THE ACADEMIC CHALLENGES EXPERIENCED BY LEARNERS FROM A LOCAL INFORMAL SETTLEMENT ATTENDING A PUBLIC (FORMER MODEL C) SUBURBAN SECONDARY SCHOOL

by

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MINOR DISSERTATION

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
</tbody>
</table>

Chapter One: RATIONALE AND OVERVIEW                                      | 1    |
| 1.1 Introduction                                                        | 1    |
| 1.2 Terminology                                                         | 1    |
| 1.2.1 Informal Settlement                                               | 1    |
| 1.2.2 Former Model C School                                             | 2    |
| 1.2.3 Barriers to Learning                                              | 2    |
| 1.3 Context of the Study                                                | 2    |
| 1.3.1 Poverty                                                          | 4    |
| 1.3.2 Urbanisation                                                      | 5    |
| 1.3.2.1 Informal Settlement                                             | 5    |
| 1.4 Motivation for the Study                                            | 6    |
| 1.5 Conceptual Framework                                                | 8    |
| 1.5.1 Ecosystemic Approach                                              | 8    |
| 1.5.1.1 Systems Theory                                                 | 8    |
| 1.5.1.2 Ecological Theory                                               | 9    |
| 1.5.2 Developmental Approach                                            | 10   |
| 1.5.3 Adolescence                                                       | 12   |
| 1.6 Problem Statement                                                   | 15   |
| 1.7 Research Design and Methodology                                     | 15   |
| 1.8 Division of Chapters                                                | 16   |
| 1.9 Summary                                                             | 16   |

Chapter Two: RESEARCH DESIGN AND METHODOLOGY                              | 17   |
| 2.1 Introduction                                                        | 17   |
| 2.2 Aims of the Research                                                | 17   |
| 2.3 Research Design                                                     | 17   |
2.3.1 Research Paradigm
2.3.2 Research Approach
2.3.3 Research Design

2.4 Research Methodology
2.4.1 Selection of the Site and Participants
   2.4.1.1 The Site
   2.4.1.2 The Participants
   2.4.1.3 Sampling Criteria
   2.4.1.4 Description of Participants

2.4.2 Data Collection
   2.4.2.1 Observations
   2.4.2.2 Projective Techniques - Incomplete Sentences
   2.4.2.3 Interviews

2.4.3 Data Analysis
   2.4.3.1 Data Analysis Approach
      2.4.3.1.1 Qualitative Data Analysis
      2.4.3.1.2 Phenomenological Analysis
   2.4.3.2 Methodology of Data Analysis
      ▪ Incomplete Sentences
      ▪ Interviews

2.5 Trustworthiness

2.6 Ethical Considerations
   2.6.1 Informed Consent
   2.6.2 Permission
   2.6.3 Voluntary Participation
   2.6.4 Researcher Integrity
   2.6.5 Confidentiality and Anonymity
   2.6.6 Feedback

2.7 Summary

Chapter Three: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

3.1 Introduction
3.2 Data Analysis
3.3 Analysis of Incomplete Sentences
3.4 Analysis of Interviews 31
3.5 Discussion of Themes 34
   3.5.1 Theme 1: Learning Challenges 34
   3.5.2 Theme 2: Relationships 37
   3.5.3 Theme 3: Lack of Resources 42
   3.5.4 Theme 4: Family Support 45
3.6 Summary 45

Chapter Four: LITERATURE CONTROL OF DATA ANALYSIS 46
4.1 Introduction 46
4.2 Inclusive Education 46
4.3 Theme 1: Learning Challenges 47
4.4 Theme 2: Relationships 52
4.5 Theme 3: Lack of Resources 56
4.6 Theme 4: Family Support 58
4.7 Summary 61

Chapter Five: CONCLUSIONS, GUIDELINES, RECOMMENDATIONS AND LIMITATIONS OF THE STUDY 62
5.1 Introduction 62
5.2 Conclusions 62
   5.2.1 Theme 1: Learning Challenges 62
   5.2.2 Theme 2: Relationships 64
   5.2.3 Theme 3: Lack of Resources 65
   5.2.4 Theme 4: Family Support 66
5.3 Guidelines to Educators 67
   5.3.1 Theme 1: Learning Challenges 68
   5.3.2 Theme 2: Relationships 68
   5.3.3 Theme 3: Lack of Resources 69
   5.3.4 Theme 4: Family Support 70
5.4 Recommendations 70
   5.4.1 Theme 1: Learning Challenges 70
   5.4.2 Theme 2: Relationships 72
   5.4.3 Theme 3: Lack of Resources 74
   5.4.4 Theme 4: Family Support 75
5.5 Further Research

5.6 Limitations of the Study

5.7 Summary

5.8 References

5.9 Addenda

Addendum 1: Consent Forms
  • Principal
  • Parents
  • Participants

Addendum 2: Interviews
  • Transcript
  • Table of Analysis

Addendum 3: Incomplete Sentences
  • Transcript
  • Table of Analysis

Addendum 4: Table of Themes

Tables

Table 1: Participant 1: Incomplete Sentences

Table 2: Interview 3

Table 3: Grouping of Themes

Table 4: Summary of Themes, Categories and Sub-Categories

Figures

Figure 1: Diagram of Bronfenbrenner's Nested System Of Development

Figure 2: Social Ecological Model of Development – Bronfenbrenner
DECLARATION

I, Barbara Anne Holley, hereby declare that this minor dissertation entitled “The Academic Challenges Experienced by Learners from a Local Informal Settlement Attending a Public (Former Model C) Suburban Secondary School”, submitted in partial completion for the degree Magister Educationis in Educational Psychology, is my own work.

I further declare that all sources used have, to the best of my knowledge, been indicated or acknowledged by means of a comprehensive list of references.

______________________     ____________
BARBARA ANNE HOLLEY             DATE
DEDICATION

This dissertation is dedicated to my husband, Nigel and my children, Shaun and Taryn who have been devoted to me and my journey of learning from the start.

This dissertation is also dedicated to all learners who experience barriers to learning with the wish that they may find the strength and will to overcome.
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ABSTRACT

In spite of notable changes that have been made in education since 1994 in South Africa, many challenges are still being experienced in the education system. Not least of these are the academic challenges experienced by learners from contexts of poverty, and in particular, those who live in informal settlements and who attend public (former model C) suburban secondary schools. Inclusive education, founded upon the principles of human rights, aims to provide equal and quality education to all learners in South Africa. A process of addressing and responding to the diversity of learners, its objective is to reduce exclusion from education, however, many learners either fail to achieve or drop out of the education system altogether. In the changing educational climate, and with limited research in this sector of education being found, the researcher, wished to explore, interpret and describe these academic challenges.

To achieve this, a qualitative approach was chosen with a phenomenological design and a constructivist paradigm. The methodology was selected according to the research question. Data collection was based on semi-structured, conversational interviews and projective techniques, namely, the sentence completion method. The data analysis approach was qualitative in nature. Data from both the interviews and incomplete sentence sets were compared with connections sought between the data. Attention was paid to trustworthiness and ethical considerations in the study.

