So discipline is a problem.” - Nadine.

The shared experiences by the sampled teachers also corroborated overcrowding is negatively impacting classroom management (Comrie, 2004; Feni & Ntshobane, 2014; Sethusha, 2012; Yamauchi, 2011). The implication of this was that there is a need to curb overcrowding by increasing manpower. Past studies do not adequately operationalize how the impact of overcrowding could be reduced. As a result, the proposition by some participants is that the department needs to consider hiring additional staff such as temporary and assistant teachers. However, there has been a moratorium from 2010 to 2014 aimed at curbing the appointment of services not deemed critical to service delivery such as appointing temporary teachers (Treasury, 2015). The above sentiments are confirmed by the following extracts:

- “It is not nice to have to mark 40 or 50 scripts per class for 7 classes. 50 is too much for one class. It means more admin, sometimes sleepless night of marking and not able to help learners who do not grasp the work.”- Kristy.

5.10.4 Reflections on policies and their implications

Some of the views of the participants are that most educational policies are strategically comprehensive but not effectively implemented (Mda, 2004). The shared experiences validated that the poor implementation of policy had adverse repercussions with regards to the curriculum, teacher training, classroom practice and the selection of staff (Jacklin, 2001; Mda, 2004). The experiences of the teachers confirmed that educational policies need a far-reaching revision in order to improve their administration within the current education system (Badat & Sayed, 2014; Hoffman, 2008; Jansen, 2011). The experiences verified that there are policy challenges and shortcomings in the education system (Badat & Sayed, 2014; Bernstein, 2014; Cardenas, 2005; Royds & Dale-Jones, 2013). They corroborated that there is lack of adequate implementation of policies (Jansen, 2004; Fiske & Ladd, 2006; Mda, 2004; Meier & Hartell, 2009; Mestry, 2014; Sethusha, 2012; Vally & Dalamba, 1999). They supported that there is a pervasive problem with regards to both policy and practice (Carter, 2004). Furthermore, they validated that the ineffective implementation of policies constrained academic progress (Badat & Sayed, 2014; Fiske & Ladd, 2006; Naidoo & Perumal, 2014). Some of these notions are corroborated by the following extracts:

- “If you were to ask teachers about one policy you will get many interpretations and different ways they would implement it and the government is even failing to administer something as simple as academic stats without glitches or they keep asking for the same information over and over.” - Marnus.
- “What is the use when good plans are made but there is no follow through?” - Kristy.

None of the participants shared views on the language policy or that African languages are still marginalized (DBE, 2011; Mda, 2004; Pandor, 2004; Royds & Dale-Jones, 2013). However, the observation made is that languages in schools are not equal (Naidoo, 1996; Mafumo, 2010). It was also that schools are still largely divided based on language, race and ethnicity (Jacklin, 2001).

The critique is that there is not adequate consideration with regards to the different circumstances within the schools which directly or indirectly impact the implementation of policies. It is unrealistic to have a uniform implementation when schools differ with regards to their culture, resources and demographics such as the number of learners, the capacity of staff and the available funds. It is essential, to consider a series of different mitigating circumstances or barriers in each school. These may have a compounding impact on the implementation process. It is essential to have a customized or tailored implementation instead of a generalized intervention. The experiences confirmed that some policies are too broad and failed to identify background challenges specific to the schools (Maringe et al., 2015). This is confirmed by the following extracts:

- “Issues here on the ground are different and not ideal as on paper. If we keep functioning beyond our means then we will not make it. They (government) keep expecting us to produce results but they do not realize that we do not have the same resources as other better performing schools.” - Marnus.
- “Some schools are not doing badly because they want to. It’s because the proper procedures and resources are not in place.” - Elmarie, (Translated).
- “Not all schools have the same needs and obligations. Can the government not take that into consideration before the same demands are made on all schools?” - Kristy.

Therefore, the view of this study is that each disadvantaged school needs to have the enablers that assist them to carry out their respective mandates or to reach their performance targets. Greater flexibility is needed in the implementation of these policies. School authorities need to ensure that that all the implementation of policies remains within the ambits of the prescribed legislation, otherwise deviations would be a constitutional infringement (Badat & Sayed, 2014; Mabasa, 2003; Watson, 2007). This study confirms that policies alone are not effective at promoting the issue of redress as there are still many deprivations (Ball, 2006; Badat & Sayed, 2014; Clark & Linder, 2006;

Fiske & Ladd, 2006; Maringe, Masinire & Nkambule, 2015; Mestry, 2014; Naidoo & Perumal, 2014; Sekete, 2000; Van der Berg et al., 2011). As a result, the policies need to be accompanied by corroborating action. This is aligned with the assertion that change in policies alone has been unsuccessful in preparing schools to deal with educational demands such as diversity (Alexander, 2009).

5.10.5 The social impact of lack of parental involvement within disadvantaged schools

The shared experiences of the participants validated that disadvantaged schools mostly have lack parental involvement (Makhanya, 2003; Sethusha, 2012). They corroborated that most of the time their lack of involvement is due to due to extenuating circumstances. The reality is that most of the parents of children in disadvantaged schools are uneducated or illiterate (Harvey, 2008; Mawdsley et al. 2012). The illiteracy implies that they are not able to communicate in English due to poor proficiency (Harvey, 2008; Mawdsley et al., 2012). This disparity in the level of education implies that they are genuinely incapable to assist their children with homework or monitoring school work (Harvey, 2008). It implies that they are not able to comply with most procedures as they do not have any frame of reference (Harvey, 2008). The experiences shared are that the parents are not able to communicate with a white teacher because communication in English poses language barriers (Biesman-Simons, 2010). This is echoed by the assertion that the process of desegregation presents teachers with language barriers when dealing with both parents and learners (Meier & Hartell, 2009). The findings of this study are incongruent with past studies which indicated that middle class parents offered their children with early reading interventions (Comrie, 2004). Most of the learners came from low-income home hence the schools were no fee schools. The economic status of the parents and their illiteracy made it impossible for them to offer that academic guidance. The experiences shared confirmed that most of the parents within disadvantaged schools are mostly poor and unemployed (Harvey, 2008; Mfoloe, 2004). Some of these aspects were corroborated by the following extracts:

- “It is hard for the parents and I to talk to each other. We hardly understand each other. I have to talk to them through another teacher who needs to interpret”- Kristy.
- “There are times I really wish I could speak Setswana especially during school meetings because I miss out on a lot of what is said.”- Elmarie, (Translated).