The results of the study revealed four themes: Learning Challenges; Relationships; Lack of Resources; Family Support. Firstly, the study revealed that learning and academic achievement was of great importance to the participants, secondly, relationships played an important role in learning, thirdly, a lack of resources was a major challenge, and finally, the importance of family support was indicated. Guidelines and recommendations were provided to educators and other learning support professionals in order to support participants and other learners so that they can achieve their potential in school.
CHAPTER 1
RATIONAL AND OVERVIEW

1.1 INTRODUCTION
The education system in South Africa has undergone many notable changes since 1994 when democracy was declared, however it is still faced with challenges. The problems are entrenched in South Africa's history of separate development and the under-development of the education system for certain population groups. Such disparities have been responsible for shaping a differentiated social structure between the country’s various population groups (Moloi, 2005), leaving a legacy that is still being felt in education. According to the South African Schools Act (1996), all learners must be admitted to school, without discrimination. This, together with the Department of Education White Paper on Education and Training, has facilitated the implementation of inclusive education (Landsberg, Kruger, & Nel, 2005).

This study explores challenges to education at this time. Many of South Africa’s youth drop out of the school system early or fail to achieve a senior certificate, in particular, those in impoverished environments (Department of Education, (DoE) 1995). This study focuses on those learners who reside in a local informal settlement and who attend a public (former Model C) suburban secondary school. While these former Model C schools are well-equipped with well qualified and motivated teaching staff, many learners who attend from the local informal settlement either under-achieve or drop out of the system. It is against such a background that the researcher explores these academic challenges.

1.2 TERMINOLOGY
The following key terms with be used in this study:

1.2.1 Informal Settlement
An unplanned, high density urbanised dwelling area consisting of shacks. A lack of basic services and utilities are experienced. These areas are also known as squatter communities.
1.2.2 Former Model C School
Currently known as a public school, a Model C school fell within a system of classifying schools where the parents assumed responsibility for expenditure and teachers over and above the number designated by the central authority (Dekker & Lemmer, 1993), and contributed to the running of the school and decision making through the school governing body. This led to the exclusion of certain learners.

1.2.3 Barriers to Learning
Factors which lead to the inability of the system to accommodate diversity which leads to learning breakdown or which prevent learners from accessing educational provision (Landsberg et al., 2005, p.17). Barriers may be situated within the learner preventing learning and development from taking place (Department of Education, 2008).

1.3 CONTEXT OF THE STUDY
In South Africa, the policy of inclusive education, upheld by the Constitution, has provided the historic bridge between the past of a deeply divided society and the present founded on recognition of human rights. The avowed aim of the Department of Education (DoE) is to provide appropriate education and training to empower all individuals, regardless of disability or barriers, to be effective participants in a democratic society (DoE, 2001). Within a rights based approach, inclusive education is founded on the principles of access to free and compulsory education, particularly in primary schooling; equality, inclusion and non discrimination; and the right to quality education, content and process (United Nations Educational, Scientific and Cultural Organisation {UNESCO}, 2005, p.12). Inclusive education must address barriers of presence, participation and achievement in education (Miles et al. 2003, p.31). Inclusive education is defined by UNESCO (2005) as “a process of addressing and responding to the diversity of learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education” (UNESCO, 2005, p.13). This means that education involves an ongoing search for ways to respond to diversity, learning how to live with difference, and learning from it.
Inclusive education, as endorsed by the United Nations Convention on the Rights of the Child, requires that traditional approaches to education for the disabled be radically changed. However, in economically poorer areas, for example, low socio-economic groups in South Africa, many learners are vulnerable to exclusion in education, not just the disabled (Miles et al. 2003, p.31). African children have historically received unequal and inferior education in South Africa (Sedibe, 2006, p.26), with unequal expenditure and allocation of resources (Abdi, 1955). Apartheid policies have left disparities which are evidenced in poverty-stricken families today (Engelbrecht & Green, 2003, p.19). Therefore, the education legacy includes millions of South Africans who are illiterate and inequalities in educational facilities which have resulted in failure and high drop out rates (DoE, 1995, p.12).

Literature on inclusive education has largely been written by authors who are, firstly, from Western, developed countries and who, secondly, have special education backgrounds. This has resulted in assumptions that are often not relevant to developing contexts, including the South African context, which is a mix of developed and developing economics, and where needs and resources are different from those in the former. Therefore, as suggested above, inclusive education needs to be seen in a wider context of learner communities, and not just in relation to the disabled. The exclusion of learners from the educational sphere in South Africa is often due to contexts of poverty, and translates into the social exclusion of learners (Miles et al. 2003). A broader view of inclusive education adopts a vision of education for all by addressing the full spectrum of needs of all learners, including those who are vulnerable to marginalisation and exclusion (UNESCO, 2005, p.11). It acknowledges that all children and youth can learn and that support is required for all learners at some stage of their educational development. It also acknowledges that all learners have different needs, and that the curriculum content and teaching methodologies must be adapted to meet learners' needs (UNESCO, 2005). It is recognised that the purpose of education is to empower learners in order for them to participate in the learning process as well as contributing to communities and society as empowered individuals (DoE, 2001, p.16), enabling learners to acquire
awareness and skills necessary to take charge of their own life circumstances and shape their destiny (UNESCO, 2005, p.28). To this end, inclusive education holds high expectations for South African learners and their ability to achieve (DoE, Revised National Curriculum, 2002, p.12). However, many children drop out of school before completion, their expectations of opportunities and assistance being replaced instead by obstacles that cannot be overcome. In particular, it is often the children from previously disadvantaged environments who are most affected (United Nations Children’s Fund (UNICEF), 2002, p.7; UNESCO, 2005), a claim supported by well established documentation that children from environments of poverty are “at risk” of school failure and experience high drop out rates in secondary school (Knapp, Shields & Turnbull, 1995, p.770; Guo & Mullan-Harris, 2000, p.431). Despite positive measures that have been put in place to change education and to provide quality education for all in South Africa, Morrow, Panday and Richter (2005) state that large numbers of young people leave the education system without completing secondary school.

1.3.1 Poverty
South Africa is classified as a middle income country, yet most South Africans are poor, with an uneven distribution as more Black people are likely to be poorer than White people (Swartz, de la Rey & Duncan, 2004, p.262). Poverty and inequality have an impact on an individual’s physical and mental well being, for example, people have insufficient food, work long hours and do not have access to heating, water and sanitation. It also leads to the experiencing of the world in different ways and the forming of different kinds of social structures to improve lives (Swartz et al., 2004). Being poor can often be associated with hopelessness as there appears to be little escape from these circumstances. It is often difficult for those from different classes to understand the challenges that exist from one generation to the next that prevent underprivileged classes from changing their circumstances. People in poor environments often feel hopeless, uncertain about their future and alienated from society however, poor people are not necessarily passive victims of their environment, but often have great resilience and competence in the face of difficulties and challenges (Swartz et al., 2004). Since 1994, a
challenge for South Africa has been a rapidly changing society, exacerbating instability among its youth (Bezuidenhout & Joubert, 2003). Change introduces challenges and South African youth are experiencing extreme changes, for example, diversity within the school system, participating in a Eurocentric-modelled schooling system and performing on a skills level for which they are not prepared, and a culture of human rights which is not entrenched in South African society (Bezuidenhout & Joubert, 2003, p. 5). Changes also include the need for individuals to move from rural to urban areas, although not all migration involves rural to urban re-settlement. These changes have impacted on communal life, education and socio-economic areas, and have lead to an increasing incidence of unplanned urbanization and poverty (Landsberg et al., 2005, p.27).