The implication of the findings is that there needs to be a system in which there is someone who can volunteer as an interpreter so that there is greater understanding between teachers and parents during meetings. This could be done by the teacher through a colleague or community member. Secondly, schools need to introduce efficient after class study sessions in which best learners from the past can serve as facilitators of interactive tutorials and homework sessions. These can substitute the lack of parental supervision. This does not mean parents should abdicate the responsibility of holding their children accountable. Schools need to be innovative and form buddy system groups in which learners can be accountable to each other or offer positive incentives for excellent academic performance. Parents need to be encouraged to attend meetings. The issues of flexibility are essential such as choosing a time that will enable those who are working to attend and have time to travel from work in order to be at the meeting. School meetings need to be at a venue that is accessible to most parents since issues of transportation are applicable to those who stay far way.

5.10.6 Language proficiency within disadvantaged schools and its implications on current practice and future development.

The shared experiences by the sampled teachers validated that some of the learners lacked English proficiency which manifests in the form of poor proficiency, poor reading and poor comprehension (Comrie, 2004; Hoffman, 2008; Royds & Dale-Jones, 2013). The implication was that the learners cannot express their ideas coherently during examinations, they cannot express themselves in English during classroom interactions, social conversations and they were not able to comprehend what they reading in their textbooks. The implication of this was that there is a hindrance towards language

development in learners towards English which is also the main language of teaching and learning in disadvantaged schools (Biesman-Simons, 2010). The fact that they were not able to read earlier in their development means that these learners were not able to comprehend English unlike their counterparts who have better economic circumstances (Comrie, 2004). Furthermore, the shared experiences corroborate that some learners within disadvantaged schools are functionally illiterate (Hoffman, 2008). The sampled teachers validate that being functionally illiterate is due to serious academic backlogs and contributes to further ones (Royds & Dale-Jones, 2013). The corroborating evidence provided by one participant was that learners in grade 3 were not able to write their names and they were unable to read.

- “It is very sad that some of these kids do not have a full picture of what they read in their textbooks.”- Marnus.
- “Some of the learners sometimes talk to me about their family problems but sometimes they are really not able to get their points across. I end up not fully understanding all they are trying to say.”- Ansua.
- “When I first came here to the school it was difficult. They did not understand a word I said. It was really tough but now it is improving for some.” - Kristy.

The experience validated that poor language proficiency may threaten the development of the learners within the school (Hoffman, 2008). It also pointed out that it can threaten the development of learners such as limiting them from acquiring further skills and training through higher education (Hoffman, 2008). The sampled teachers views were that that language and education are intertwined (Watson, 2007). Their views validated that the language of teaching and learning impacts on the environment in which that teaching and learning occurs (Biesman-Simons, 2010). Their views validated that competence in English is perceived as a manner of economic and educational advancement (Watson, 2007). The shared experiences are aligned with the perspective that there are controversies and divisions with regards to language policy (DBE, 2011).

The sampled teachers did not necessarily have challenges with the language policy in their schools but some they felt that it was not being implemented with efficiency.

None of the teachers shared any experience with regards to the significance of being taught in mother tongue during the foundation phase. This can be explained by the fact that only one participant taught in that phase. This participant only taught English and like all the other participants did not speak Setswana or Sesotho which are the dominant languages at the sampled school. Despite the lack of a direct assertion, the qualitative evidence brings to focus the validation that there are negative ramifications when learners are not taught in mother tongue during the formative years (Hoffman, 2008; Keating, 2006). This is another fact why their proficiency in a second language like English is poor.

The shared experiences are different from the view that teachers have negative attitudes toward their learners' variety of English (Baseman-Simons, 2010). There was no proof that the sampled teachers used language as a tool to barricade learners (Baseman-Simons, 2010). There was no direct assertion from them linking the use of language and human rights (Watson, 2007). However, the overall qualitative evidence from the study corroborated that some aspects in the schools with regards to language are contravening the constitutional rights of the learners (Badat & Sayed, 2014; Hoffman, 2008). This is the case because not being able to use a language they are competent in compromised their right to education. It is also impacting their access to higher education (Hoffman, 2008). The implication of the findings is that disadvantaged schools need to be innovative in offering extra English lessons. The language teachers need to encourage learners to read books and various literature in both mother tongue and English so that they can improve their vocabulary concurrently. The language teachers need to give learners repeated tasks to write essays in order to improve their ability to express themselves in English.

5.11 The barriers towards an efficient culture of teaching and learning.

The findings of this study outline the barriers towards an efficient culture of teaching and learning as poor academic performance, a largely non-inclusive and uncontextualized process of teacher training and rampant social ills impacting learners.

5.11.1 Poor academic performance.

There was no official and exact quantitative data that could be obtained to substantiate the level academic of achievement in the sampled schools as this is a qualitative study (Badat & Sayed, 2014; Feni & Ntshobane, 2014; Mestry, 2014; Meringue, Masinire & Nkambule, 2015; Mawsdley et al., 2012; Pandor, 2004; Sethusha, 2012). The main aim of the study was not to quantify but it was to assess the independent experiences of the teachers regarding aspects that emerged during the interviews. However, the qualitative information provided by the participants pointed to fluctuating academic performance which varied from below average to above average. The experiences corroborate that there is a need to overcome a deficit in poor academic performance (Ornstein & Levine, 1993).