1.3.2 Urbanisation
Urbanisation is a world-wide phenomenon. In South Africa informal settlement environments (referred to as ‘squatter camps’ and ‘squatter communities’) are areas of unplanned, high density living with particular effects on the environment (Van Niekerk & Prins, 2001). Some of these effects include a strain on infrastructures such as transport services, health services and educational facilities (Landsberg et al., 2005, p.29). Review of the literature suggests that the rapid growth of urban centres and the problems associated with them pose many challenges to the individual and society. Educated young Africans who are becoming more Westernised, and who are leaving behind their traditional cultures, are struggling to cope with this fast changing South African society. Those living in the lower socio-economic classes often experience more severe stressors due to poorer coping mechanisms and fewer resources (Van Niekerk & Prins, 2001).

1.3.2.1 Informal Settlements
Urban poor families live in self-constructed shelters in informal settlements, often characterised by poverty, unemployment and a lack of services such as electricity, running water or proper sanitation. The houses are small and built from diverse materials, such as plastic, wood, bricks or corrugated iron (Cross et al. 2005, p.47). Children of the urban poor are often unable to find work,
drop out of school at an early age (Swartz et al., 2004) and often resort to committing crime, taking drugs, running away from home, or becoming street children. Those who do find work mostly do domestic work, remaining in the informal settlement environment. Among the expectations of people living in these urban settlements is the hope of improved educational opportunities for their children (Cross et al., 2005).

Literature has shown that there is a direct link between the cognitive development of a child and his or her environment (Guo & Mullan-Harris, 2000; Pellino, n.d., p.1). Through various mechanisms, children from environments of poverty are affected in their intellectual development. These mechanisms include their physical environment, early cognitive stimulation, and parenting style. Accordingly, cognitive stimulation in the home is an important factor in mediating the effect of poverty on a child’s intellectual development (Guo & Mullan-Harris, 2000, p.9). While literature supports the claim that the child’s home and family environment have a large influence on his or her performance, it also suggests that the school can make a difference if resources and methodologies are managed effectively (van der Berg & Louw, 2006, p.5). To this end, the government has stated that all schools should develop their capacity to provide supportive learning environments in order to accommodate all learners in an inclusive learning environment (DoE, 1997). A major challenge facing education is understanding the complexity of the influences, interactions and interrelationships between the individual learner and multiple other systems, including the broader social context, that are connected to the learner (Landsberg et al., 2005).

1.4 MOTIVATION FOR THE STUDY

From an inclusive education perspective, the challenge for education and training is to provide access to education that is neither discriminatory nor exclusive for any individual or group of individuals. In order to create efficient societies education must ensure meaningful participation of all learners in the economic, social, political and cultural life of communities, thereby producing creative young people who can be innovative in seizing opportunities for themselves (UNESCO, 2005). Education and training should be a life long
pursuit, however, as has been shown, many young people do not complete secondary school education and many enter the ranks of the unemployed - a difficult status to change. Education and skills development are areas of support which offer a key to the future for young people (Morrow et al., 2005, p.15).

The researcher is an educator and intern educational psychologist in a public (former Model C) suburban secondary school, whose interest is in education in an inclusive system wherein all learners have equal access to adequate education. This education should result in individuals learning to participate in a democratic society and the creation of a good standard of living for themselves and their families in the future, whilst enjoying good mental health. Education is a basic right and much has been done since 1994 to improve access and quality of education for all learners, in terms of key legislation and policy, however it still fails some learners. Although former Model C secondary schools are well resourced with well-trained teachers, children who attend these schools, from disadvantaged backgrounds, often fail to cope with the pressures of secondary school life. UNESCO (2005) highlights a key requirement in the implementation of inclusive education - investigating the challenges of children missing out on education or at risk of dropping out (UNESCO, 2005, p.32).

Recent research identified by the researcher includes: the racial integration of learners in former white schools (Machaisa, 2004); the life stories of achievers from informal settlements (Evangelides, 2004); the drop-out rate in township secondary schools (Masitsa, 2006); and informal settlement versus township schools (Mkhombo, 1999). Therefore it has become clear that limited research into the academic challenges of learners who reside in an informal settlement environment and who attend public (former Model C) suburban schools, has been carried out. In this regard, the researcher found a gap in the research which she believes is vital to explore in the light of the changing educational climate in South Africa. Through this minor dissertation the researcher wishes to explore and describe the academic challenges experienced in this context, in order to gain a deeper understanding of
learners’ experiences, in order to provide guidelines to educators and make recommendations to schools, educators and learning support professionals, to assist them in accommodating learners from informal settlement backgrounds. The readership would therefore be educators, educational psychologists and other learning support specialists.

1.5 CONCEPTUAL FRAMEWORK
In order to contextualise this study, the researcher applied a conceptual framework of inclusion and the policy of inclusive education. In addition, an ecosystemic framework provided the researcher with a holistic understanding of the interdependence between the individual and his or her environment and the interrelationships between the wide ranges of different systems which have an influence on the child, for example, the family and the school. Further, the researcher applied the developmental approach.

1.5.1 Ecosystemic Approach
In order to reach an understanding of human behaviour, people cannot be viewed in isolation but need to be understood within a complex system of interdependent interactions, co-operations and counteractions of various systems within larger contexts (Landsberg et al., 2005; Meyer, Moore & Viljoen, 1997; Muuss, 1996). General systems theory suggests that systems consist of subsystems which are, in turn, part of larger systems. Human functioning is therefore studied in terms of interactional patterns within and between systems (Meyer et al., 1997, p.557). In addition, a cybernetics framework shows how the basic principles of processing of information relate to interactional recursive patterns between and within systems (Meyer et al., 1997).

1.5.1.1 Systems Theory
The idea of systems theory is consistent with the ecological perspective of human interaction promoting awareness of the inter-relationships between the components of a system (Kelly as cited in Seedat, Duncan & Lazarus, 2001). A system, whose purpose is to meet the needs of its survival, is self-regulating and operates in relationship to other systems. Each system is part
of a larger set of systems and, is in turn, made up of smaller systems (Donald, Lazarus & Lolwana, 2002). As a result of the interconnectedness of systems, occurrences in one part of the system affect the entire system as do occurrences outside the system (Homan, 2004, p.35). Consequently, consideration can be given to those aspects that influence people’s lives, such as economic, social, structural and physical environment variables. A systems view of development assists in identifying where barriers are located within the education system and/or the broader social, economic and political context. These factors exist on a continuum from internal to external systems factors (Landsberg et al., 2005, p.17). Barriers to learning can be impacted by system factors (Landsberg et al., 2005). The pertinence of systems theory to this study is to gain a deeper understanding of the interaction of factors which impacts individuals and groups within a community and how these can positively or negatively affect the health of the community and its members, resulting in opportunity or risk. A facilitator for change can use this understanding to implement prevention and interventions in a community or group setting (Homan, 2004, p.35), for example, an educational psychologist within a school system.