It is important to remember that there are exceptions. One of the sampled schools is one of the historically top performing disadvantaged schools in the area. This is congruent with past studies that reflected an exception with regards to academic performance (Bipath, 2005; Maringa et al., 2015). The experience of the sampled teacher employed in that school reflected that not all the characteristics of exceptional academic excellence outlined in the reviewed literature were applicable in that school. Rather, the outcome from the experience is that those characteristics are variable. The aspects that she corroborated for their success in academic performance were the following: a) having high expectations for academic performance; b) dedication and discipline among learners and c) quality teaching (Bypath, 2005; Maringe et al., 2015). The implication is that it is not necessarily the case that there are no administrative and management challenges but rather that are being mitigated better (Bipath, 2005; Maringe et al., 2015). None of the sampled teachers reported having low expectations with regards to the academic

performance of their learners which different from some past studies (Barnes, 2006; Badat & Sayed, 2014; Jansen, 2011).

The experiences corroborated that there is a smaller quantity of learners in disadvantaged schools who are passing the National Senior Certificate (NSC) or achieving bachelors pass which assures university entry (Clarke, 2011). The implication of this finding was that even if the learners pass, they are not passing high enough to enter university (Badat & Sayed, 2014; Feni & Ntshobane, 2014; Mestry, 2014).

The sampled teachers shared a unique experience which is not on any past studies. The asserted that there is new age-cohort approach which has been implemented by the Department of Basic Education which makes it mandatory for teachers to promote learners to the next grade even if they have failed. Including learners in Grade 12. The provided description was that the intention was that learners should be more or less in the same grade as peers in the same age group. Most of the sampled teachers are unhappy about such an approach. They perceive it as not solving the root cause of under-performance within schools. The evidence from the findings suggested that promoting poorly performing learners had the potential of bringing down the average pass rate of some grades including the matric pass rate because the cycle of bad academic performance repeated itself. The implication was teachers in the higher grades of primary school and those in secondary schools (which constituted the majority of the participants) inherit learners with learning gaps or poor competency with regards to subject content and poor English proficiency. The view was that this is creating a vicious cycle for most of the learners in those schools. Some of these assertions are captured by the following extracts.

- “It is really sad to see a learner doing their level best but to keep failing. Some are naughty but some are really doing their part. ” - Ansua.

- “Our school starts much earlier than most schools at 07:30 and comes out around 4pm. There are also compulsory afternoon classes on weekends. These are some of the reasons that make us perform well.” - Elmarie.
- “Our matric results dropped a lot last year and we got into trouble. I cannot point to one specific thing I say this is why it - happened.” - Marnus.

5.11.2 A largely non-inclusive and uncontextualised teacher training.

The experiences of the sampled teachers corroborate that there is a need to implement the good practice of reflecting on student teachers’ experiences and biographies during the process of recruitment and selection (Moletsane et al., 2004). The experiences also validate the need to replicate the good practice of placing white student teachers in black township schools during teaching practice (Moletsane et al., 2004). Overall, that teacher training needs to be improved and that there needs to be a better job-fit and other compatibilities (DBE, 2011; Moletsane et al., 2004; Wolhuter et al., 2012).

The experiences confirm the need to curb wrong classroom discipline (Bipath, 2005; Hoffman, 2008; Maringe et al., 2015; Padhy et al., 2015). The overlapping aspect with a previous section of the chapter is with regards to teacher training. There has already been an establishment that logistical challenges and other challenges which prevent white students from accessing placement in disadvantaged schools need to be resolved (Hemson, 2006).

5.11. 3 Rampant Social ills impacting learners.

The Participants experienced the following with regards to social ills:

- “In the last 12 years I have seen many girls get pregnant and then leaving school never to come back. What future do they have when that happens?” – Ansua.
- “I am not a psychologist but it is not difficult to see when a young child has emotional problems. I suspect that there are some little girls and boys in my class who are being molested.” - Kristy.

- “Just recently a boy lost his mother. We collected the money for the funeral. That lady you saw me with earlier was just here to collect it because we wanted to do something.” - Nadine.

The shared experience is that is the types of social ills listed per school are not exhaustive. They differ from learner to learner or they differ from school to school. The examples that emerged were not having sanitary pads for some impoverished female learners. The experience shared by sampled teachers validate the occurrence of teenage pregnancy in the sampled schools except the primacy schools (Comrie, 2004). This is due to the fact that learners in primary schools are largely pre-pubescent or physically incapable to conceive. However, the exact number of those who fall pregnant was estimated to between 7 to 14 girls a year and an unspecified amount of them quitting school never returned. The experiences have validated that there are cases of suspected sexual abuse in the sampled schools (Back et al., 2011; Comrie, 2004; Milestone et al., 2004). The experience also validates the occurrence of physical abuse, emotional abuse and neglect (Back et al., 2011; Comrie, 2004; Moletsane et al., 2004).

Participants shared that there is a high prevalence of poverty (Comrie, 2004; Moletsane et al., 2004). They also shared that there are learners who are walking long distances just to get to school (Harvey, 2008; Hunter, 2010; Velaphi, 2013). As well as learners who are dropping out (DBE, 2011), who encounter rampant malnutrition (Hoffman, 2008), as well as high prospects of unemployment and not entering university of learners after completing school (Bipath, 2005; Hoffman, 2008; Maringe et al., 2015).

The experiences of the sampled teachers corroborate that there is lack of diverse early intervention programmes (Comrie, 2004). They validate the presence of petty theft of personal belongings (two cell phones) as well as serious theft of valuables such as computers stolen from two schools (Comrie, 2004; Hoffman, 2008; Mestry, 2014). The experiences validate that there were initial fears of crime such as being hijacked or being robbed which dissipated with time (Comrie, 2004; Hoffman, 2008; Mestry, 2014). The

findings indicated that gangs and violence were mostly outside the school (Comrie, 2004; Hoffman, 2008; Mestry, 2014). HIV/Aids did not emerge directly from the share experiences. It emerged that a lot of learners are orphans being either raised by extended family, foster parents or mostly by grandparents. (Moletsane et al., 2004). Some of this is corroborated by the following extracts:

- “Some of these learners cannot relate that I am in my 40’s and both my parents are still alive. Most of them do not have parents due to death. They are being raised by an auntie or gogo.” - Ansua.
- “For some of these learners, they are the first ones to attempt to finish a matric in their family. It is something incomprehensible if one is not aware of the serious of the lack they come from.” - Elmarie, (Translated).
-

The shared experience of the sampled teachers validate that some learners experienced learning difficulties, attention problems and that some have special educational needs (Comrie, 2004; Royds & Dale-Jones, 2013). Despite this, most remained unidentified or not refereed for remedial education. This was due to lack of resources and lack of access to essential services. The implication is that there needs to be a realization that social ills are intertwined with the lives of most learners due to poverty. There is a need to formally track and trace the prevalence of these both at district and provincial level. This will enable planning for community based interventions and awareness drives in the areas worst affected. It will also be helpful to establish inter-departmental or inter-sectoral partnerships. The various departments and sectors with overlapping mandates need to come together in order to collaborate. Disadvantaged schools need to have a referral system to refer learners to professionals such as educational psychologists who can do assessment tests and make recommendations for remedial action. This is aligned with the assertion that they also need access to social workers and psychologist in order to curb emotional problems in schools (Comrie, 2004).

6. The positive highlights and accomplishments experienced within disadvantaged schools.

This section integrates the experiences of the participants and it aligns them to the insights from the reviewed literature, in order to respond to the third aim of the research. The aim addresses what are the positive highlights or accomplishments the teachers experienced while teaching in a disadvantaged schools. The verbatim extracts of the sampled participants have been inserted where relevant to ground the lived experiences in line with the principles of IPA.

The shared experiences confirm that there are various factors that influence choosing teaching. The relevant ones for the sampled teachers were family and friends (Padhy et al., 2015; Shumba & Naong, 2012). For example, one of the participants was home schooled and she attributed this to her desire to work with children. Aspects that were not significant towards the sampled teachers were financial aspects of teaching and the diminishing social status of teaching (Padhy et al., 2015). The experiences validate that the sampled teachers had an openness to choose teaching as a career path and it was assessed by them as potentially fulfilling to work with learners (Padhy et al., 2015).

The shared experiences corroborate the importance of volunteering in local schools and tutoring learners, as one participant volunteered and tutored (Padhy et al., 2015). The experiences also corroborated that exposure or field experience with diverse communities does diminish stereotypes and potential discriminatory attitudes (Ladson-Billings, 2000). The experiences substantiate that lack of training in matters of diversity and the lack of adequate support from the education system were perceived as disadvantages by the sampled teachers (Biesman-Simons, 2010). However there was incongruence with regards to having low expectations (Padhy et al., 2015). Instead sampled participants had high expectation with regards to the following aspects: caring and helping learners; having sensible workload; having enough professional responsibility; having enough time for parenting or family life as well as finding the work intellectual challenging (Padhy et al., 2015). The experiences confirm that there are concerns about discipline (Padhy et al., 2015). The unique aspects that emerged from

this study and not in any other were the following: fulfilling multiple roles and a desire to leave behind a legacy.

- “I do more than one thing. I am an HOD, then I teach a language, I help with the choir, I do fundraising and I facilitate garden services”- Elmarie (Translated).
- “I love a challenge and teaching foundation phase gives me that. I get to do what I love. Too which is working with kids.” - Kristy.

The highlighted accomplishments are summarized as being promoted to management (deputy principal). The two sampled teachers were acting in management positions (One as a deputy principal and another a head of department). One of them was successful at facilitating an overseas exchange programme. Two were involved in extramural activities (music, drama) and two had an extended long service. The following verbatim extracts indicate some of the experiences:

- “I feel proud that I have been able to work here for this long and I still intend to stay here until my last day.”- Marcus.
- “My work ethic speaks volumes with regards to why I was chosen as a deputy”- Nadine.

7. Aspects deemed essential for an efficient culture of teaching and learning

This section integrates the experiences of the participants and it aligns it to insights from the reviewed literature in order to answer the fourth aim of the research. This aim reflects on which aspects are deemed essential for an efficient culture of teaching and learning. The verbatim extracts of the sampled participants have been inserted where relevant to ground the lived experiences in line with the principles of IPA.

The experiences of the participants are different from the assertion that intrinsic factors are less likely to lead to choosing teaching as a career path than external factors (Padhy et al., 2015). The experiences indicated that both intrinsic and extrinsic aspects are

essential. The extrinsic aspects that emerged from the shared experience were holidays; shorter working hours and more family time. Contrarily, the remuneration was not the sole motivation. Some of these aspects are confirmed by the following verbatim extracts:

- I am at home doing homework with my kids every day. It makes a lot of difference at my house. During the holidays, I can spend time with my kids. My husband does not have that opportunity. I believe that teaching attracts women because women want to spend time with their children. I am not saying it's the only factor that motivated me.”- Nadine.
- “I don't need a lot of money to be happy... Hmmm. All I wanna do is teach my children. Even if I move and I get married I will still find the nearest disadvantage school because I feel I make the greatest difference in such a school.”- Kristy.
- “Because of the holidays I have time for my kids. I am there at home for them. I look forward to relaxing but sometimes I have extra classes to give.”- Ansua.