1.5.1.2 Ecological Theory

Complementary to systems theory is ecological theory, which is based on the interdependence and relationships between different organisms and their physical environment. Ecological psychologists see psychological experience in terms of ‘nesting’, whereby the individual is housed or situated within a surrounding physical environment of which he or she forms the interior boundary (Smith, 1999, p.1). The relationships are seen as a whole with every part as important as the other in sustaining the survival of the whole and ecological balance sustaining the system.

People and systems are better understood when viewed as part of a multi-level, multi-structured, multi-determined social context. This integrated approach demonstrates the mutual adaptation and interdependence of individuals and social structures so that both individual needs and collective needs may work together (Seedat et al., 2001, p.35). Thus, it can be seen,
that the individual is inextricably linked to his or her external environment with the whole presenting a complex hierarchy of inter-nested levels of parts and sub-parts.

The ecology of human development occurs throughout the life course between an active, growing human being and the changing properties of the immediate settings in which the developing person lives. Bronfenbrenner’s bio-ecological framework provides a developmental model consistent with the ecosystemic approach discussed above. This model provides a clear view of problems experienced by learners within a context of the system of relationships that form his or her environment. Bio-ecological theory emphasizes that the child’s own biology is a factor influencing interactions between the immediate and broader environmental systems. The process of development is affected by the relations between these settings and by the larger context in which these settings are embedded, with development being rooted and expressed through behaviour in a particular environment (Muuss, 1996, p.315).

1.5.2 Developmental Approach

In the South African context, it is important to consider the conditions of poverty that may influence the development of the individual, with the larger social context shaping the developmental processes (Dawes & Donald, 2004). Aber, Gephart, Brooks-Gunn and Connell (1997), (as cited in Dawes & Donald, 2004, p.1), define child development as: “the acquisition and growth of the physical, social and emotional competencies required to engage fully in family and society.” This neutral definition is appropriate to use in developing countries, where views of particular competencies may differ from those outlined in textbooks on child development, which are conceptualised from a Western viewpoint (Dawes & Donald, 2004).

Often in the South African context, children and adolescents take on adult roles and responsibilities and pass different developmental milestones. Furthermore, the child’s cognitive development may be context-bound in order for the child to be effective in his or her specific environment. It is
necessary to adopt flexible developmental concepts to facilitate an understanding of the development of learners (Donald et al., 2002, p.87). In this regard, using a transactional model, one can see how critical points in a child’s development within individual-context transactions may influence the course of development by consolidating, modifying or disrupting it. The individual’s development is shaped by previous transactions as well as his or her current situation and context (Dawes & Donald, 2004; Donald et al., 2002). In other words, the dynamic transactions or interactions between the individual and his or her characteristics, as well as the various aspects of the social and physical setting in which the individual is placed, contribute to the essential developmental characteristics of the individual in a contextual fashion (Muuss, 1996).

Bronfenbrenner (1995) has identified that interactions that occur in face-to-face, long-term relationships or proximal interactions, for example, between a mother and child, are the most important in shaping lasting aspects of development (Donald et al., 2002). In this context, effects of relevant interactions and their consequences within a mutual, interdependent person-environment relationship are explored with analyses of existing data indicating that the beliefs of parents, peers, teachers and mentors can exert a powerful influence on the direction and effectiveness of proximal processes, and that such beliefs are subject to change as a function of education (Bronfenbrenner, 1995; Muuss, 1996). This developmental and contextual framework of Bronfenbrenner (cited in Landsberg et al., 2005), more recently named the bio-ecological approach, involves different levels of systems in the child’s context. These levels interact and change over time, due to the child’s maturation and the changing environment. Basic to Bronfenbrenner’s model are four interacting dimensions that have to be considered when understanding child development: person factors; process factors; contexts and time. In addition, Bronfenbrenner identifies four nested systems, illustrated in Figure 1, seen on page 12, in which child development occurs: the mesosystem (the individual); the microsystem (immediate environment, e.g. family); the exosystem (culture); and the macrosystem (the broader
community and society), as well as the chronosystem, which represents time and development (Landsberg et al., 2005, p.81).

Subsequently, Bronfenbrenner’s theory has emphasised the importance of the family-school relationship and the responsibility of this mutual relationship for the learning and development of the child (Landsberg et al., 2005). When looking at difficulties, in particular the academic challenges of learners from informal settlements when learning in public, suburban schools, these should be understood in relation to all the systems, including the individual, the family system, educational structures, patterns of change within society and changes in the child’s immediate context, for example the advent of puberty.

![Diagram of Bronfenbrenner's Nested Systems of Development](image)

Figure 1: Diagram of Bronfenbrenner’s Nested Systems of Development (Landsberg et al., 2005)
The above figure illustrates the four nested systems as discussed in this section.

1.5.3 Adolescence
Adolescence is characterised by hormonal and physical changes and a time when the individual undergoes a change in identity. The adolescents’ social awareness increases and peers become an important part of adolescent life. Inasmuch as there are changes in the hormonal system in the body there are changes in brain development and cognitive processing during this time (Blakemore & Frith, 2005). The brain develops more neural network connections during adolescence. Changes in the brain are shaped and
changed by experiences and sensory input from the environment. Brain
development requires an enriched environment where environmental
experience is important in allowing a general adaptive process to take place
and facilitates organisation of the brain. On the other hand, environmental
deprivation over long periods can lead to intellectual retardation (Blakemore &
Frith, 2005). Under normal circumstances, environmental stimulation is
readily available and this includes interactions and language communication
with other human beings (Blakemore & Frith, 2005).

The frontal cortex changes during adolescence when a process of “fine
tuning” occurs, enabling the individual to develop more self control and higher
levels of executive functioning with the development of the frontal lobes. This
allows individuals to control and co-ordinate their thoughts and behaviour,
direct attention, plan future tasks, inhibit inappropriate behaviour, and keep
more than one thing in mind at a time. Therefore, it is vital that individuals
receive education during this phase as the brain is still developing and is
adaptable and re-organising itself. This leads to greater control and better
planning skills in both academic and social settings. The aims of education
should include strengthening the inner control of individuals, critical thinking
and evaluation, and knowledge of metacognitive skills (Blakemore & Frith,
2005).