The experiences point to the variability of personal preferences. The additional intrinsic pursuits were the following: acting in honesty and integrity; having emotional connectedness or rewarding social relationships with learners and colleagues ; a sense of adding value; having perseverance and patience to endure hard times; going an extra mile, being accountable, and being assertive with regards to implementing class discipline. The confirmation of some of these is offered by the following verbatim extracts:

- “I believe teachers need to have integrity and be accountable and it starts with honoring teaching time”.- Kristy.
- “One needs to have a certain type of temperament to be here. If you do not have thick skin you will leave very quickly.” - Elmarie (Translated).”

The experiences outlined some aspects which are a more existential in nature rather than needs-based. There was a need to experiencing career growth; confronting myths

or negative social thought shaping a future generation and leaving behind a legacy. The following verbatim extracts are a confirmation of two of them:

- “I am shaping a future generation. These learners that I am teaching are future leaders. So it’s a huge responsibility.” - Ansua.
- “One tries to leave behind a legacy.” - Elmarie.

8. Limitations of the Study

The variable responses make the findings not feasible to generalize without caution towards the general South African context. The gender parity also means that the findings are skewed to being more applicable to female teachers than to male teachers. However, they might be relative as there is a higher proportion of females than males in the teaching profession.

The subjective nature of personal experiences means that the experiences might differ from person to person and from context to context. The subjectivity is also a challenge as it leaves the potential for participants to mold their responses without much detection. Either to avoid being associated with negative emotions through censoring their responses or in order to appear in a better light. The sensitivity around the issue of race implies that participants might have held back from answering in certain way, especially if they deem the answer would be perceived as controversial.

Finally, the demonstrative nature of the methodology and applying it when writing the thesis makes it impossible to be brief and concise. As a result the thesis is lengthy.

9. Personal Reflections

The research process has re-emphasized the importance of establishing good rapport and letting participants to speak the language they are most comfortable in. It gave me a lot of in-depth knowledge about what is happening at class room level. The interaction with the literature heightened my awareness to how many structural and strategic flaws

exist in the current education system. The research process made me reflect at my own past experiences within a disadvantaged school. I spent the first 6 years of my schooling until I was 13 years old in a disadvantaged school. One of the sampled schools was the school I attended from grade 1 to grade 4 and I was one of the top learners there. This happened by pure coincidence after obtaining a referral. The reflective journals used for the research was useful in helping me reflect objectively and ensure that I am not biased in any manner or that I am not selective in my analysis and reporting. Through the journal I reflected on that time with sadness. Literally 18 years later, the conditions and the impact of psychosocial challenges are largely the same. I felt a deep sense of guilt since most of my peers and subsequently their children are in these schools. I reflected on how different my life would have turned out had I been handed a different set of circumstances. I was one of the fortunate ones who ended up migrating to a formerly white public school from the secondary school level but I can still identify with my roots or where I come from. Unbeknown to the sampled teachers, they all kept referring to my alma mater saying we do not have resources such as “X school” (name of the secondary school withheld for confidentiality). This school is one of the sought-after schools in the city. My greatest sadness is that there are learners with great aptitude and motivation but their future is at stake as all the odds are against them due to the many barriers they face. The literature has demonstrated that most of the matric pupils from these schools do not obtain marks sufficient for university entry. However, my heart was filled with the greatest admiration for all the sampled teachers who were going beyond the call of duty or going an extra mile. The time I spent with them really proved that they are fully committed to the progress of the learners despite all the hurdles.

The most demanding part of the thesis for me was the transcription process. It is very complex and time consuming. It required a lot of patience and re-reading in order to code and the cluster of the themes. The second most challenging part was the analysis of data and the integration of all aspects. The research process has highlighted the importance of being self-driven and motivated and the importance of choosing a topic one enjoys. Lastly, the research process has made me appreciate and reflect on the great impact a positive relationship makes between a researcher and the research supervisor.

10. Recommendations

There needs to be committee or forum to brainstorm and develop a national policy on desegregation. It should operate in a collaborative effort. It should include experts and consultants in the field of education, law and languages. It should also include internal stakeholders such as the teachers and external stakeholders such as the parents since they have relevant knowledge on the issues at grass root level. The various policy needs to be re-submitted for comments and recommendations from the public so that it does not just seem like they are handed down from above without much consideration. These comments and recommendations would enable the forum to better highlight the strengths and weaknesses of the desegregation of education. These comments and recommendations may also serve as a template for suggesting the necessary amendments before the policy is sent to the legislature or the cabinet for consideration.

There is a need for the Department to fund research and development projects which will focus on diverse issues within the desegregation of education in South Africa. The research can focus on a determined scope such as investigating the following topics aligned to desegregation just as an example. It could investigate the effective ways to demystify disadvantaged school among white teachers; it could analyze alternative modes of funding for the education system or it could assess more inefficient ways to improve the deteriorating image of teaching among other issues. Issues around the language policy specifically with regards to mother tongue instruction need to be addressed as they are intertwined with the dismal academic performance of disadvantaged schools.

There needs to be more contextualization of the education system. There needs to be a review or restructuring of teacher training. The teacher training needs to incorporate multi-cultural aspects. The change also needs to include aspects of the curriculum as well as the educational material. The practice of placing white student teachers in disadvantaged schools should be made more rampant and the logistical challenges or the fears that prevent their placement in such schools need to be curbed. Most importantly participation or placement should be voluntary so that there is some level of commitment and willingness from the white student teachers.