Lerner’s theory of developmental contextualism (Muuss, 1996), provides a
framework for understanding adolescent behaviour that emphasises the
function of reciprocal relationships in a changing context. From a postmodern
stance towards development, and in keeping with the ecosystemic
perspective, Lerner’s theory does not attempt to provide universal
generalisations that apply to all children, but rather views human nature as
complex, individual, diverse and unique within multileveled interconnections
between individual and context (Muuss, 1996). Developmental contextualism
is best understood as a reciprocal process in which the environment and
social system influence each other as well as influencing and being
influenced by the individual. The organism and the environment are always
embedded in each other. Steinberg and Hill (as cited in Muuss, 1996), assert
that puberty not only changes the individual but the interactions and communication patterns of the family as well. As adolescent growth occurs within a social context, usually within a family, and expands to include a neighbourhood, school and peers, family is an important factor in an adolescent's development (Gumbiner, 2003).

In South Africa, adolescents are faced with an ethnically and culturally diverse environment. They are not a homogenous group as not all of them grow up in similar environments. Their backgrounds and life circumstances differ and those from low socio-economic backgrounds face many limitations and barriers of circumstance which have an influence on their development (Gouws, Kruger & Burger, 2000; Muuss, 1996). In this study, learners from informal settlements are required to integrate in a school setting that is largely made up of pupils from the middle to upper socio-economic bracket, which could lead to particular challenges.

To conclude, inclusive education policy in South Africa has provided a framework through which all individuals can be given the opportunity to learn at school, in spite of their difficulties or barriers, in an equitable learning environment. However, many learners are failed by the very system that has been designed to assist them; in particular, children from environments of poverty, who have been deeply affected by their disadvantaged backgrounds, and despite attending a public, suburban school, where high standards of teaching and learning are expected, and where resources are comparatively available. Inclusion places a particular emphasis on those groups of learners who are vulnerable and at risk of marginalisation, exclusion or underachievement. Therefore, it is the moral responsibility of educationists to ensure that those at risk groups are carefully monitored and, where necessary, measures put in place to ensure that they
1.6 PROBLEM STATEMENT

The problem statement to be investigated in this study is based on the assumption of the researcher that learners from an informal settlement who attend a public (former Model C) suburban secondary school, experience academic challenges that influence their adaptation to secondary school and school performance. Therefore the aim of this study is to explore, interpret and describe the academic challenges that participants from a local informal settlement experience when learning in a public (former Model C) suburban secondary school, and to provide guidelines to educators based on the findings.

Questions that arise from this argument are:

- What are the academic challenges of learners from informal settlement environments when attending a public (former Model C) suburban secondary school?
- How do the learners experience the school environment?
- How is learning experienced?
- How do the learners adapt to the former Model C secondary school?

1.7 RESEARCH DESIGN AND METHODOLOGY

In order to undertake an in depth-inquiry into participants’ academic challenges and to gain a deeper understanding of their adaptation and experiences, a qualitative approach was adopted (Merriam, 1998), underpinned by a phenomenological design type and interpretive framework. This enabled the researcher to uncover rich data from the lived experience of the participants. Analysis was qualitative with a constant comparative method which enabled the researcher to uncover the essence of the experiences of the participants as well as their shared meanings. The research design and methodology will be discussed in more detail in Chapter Two.
1.8 DIVISION OF CHAPTERS
The study is presented in the following way:

Chapter 1: Rationale and Overview.
Chapter One provided the context of the problem and the motivation for the study, and, thereafter, a conceptual framework.

Chapter 2: Research Design and Methodology.
A detailed explanation of the research strategy and methodology will be provided in Chapter Two that will describe guidelines for the data presentation.

Chapter 3: Data Presentation and Analysis.
Chapter Three will provide the data analysis presentation and analysis.

Chapter 4: Literature Control of Findings.
Chapter Four will present a literature control of the findings.

Chapter 5: Conclusions, Guidelines, Recommendations and, Limitations.
In Chapter Five, conclusions, guidelines and recommendations will be provided based on the findings and literature control.

1.9 SUMMARY
In this chapter, the rationale and background for the study were discussed as well as the conceptual framework and theoretical paradigm of the researcher. The problem statement was presented and a brief overview of the research methodology was given. The next chapter will discuss the research methodology in detail and describe the research process in terms of the research design, selection of the site and participants, data collection tools, data analysis and ethical considerations.
2.1 INTRODUCTION
Chapter One outlined the rationale and background for the study and gave a methodological overview of the study to be conducted. This chapter will provide a description of the research process. The researcher will discuss the aims of the research and provide an overview of the research design and methodology chosen for the implementation of the study, with attention to the sampling procedure, method of data collection and data analysis. Thereafter, the trustworthiness of the study will be explored and finally ethical considerations will be explained.

2.2 AIMS OF THE RESEARCH
The aim of this inquiry is:
a) to explore, interpret and describe the academic challenges that learners from a local informal settlement environment who attend a public (former Model C) suburban secondary school, experience; and

b) to provide guidelines to educators for supporting these learners in order for them to remain present in the school system, to be fully participative and to achieve their full potential.

2.3 RESEARCH DESIGN
Mouton (2001) states that a research design is a blueprint or plan of how the researcher intends conducting the research, based on the anticipated results. In this study, a qualitative approach facilitated the exploration and interpretation of the data and findings within a constructivist/interpretive paradigm, using a phenomenological design. These will be further explained.

2.3.1 Research Paradigm
As a co-creator of meaning, the researcher in this study wished to know more about the participants’ experiences of their academic challenges in school.
She wanted to hear their voices and how they interpreted these experiences. Therefore, a constructivist paradigm or knowledge claim was chosen (Cresswell, 2003). A constructivist paradigm is often combined with an interpretive paradigm (Cresswell, 2003, p.8), which relies on knowledge from the "inside" (Henning, van Rensburg & Smit, 2004; Marshall & Rossman, 1999; Woods, 2006). This philosophical position is interpretive in nature due to its concern with the social world and how it is experienced, interpreted and understood (Cresswell, 2003; Henning et al., 2004; Marshall & Rossman, 1999). Therefore, the research study starts with the point of view of the person or persons participating in the study (Cresswell, 2003). In this study, the participants were learners. The researcher looks for multiple and varied meanings and a complexity of views (Cresswell, 2003). Thus, in this study, an interpretive paradigm allowed the researcher to learn how the participants constructed their experiences through the processes of their actions, intentions, beliefs and feelings (Henning et al., 2004, p.20; Smith, Harre & Van Langenhove, 2005, p.30), interpreted within a specific context, based on the historical and cultural settings of the participants. The researcher attempted to make sense of the meanings the participants constructed of their world through their interaction and engagement with various systems: their school environment, peers, family and broader community (Cresswell, 2003). The researcher wanted to uncover deeper understandings of their experiences of academic challenges based on rich and detailed contextual data (Mason, 1996; Merriam, 1998). As this inquiry was grounded in their lived experiences, participants were provided with the freedom to express themselves and describe their academic challenges.