11. Conclusion

If South Africa is to be a beacon of hope and to uphold being a non-racial country which celebrates unity in diversity, then the desegregation of education needs to be seen as a priority instead of an issue on the periphery. If the youth is the future of South Africa, then the nation is failing the youth dismally by not equipping it for the future. The implication is that South Africa as a society is in need of educated and economically active citizens. Most of the youth is being failed because the very institutions they are taught in are not optimally conducive for their learning. The well documented experiences of the sampled teachers have highlighted the perplexing and demanding career path of being a minority in a disadvantaged school. It has outlined the lived experiences in terms of the historical, psychological and sociopolitical context as well as through the theoretical framework conceptualizing desegregation. The aims of the study could not just be answered in a yes or no fashion, but they needed to be substantiated in an in-depth critical analysis of the findings. Based on the aims of the study, the outcomes corroborate that participants have variable experiences with regards to the process of desegregation. There is a sense of contentment and feeling part of the school but the transition has not occurred without trial and error or without challenges. The outcomes of the experiences also confirm that desegregation is a complex process with many barriers and that it is competing with other pressing social needs. It outlines that working in a disadvantaged school is not a choice that should not be taken lightly as it has many extra demands and it requires patience and a lot of perseverance. It outlines the shortcomings of the Department of Basic Education and the government regarding policy issues and issues of teacher training among others. These experiences substantiate that there is still a long way, before equity and redress are fulfilled within the South African education system. The overall findings denote that the participants have variable duration of work experience within the disadvantaged schools. There were some common and different experiences as experiences are variable or subjective in their nature. The experiences had positive and negative aspects as outlined in the discussion. The overall findings outlined that the participants encountered diverse barriers towards the process of teaching and learning. They experience these barriers as incapacitating the education process. The overall findings substantiate that a high level of motivation and commitment are essential among other positive aspects that served as intrinsic and extrinsic motivations. The teachers

have variable positive highlights and accomplishments. The experiences denoted that is a need to resolve the diverse barriers As such this study has succeeded in addressing its aims and addressing its questions. It has demonstrated that the experiences of white teachers as minorities in is impacted at varying levels by issues around staff composition; race relations; racial identity; culture; the level of adjustment; the relationship with management, staff and learners; various perspectives on desegregation as well as the theoretical aspects. It has demonstrated that teachers experiences major obstacles towards the day to day process of teaching and learning. These were attributed but not limited to the resources, the infrastructure, the quality of education, the curriculum, policies, language proficiency, parental involvement, academic performance, teacher training and social ills. The study has outlined aspects that are deemed essential for an efficient culture of teaching and learning. It has highlighted the positive highlights and some accomplishments the teachers experienced while they taught in disadvantaged schools. The success of this country to an extent is dependent on teachers. It is dependent on all in it to work together. It depends on all the spheres of diversity joining its hands in order to make this country to move forward. .

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Appendices

Appendix 1: The type of questions deemed as helpful and unhelpful during IPA interviews

Helpful Ones	
Type of question	Example
Descriptive	<i>Please could you tell me about your experience in the teaching profession?</i>
Narrative	Could you please tell me about what are some of the things that have happened in your life that motivated you to pursue a career in teaching?
Structural	What are your thoughts about the system of education or its policies in South Africa?
Contrast	What are the positives and negatives of teaching in a previously disadvantaged school?
Evaluative	How do you feel about teacher training in south Africa?
Circular	How do you feel the principal and staff at your school treat you?
Comparative	How do you think your teaching experience will be if you currently taught in a former model c school or in suburb school?
Prompts	Can you please elaborate more about what you just said?
Probes	What do you mean when you say "race"?
Unhelpful Ones	
Type of question	Example
Over-Empathic	I can imagine working in a previously disadvantaged school has a heavy toll on you-is that right?
Manipulative	The fact that black parents prefer white teachers means that they are better. Is that not right?
Leading	Do you face reverse racism u?
Closed	Do you see yourself continuing to working here then?

Appendix 2: Consent for participation

RHODES UNIVERSITY - DEPARTMENT OF PSYCHOLOGY AGREEMENT BETWEEN STUDENT RESEARCHER AND RESEARCH PARTICIPANT

I _____ agree to participate in the research project of Tumi Seane on white teachers in historically disadvantaged schools and the experiences of their integration and conditions in their schools.

I understand that:

1. The researcher is a student conducting the research as part of the requirements for a Master's degree at Rhodes University. The researcher may be contacted on 0725975810 or Seville.seane@gmail.com. The research project has been approved by the relevant ethics committee(s), and is under the supervision of Mr Jan Knoetze in the Psychology Department at Rhodes University, who may be contacted on 046 603 8344 or j.knoetze@ru.ac.za

2. The study aims to study the following:

- a) What are your experiences as a racial minority with regards to teaching in previously disadvantaged schools?
- b) What do you experience as major obstacles towards the day to day teaching and learning?
- c) What are the positive highlights or accomplishments have you experienced while teaching in previously disadvantaged schools?
- d) What aspects do you deem essential for an efficient culture of teaching and learning?

3. My participation will involve an interview for the duration of approximately 45-55 minutes.

4. I may be asked to answer questions of a personal nature, but I can choose not to answer any questions about aspects of my life which I am not willing to disclose.

5. I am invited to voice to the researcher any concerns I have about my participation in the study, or consequences I may experience as a result of my participation, and to have these addressed to my satisfaction. A counselling centre may be contacted for further support on 046 603 7070 (telephone)

6. I am free to withdraw from the study at any time – however I commit myself to full participation unless some unusual circumstances occur, or I have concerns about my participation which I did not originally anticipate.

7. The report on the project may contain information about my personal experiences, attitudes and behaviours, but that the report will be designed in such a way that it will not be possible to be identified by the general reader.

Signed on (Date): Participant: _____ Researcher: _____

Biographical and background information (Only for contextual purposes, No real names will be used)

Name	
Surname	
Gender	
Age	
Cell number	
Email address	
Home language	
Highest qualification	
Training institution	
Year training completed/graduation	
Number of years teaching	
Gradees or levels taught	
Majors or focus areas during study (subjects)	
Subjects taught in the past	
Subjects taught currently	
Schools in which you have taught in the past	
Attendance of any educational workshops	
Extra mural activities	
Any middle management position	
Have you ever taught abroad	
Feelings and thoughts about career change	
Feelings and thoughts about the working environment	
Feelings and thoughts about income and benefits	
Feelings and thoughts about distance and time travelled	
Feelings and thoughts about safety and security	
Feelings and thoughts about work-related stress	
Feelings and thoughts about training and development	

Infrastructure and resources

Infrastructure and resources	YES	NO
Electricity		
Adequate water and sanitation facilities		
Adequate telecommunication resources (faxes, computers etc)		
Library		
Computer lab		
Science lab		
Sport grounds		
Play grounds		
School hall		
School minibus		
School kitchen		
Admin block		
Staf toilets		
Parking		
Adequate stationery, books and textbooks		
Adequate teaching resources (chalk, dusters etc)		
Corporate sponsors		
Sponsorship from alumni		
Adequate fundraising activities		

Appendix 3: Consent for audio recording

USE OF AUDIO RECORDING FOR RESEARCH PURPOSES

PERMISSION AND RELEASE FORM

Declaration: <i>(Please initial/tick blocks next to the relevant statements)</i>		
1. The nature of the research and it's the nature of my participation have been explained to me.	verbally	
	In writing	
2. I agree to be interviewed and allow audio- recordings to be made of the interviews.	audiotape	
	videotape	
3. I agree to take part in and allow the audio recordings to be made.	audiotape	
	videotape	
4. The audio recordings may be transcribed	Without conditions	
	Only by the researcher	
	By one or more of the nominated parties	

5.1 I have been informed by the researcher that the audio recordings will be erased once the study is completed and the report has been written.	
5.2 Or I give permission for the audio recordings to be retained after the study and for them to be to be utilized for the following purposes and under the following conditions:	

Signatures:		
Signature of participant		Date
Witnessed by the researcher		

Appendix 4: A guide for interview questions.

8 ABBREVIATED QUESTIONS WITH RELATED SUBTHEMES FOR POSSIBLE PROBING:

1) ADJUSTING TO THE CHANGES IN PREVIOUSLY DISADVANTAGED SCHOOLS: Question 1: What is your experience with regard to adjusting to teaching in a previously disadvantaged school?

- Coping with pressure; work environment; state of education in South African; advantages and disadvantages of teaching in a previously disadvantaged schools; positive and negatives highlights ; barriers to employment

2) DISCRIMINATION ISSUES: Question 2: What are your experiences with being side-lined?

- Stereotypes; Discrimination; Marginalized; Sidelined;

3) RESOURCES ISSUES: Question 3: What is your experience with regard to resources in general?

- Delivery of basic services; Teaching resources; staff or manpower; expertise or competence of the teaching staff; overcrowding in classrooms;

4) DIVERSITY ISSUES: Question 4: What is your experience with regard to interaction of different races?

- Cultural differences; interaction of different races; tolerance, gender discrimination;

5) LEARNERS RELATED ISSUES: Question 5: What is your experience with regards to teaching learners in previously disadvantaged schools?

- Discipline; social ills; level of motivation; language of teaching and learning; pass rates & repeating grades continuously; parental involvement; dropping out; early child development

6) CULTURE OF TEACHING AND LEARNING: Question 6: What is your experience with regards to how the school functions?

- Disruption of school;; school functional or dysfunctional; work ethic (values);

7) TEACHING PROFESSION: Question 7: What is your experience with regards to the positives and negatives of teaching profession?

- Exit the profession?; Positives of teaching profession; negatives in teaching profession; retention; advice to student teachers; teacher training; staff development

8) SCHOOL MANAGEMENT: Question 8: What is your experience with regards to the way the school is managed?

- The principal; Governing body; educational policies?

Appendix 5

Framework for trustworthiness and rigour

Replicated in its entirety: Standing's Critical Framework: a new synthesis of evaluation to guide and Lincoln and Guba 1985, Sandelowski 1986) phenomenological study applying.

	Credibility (Subjective Adequacy Of Data)	Conformability (Checking Interpretation)
Clarity of findings	<ul style="list-style-type: none"> • Prolonged engagement with respondents. • Multiple in-depth interviews. • Respondents' own words used. • Personal history, reflective journal, critical incident analysis. • Consideration of negative findings. 	
Clarity of analysis		<ul style="list-style-type: none"> • Respondent validation of transcripts and themes. • Researcher reflexivity. • Peer review. • Relevant literature applied.
Usefulness of findings	<ul style="list-style-type: none"> • Research aim achieved. • Perceived helpful and unhelpful influences identified. • Matrix model derived from data. • Respondents felt their views and experience had been validated. 	
Suitability of research approach	<ul style="list-style-type: none"> • Respondents' awareness of 'being-in-the-world' assisted as they reflected on experiences. • Respondents' experience spanned four years from beginning student to registered nurse. 	<ul style="list-style-type: none"> • Respondents' 'foreconceptions' basis for thematic analysis. • 'Hermeneutic circle' of 'intersubjective understanding' and 'co-constituted meaning'.
(Annells, 1999)	(Lincoln and Guba, 1985)	

Retrieved from Standing (2009). p 26.