2.3.2 Research Approach
In this study, the researcher wished to gain a richer and deeper understanding of the participants' experiences of their academic challenges (Denzin & Lincoln, 2000; Henning et al., 2004), therefore a qualitative approach was chosen. Qualitative research involves the methodological and systematic study of socially organised settings in order to formulate and solve a research problem, making sense of narrative data through a process of analysis (Tesch, 1990). A qualitative study is an inquiry of a social or human
problem or phenomena, in a natural setting, allowing for meaning making, in order to gain a deeper understanding of the problem, through interpretation of data; an empirical endeavour which involves the close study of everyday life in diverse social contexts. Mason (1996) suggests that qualitative research should be strategically sound as well as sensitive to the changing context, meaning that flexibility is required. Therefore, qualitative research and its data collection processes need to be sensitive to the social context in which it is gathered (Mason, 1996).

2.3.3 Research Design
Complementary to a qualitative approach is a phenomenological design. Merriam (1998) states that phenomenology underpins all qualitative research with its emphasis on experience and interpretation. The aim of such an approach is to develop and clarify the meaning of the everyday experience of people (Thomas, 2003), through interpretation and the discovery of common themes (Tesch, 1990, p.67). In this study, a phenomenological design, with an emphasis on the lived experiences of the participants, was used. This study was concerned with extracting the essence of the lived experience of the participants by looking at their shared or common experiences, through their unique descriptions (Cresswell, 2003; Hunter, 2004; Merriam, 1998; Marshall & Rossman, 1999; Patton, 2002), of the academic challenges faced when attending a public (former Model C) suburban secondary school. Phenomenology is concerned with interpretation of meaning without prior assumptions. This inductive approach is data-driven with its point of departure the raw data. The researcher becomes an ‘insider’ and is immersed in the private world of each individual participant, as was the case in this study. The researcher then makes sense of the data in order to address the research question. It is therefore important to avoid prior assumptions in order to reduce bias. In this regard, the researcher attempted to put aside her own personal experiences and beliefs which may have contaminated her understanding of the phenomenon being explored, in order to direct her mind toward that which was being described, obtaining a pure description of the phenomenon (Hunter, 2004; Viney & King, 2003). This is also known as ‘bracketing’ of experiences (Cresswell, 2003; Tesch, 1990). The researcher
sought to discover that which the experience of the participants gave through their descriptions (Patton, 2002, p.107), rather than her presuppositions or intellectual understanding of the phenomenon (Viney & King, 2003, p.389). This was achieved by remaining close to the data when reading, listening to and interpreting it.

2.4 RESEARCH METHODOLOGY
The research methodology focuses on the research process and the tools and procedures that will be used in carrying out the research (Mouton, 2001, p.55). The researcher needs to think about the value particular methods will have in a given study, and the ‘goodness of fit’ of the methods in producing data and findings that will reflect the research question and suit the research aims (Henning et al., 2004, p.36). The qualitative methods used are resources or tools that enable the researcher to make sense of aspects of social life as well as a method of critical thinking (Mason, 1996). In this section, the researcher will look at data collection and describe the site selection, selection of participants, sampling criteria and data collection methods, including observations, interviews and projective techniques. Thereafter, the data analysis process will be described.

2.4.1 Selection of the Site and Participants
The selection of the site and participants will be discussed below.

2.4.1.1 The Site
For the purposes of this study the site was a public (former Model C) suburban secondary school, chosen because it facilitated a number of children who lived in a local informal settlement and therefore provided the researcher with rich data.

2.4.1.2 The Participants
The researcher selected the participants purposively according to certain criteria which allowed for the identification of information-rich data. Participants included in the study were those learners who resided in the local informal settlement and who attended the public (former Model C) suburban
secondary school. A purposive sample (Merriam, 1998) of boys and girls was selected to participate in this study. The learners selected were between the ages of 13 and 18. Twelve participants were identified, ten agreed to participate and seven participants' data were used in the study.

2.4.1.3 Sampling Criteria
The researcher used the following criteria when selecting participants:

1. Participants were those learners who were attending the public (former Model C) suburban secondary school and were identified as living in the local informal settlement, thereby having experiences relating to the problem question.
2. Participants were between the ages of 13 and 18 years.
3. Participants were able to read, write and speak in English.
4. Participants were willing participants.

2.4.1.4 Description of Participants
Based on the above criteria, the researcher identified twelve possible participants, who lived in the local informal settlement and who attended the school site. Of those possible participants identified, ten agreed to participate. Four participants had attended an informal settlement primary school and the remainder had attended public (former Model C) suburban primary schools. The participants were aged between 13 and 18 years of age. Six girls and four boys agreed to participate. Three participants lived with both their mother and father and six participants lived only with their mother. One participant lived with a guardian. Three participants had experienced the recent loss of a parent. In many cases, the families consisted of extended family members. All participants spoke at least one African language at home and a variety of African languages when communicating with friends and extended family. All participants spoke English. The year marks showed that two learners had achieved above the grade average of 60% whilst the rest had achieved below their grade average of 60%. Data, from seven participants, were used in the study.
2.4.2 Data Collection

Qualitative data is information obtained from individuals about their experiences and opinions. In qualitative data collection, the researcher is the main collection device (Thomas, 2003). In order to carry out this research inquiry, the researcher identified and selected data sources for the purposes of the research (Merriam, 1998, p.70). Data collection was carried out in close proximity to the situation under study, the local setting of the school site, over a period of time. Qualitative data collection was based on informal observations, projective techniques (incomplete sentences) - participants were asked to complete a set of incomplete sentence stems - and interviews. Once collected, the researcher organised then processed the data in order for analysis to take place (Thomas, 2003). Firstly, the incomplete sentences were clarified with participants in a follow-up interview. Secondly, audio tape-recorded interviews were transcribed, and thirdly all the data were tabulated in preparation for analysis. Data reached saturation after six incomplete sentence sets and the third interview, when no new themes emerged.

2.4.2.1 Observations

In this study, the researcher did not perform planned, systematic observations, but rather observed learners informally during data collection. This provided the researcher with knowledge of specific behaviours, attitudes and feelings, which were written up as field notes.

2.4.2.2 Projective Techniques - Incomplete Sentences

Projective techniques are used by psychologists and researchers (Hart, as cited in Knoff, 2003) to obtain data about personality and the individual’s experience of his or her internal and external world (Marshall & Rossman, 1999). Sentence completion techniques have been the most frequently used procedures for personality and attitude assessment. The sentence completion method consists of a number of incomplete sentence stems which an individual completes either orally or in writing (Hart, as cited in Knoff, 2003). In utilising this projective technique in the study, a set of thirty incomplete sentence stems were developed by the researcher with the purpose of learning about the participants’ academic challenges, and to help the
researcher focus the interviews as well as providing corroboration of data. In keeping with the phenomenological approach, the designing of incomplete sentence stems enabled the researcher to explore the experiences of the participants through their own descriptions of their everyday lived experiences. Further clarification of their meanings took place in discussions between the researcher and the participants.