Replicated in its entirety::Assessing trustworthiness and rigour in a hermeneutic criteria:
Heideggerian.(Annells 1999; Sandelowski, 1986)

	Credibility (Subjective Adequacy Of Data)	Conformability (Checking Interpretation)
Clarity of findings	<ul style="list-style-type: none"> • Personal, theoretical and practice influences considered. • Strategic timing of the interviews regarding • Significant milestones. • Overview of nursing programme. • Overview of practice assessments. • Demographic profile: cohort/sample. 	•
Clarity of analysis		<ul style="list-style-type: none"> • Transcript extracts support themes. • Research design, questions and interview guides open to scrutiny.
Usefulness of findings	<ul style="list-style-type: none"> • Potential applications of the Matrix model as an educational tool in clinical decision-making. • Integration of clinical decision-making in nursing curriculum. • Relevance to 'fitness to practice'. 	•
Suitability of research approach	<ul style="list-style-type: none"> • Respondents' experience of 'space' reflected concern to be effective in their chosen clinical context. • Hermeneutic phenomenology evoked insights into students' experience of nurse education. 	<ul style="list-style-type: none"> • Research questions addressed. • Potential audit of interpretations. • Critical framework re: trustworthiness, rigour.
(Annells, 1999)	(Sandelowski, 1986)	

Retrieved from Standing (2009). p 27.

Appendix 6

The approval by the University and the Psychology Department Research Ethics Review Committees.



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RESEARCH PROJECTS AND ETHICS REVIEW COMMITTEE

10 August 2016

Boitumelo Seville Seane
Department of Psychology
RHODES UNIVERSITY
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Dear Boitumelo

ETHICAL CLEARANCE OF PROJECT PSY2015/06

This letter confirms your research proposal with tracking number PSY2015/06 and title, 'Racial minorities teaching in historically disadvantaged schools and the experience of their integration and conditions of their schools: An interpretative phenomenological analysis study', served at the Research Projects and Ethics Review Committee (RPERC) of the Psychology Department of Rhodes University on 25 March 2015. The project has been given ethics clearance.

Please ensure that the RPERC is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'J. Marx'.

Dr Jacquie Marx
CHAIRPERSON OF THE RPERC

Appendix 7

Rough notes of from the research journal and the reflexivity around them

EXAMPLES OF THEMES FROM THE RESEARCH JOURNAL	NOTES TO SELF: POTENTIAL IMPACT
<p>Theme 1: How my lived experiences with regards to interracial dating impacted my overall views with regards to racism, race relations, social cohesion, and integration?</p> <p>Theme 2: How my lived experiences with regards to being in multiracial school or church impacted my overall views? (How that integration or assimilation directly and indirectly impacted my perceptions and views on the topic?)</p> <p>Theme 3: How my lived experiences with regards to having multiracial close friends impacted my overall views? (How that integration or assimilation directly and indirectly impacted my perceptions and views on the topic?)</p> <p>Theme 4: How my lived experiences with regards to being in a course or professional field with a majority of white people impacted my overall views? (How that integration or assimilation directly and indirectly impacted my perceptions and views on the topic?)</p> <p>Theme 5: How my lived experiences with regards to being in two universities with little or no black African staff members? (How that integration or assimilation directly and indirectly impacted my perceptions and views on the topic?)</p> <p>Themes 6: How my experiences with regards to how I probed awkward moments or tense moments in the interviews may have impacted my views?</p> <p>Theme 7: How my lived experiences with regards to being a facilitator of a conflict resolution workshop at Rhodes university between black and whites at Corrie House hostel directly and indirectly impacted my perceptions and views towards race and integration?</p> <p>Theme 8: How my lived experiences with regards to being the first black choir captain</p>	<p>Theme 1: I have had both positive and negative experiences. My relationship with HJ an Indian and WO a white female had a very positive impact and both contributed to my open-minded view towards social cohesion. The negative reaction from family and friends made me aware that there is still a long way to go before aspects of race and integration are optimally achieved in South Africa.</p> <p>Theme 2: I have had both positive and negative experiences. This made me aware that there can be a disconnect between the goals set (“the ideal”) and what is actually happening (“the reality”). The journal helped me to reflect on instances of a “culture shock”. The insight gained from this reflection made me aware of aspects of culture shock that the teachers shared and the differences between what they wished for regarding race relations and integration at different phases of the process.</p> <p>Theme 3: I have had positive experiences. I am in contact with most of them. It may not be as often as before but I get pictures of each of their miles stones such as marriages, kids and updates. This reflection made me aware that I have a view that people should be treated equally based on mutual respect and that people with the same affinity, temperament or interests are bound to click no matter their ethnicity, race or culture is.</p> <p>Theme 4: This reflection made me aware that I have a view that Achieving equity will take time but it does not mean I view whites as the enemy.</p> <p>Theme 5: This reflection made me cognisant that I have a view that there are aspects of institutional racism or fears of reaching out in the older generation (self censorship). They kept saying how different things are for the kids of today when it comes to race relations (but that the parents were the biggest hindrance).</p> <p>Theme 6: I did my best to ensure that the</p>

<p>and class captain of a multiracial class impacted my overall views towards race and integration?</p> <p>Theme 9: How my lived experiences with regards to being a deputy chairperson in a so called white political party impacted my overall views towards race and integration?</p>	<p>participants were not swayed in a particular direction. The probing remained constant in the form of open ended questions instead of leading questions. This reflection reinforced that I have a view that it is important not to stifle debate, different views or opinions.</p> <p>Theme 7: This reflection reinforced that I have a view that it is important to strive towards social justice and objectively when dealing with issues of race and integration.</p> <p>Theme 8: This reflection made me cognisant that I have a view that merit, excellence and talents can pave a way that breaks the glass ceiling. I also reflected on how sad I become when I felt I was perceived as an affirmative action candidate or token with no real expertise in some instances. This insight assisted in understanding the experienced of a male teacher who felt that he was side-lined for some time due to affirmative action. Although we were on the opposite ends the themes of apprehension, anger and doubt were similar.</p> <p>Theme 9: This reflection reinforced that I have a view that racism transcends colour and that blacks can also be racist to other blacks who they perceive to be lenient to whites or in good terms with them. Similarly that white can be racist towards other whites such as the lingering animosity of the Anglo Boer war in some social circles. This insight helped to relate to the experiences of some of the participants with regards to being ostracised from both racial sides (blacks and whites)</p>
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