2.4.2.3 Interviews
This study made use of individual person-to-person interviews which were open ended, semi-structured and conversational in nature. They focused on the research problem of academic challenges. The main purpose of an interview is to obtain a special kind of information, that which is on and inside someone else’s mind (insider information). Merriam (1998) states that interviews in qualitative research are open-ended, semi-structured or unstructured, as opposed to making use of a highly structured format, thus enabling the participants to explain their world in their own unique way. This also enables the researcher to be spontaneous in her response to the emerging worldview of the respondent (Merriam, 1998; Woods, 2006).

In this study, interviews took place in the researcher’s office at the school site. The interviews were held during school time and lasted approximately fifteen-to-thirty minutes. The main question focused on gaining insight into the academic challenges of the participants. A schedule of sub-questions was used, however, the researcher allowed for the spontaneous expression of the participants. The interviews were audio tape-recorded in order for analysis to take place later. Participants’ permission to record the interviews was obtained, prior to interviewing.

2.4.3 Data Analysis
Data analysis is the detailed examination of complex data in order to better understand it or to establish the essential features of the data (Tesch, 1990). It is an ongoing process of meaning-making, which involves the converting of transcribed data, through interpretation, into clusters of meaning (Henning et al., 2004) and categorisation of data into patterns, themes and relationships
(Mouton, 2001). In order to firstly examine the data and identify themes and secondly, to establish essential features, the data need to be organised for interpretation to take place (Tesch, 1990). In this regard, the researcher used concept maps, diagrams and tables for organising the data.

2.4.3.1 Data Analysis Approach

Different analysis approaches may be chosen by the researcher. In this study the researcher chose a qualitative approach. Tesch, (1990) identifies ten principles suited to qualitative analysis, briefly described below:

1. Qualitative analysis occurs as soon as the first sets of data are gathered. Through the process of data collection the researcher looks for connections, themes and categories in a continuous process.
2. Data analysis is a systematic and comprehensive process ending once no new insights are found.
3. Analytical notes are drawn up recording the reflective and concrete process.
4. The data are firstly read then divided into smaller, meaningful units.
5. Units of meaning are organised and categorised in an inductive process.
6. Comparisons are used to build and refine categories, to define conceptual similarities and find patterns.
7. Categories remain flexible and may be modified during the analysis.
8. Each analysis process is according to the analyst’s own preference.
9. The process of analysis requires methodological knowledge.
10. The data are merged into a holistic picture from the description of patterns and themes or emerging theory (Tesch, 1990, p.95).

These principles were adhered to by the researcher when undertaking the data analysis process and will be explained in the following section.

2.4.3.1.1 Qualitative Data Analysis

Qualitative research aims to gain insights and meaning into the data which will then constitute the findings of the study. The interpretation of meanings enables the researcher to capture essences of meanings and this is done
through engagement with the text in a process of interpretation. Through a general inductive approach, the primary purpose of which is to allow the researcher’s findings to emerge from dominant or significant themes in the raw data, the meanings of complex data become clearer through the development of categories and themes from the raw data (Thomas, 2003) and result in rich descriptions of those meanings. Comparisons, connections, and classification of the data can then be made, guided by the purpose of the research aims (Henning et al., 2004; Tesch, 1990).

2.4.3.1.2 Phenomenological Analysis
The phenomenological model supports qualitative design and methodologies as it is holistic and looks for the essences of experience (Thomas, 2003) through first person accounts and descriptions in informal conversations and interviews. In this approach the researcher looks at her own personal bias, or becomes aware of her bias, in order to gain clarity of preconceptions (this is known as *epoch* and is the same as bracketing of the researcher's experience) (Merriam, 1998; Patton 2002). Data are examined with all elements having equal weight or value and then clustered into themes in a textural interpretation. A ‘structural description’ is provided as a ‘way of understanding how the participants experience what they experience’. The structural and textural interpretations are integrated to provide a synthesis of meanings and essences of the experience (Patton, 2002, p.486). The method of the data analysis, for this study, is explained below.

2.4.3.2 Methodology Of Data Analysis
The following methods of data analysis were used in this study:

- **Incomplete Sentences**
Seven participants were each given thirty incomplete sentence stems to complete. Once these had been completed, the researcher checked her understanding with each participant in a follow-up interview. Once all the sentence sets had been collected, the researcher read through the sets and then organised the data firstly into concept maps and then into tables in order to start the analysis process. In order to give prominence to revealing and
recurring data, coloured pens and highlighters were used to emphasise the data (Thomas, 2003). The sentences were tabulated for comparative purposes with connections being sought. Next, the data were segmented into groups and as certain patterns were identified, these were coded as brief descriptions next to each sentence (Tesch, 1990). From the codes, categories and subcategories were identified from which themes began to emerge. Main themes were colour coded. Data reached saturation after six incomplete sentence sets.

- **Interviews**

Once the interviews were completed, they were transcribed and the transcriptions read a number of times using one side of the margin for notes. Interviews were then tabulated in order to construct a coding system for analysis. Units of meaning were extracted from the data in the form of codes. Emerging theme titles in the form of key words were identified. The researcher wrote up a memo for each interview, highlighting important themes relating to the problem. As with the incomplete sentence sets, colours and highlighters were used to emphasise data as well as colour coding for main themes. These themes were listed and compared to each other. Common themes were clustered together to form a few major themes (Smith et al., 2005). The researcher collected and analysed data until saturation of data was reached, for example, until no new codes were found. Both sets of data were compared and contrasted. The text was read in detail and categories refined and modified until a number of recurring themes were found. The themes were further refined until four significant themes were selected. Data reached saturation after the third interview.

### 2.5 TRUSTWORTHINESS

In qualitative research, certain strategies can be used to ensure the trustworthiness or truth value of the study. The following constructs of credibility; transferability; dependability; confirmability and how each were applied, are briefly discussed.

Firstly, Schwandt and Halpern (1988) state that credibility is the criterion of the truth value of the study. The credibility of this study was based on the
setting of parameters of where the study was taking place and with whom (Marshall & Rossman, 1999), in this instance, the school site and the participants from a local informal settlement, respectively. The researcher checked her understanding of the data with the participants to corroborate findings (Hoepfl, 1997, p.17) through follow up interviews. Good quality recordings were made with adequate transcripts achieving reliable data (Silverman, 1997).

Secondly, Marshall and Rossman (1999) suggest that transferability of a qualitative study is problematic due to the changing social world although Hoepfl (1997) suggests transferability to other situations can take place, should a degree of similarity exist between the original situation and the new one. Schwandt and Halpern (1988) indicate that thick descriptions enable others who wish to make a transfer a possibility. The qualitative researcher can enhance transferability by thoroughly describing the research context and the assumptions that were central to the research (Trochim, 2006). Therefore transferability is a possibility that exists in relation to this study. Triangulation, which involves using multiple sources, can also be used to enhance a study’s transferability (Marshall & Rossman, 1999, p.194). This strategy was utilised in this study by using multiple participants, projective techniques and interviews as well as a literature survey. Careful documentation was also carried out.

The third and fourth criteria of trustworthiness are dependability and confirmability. Dependability is a criterion of consistency which refers to whether the findings would be consistent if the enquiry were to be reproduced with the same respondents or in a similar context (Krefting, 1991). Again, this is difficult to predict due to the changes in the social context, therefore, procedures should fall within generally accepted practice and be carefully documented (Schwandt & Halpern, 1988). Confirmability is a criterion of neutrality or objectivity. It emphasises that interpretation should be grounded on data and formulated in ways consistent with available data (Schwandt & Halpern, 1988, p.71), which should confirm the general findings of the study.
(Marshall & Rossman, 1999). The researcher attempted to stay close to the data in her analysis.

In addition to the above, an audit trail consisting of the researcher’s preparatory notes, raw data, analysis notes, process and personal notes, tabulations, and diagrams (Hoepfl, 1997), was kept thereby enabling another party to follow the researcher’s process. The researcher’s supervisors reviewed the research process including the proposal, findings, interpretations and recommendations. This assisted the researcher in refining her data further. The researcher, as part of the research process, was aware of the influences of her perceptions and stayed close to the data in order to attempt to obtain neutrality and objectivity.

2.6 ETHICAL CONSIDERATIONS
When conducting research in a school context, professional ethical practice is essential with the rights of individuals a priority (De Vos, 1998, p.24). The following ethical considerations were adhered to in this study.

2.6.1 Informed Consent
In order to receive informed consent, the research aims and process were explained to the participants and informed consent, to participate in the research process, was received from them both verbally and in writing. Participants were informed that they may withdraw at any time during the research process, without penalty. The researcher was sensitive to the principles of human rights and dignity, and the importance of protection of the participants from any harm (Mouton, 2001).

2.6.2 Permission
In order for the research to be conducted, permission was received from the school principal. Written permission was also received from the participants and their parents (see Addendum 1).
2.6.3 Voluntary Participation
Participants were informed that their participation was voluntary and that they had the right to participate to the extent they wished without penalty or consequence.

2.6.4 Researcher Integrity
Researchers should strive to maintain objectivity and integrity when carrying out research. The researcher attempted to adhere to high technical standards with limitations of findings and methodological constraints indicated, accurately representing areas and degrees of expertise, and reporting findings fully, to avoid misrepresentation of results (Mouton, 2001).

2.6.5 Confidentiality and Anonymity
Participants were informed that only the researcher and her supervisors would have access to the information, that information would be confidential, the identity of participants would be protected and names would be omitted or pseudonyms used, if necessary.

2.6.6 Feedback
Feedback will be given to the School principal, in the form of an interview and a written document, and to the learners and their parents, in the form of an interview.

2.7 SUMMARY
In this chapter the researcher discussed the aims of the study and described the design and methodology that was undertaken. The researcher’s paradigm and approach were discussed, with data collection methods, site and participant selection and data analysis techniques explained. Thereafter the trustworthiness of the study was explained and finally, the ethical considerations were presented. Chapter Three will discuss the data analysis process that was followed.
CHAPTER 3
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

3.1 INTRODUCTION
Chapter Two discussed the research design, methodology and analysis adopted by the researcher for this study. This chapter will present and discuss the researcher’s data analysis process and thereafter a discussion of the findings will be provided.

3.2 DATA ANALYSIS
The data analysis proceeded once sufficient data had been collected and clarity obtained. After reading through the data, making notes and writing memoranda, the researcher began the process of analysis by clustering data then organising it into concept maps, lists and thereafter into tables. Inductive methods were used to create meaning of the phenomenon under study. The researcher became immersed in the data as categories and themes emerged from the codes identified from the raw data (Rossman & Rallis, 2003).

3.3 ANALYSIS OF INCOMPLETE SENTENCES
In order to analyse the incomplete sentence sets, the researcher read through each participant’s set of sentences and made notes and drew diagrams. The sentences were then typed up and presented in a tabulated format in order to analyse them. Firstly, all sentences were placed into one table and compared and contrasted. Each sentence was coded and patterns in the completed sentences were observed. Irrelevant data were removed. Lists were made with data of similar meaning clustered together. From the codes, categories, sub-categories and themes were developed. The following is an example of part of the final table from Participant one. The rest of the table can be found in Addendum 3.
### Table 1 – Participant 1: Incomplete Sentences

<table>
<thead>
<tr>
<th>Participant 1 Statement 1-6</th>
<th>Sentence</th>
<th>Sub-Category</th>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 At school I enjoy</td>
<td>Interacting with others and having fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODES</td>
<td>Enjoyment of friendships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 My friends at school</td>
<td>Are very good people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODES</td>
<td>Positive regard for friendships at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 At home my friends</td>
<td>Are very good people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODES</td>
<td>Positive regard for friendships at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 My favourite subjects are</td>
<td>Art, English B.S. because I do well in them and get along with the teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CODES</td>
<td>Preferred subjects due to achievement and positive teacher interactions</td>
<td>Teacher a/b</td>
<td>Interpersonal</td>
<td>Learning relationships</td>
</tr>
<tr>
<td>5 Some of my teachers</td>
<td>Can be really annoying</td>
<td>Teacher a/b</td>
<td>Interpersonal</td>
<td>Relationships</td>
</tr>
<tr>
<td>CODES</td>
<td>Negative teacher interactions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 I sometimes feel sad when</td>
<td>Others tease me or when others eat at break and I don’t</td>
<td>Learner a/b</td>
<td>Inter&amp;Intra</td>
<td>Relationships</td>
</tr>
<tr>
<td>CODES</td>
<td>Feelings of not fitting in – negative peer interactions</td>
<td></td>
<td></td>
<td>Lack resources</td>
</tr>
</tbody>
</table>

**Codes**

a/b = attitudes and behaviour

The above table is an example of the systematic content analysis of the incomplete sentences and a demonstration of how the four themes emerged.

### 3.4 ANALYSIS OF INTERVIEWS

Once the interviews were transcribed, the researcher read through them and made notes, and drew diagrams. From the notes, the researcher wrote up memoranda on each interview. The interviews were then presented in a tabulated format and further analysed, coded and categories and themes discovered. Irrelevant data were carved from the interviews (Tesch, 1990). When comparing and contrasting interviews with incomplete sentence sets, it was found that many of the themes matched however, some new themes
emerged from the interviews. The following is an example of part of interview one in tabulated form. The rest of the interview can be found in Addendum 2.

Table 2 - Interview 3

<table>
<thead>
<tr>
<th>LINE</th>
<th>Raw Data</th>
<th>Code</th>
<th>Sub-Category</th>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R: Thank you for allowing me to interview you.</td>
<td>Lack of Internet access affects learning</td>
<td>Technology</td>
<td>Lack</td>
<td>Lack Resources</td>
</tr>
<tr>
<td>2</td>
<td>What are some of the academic challenges here for you?</td>
<td>Access to resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>L: Well, I think the internet.</td>
<td>Planning and access</td>
<td>Research/ Study skills</td>
<td>Barrier</td>
<td>Learning</td>
</tr>
<tr>
<td>4</td>
<td>R: Okay tell me a bit more about that.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>L: Sometimes they close it so you can't go there.</td>
<td>Lack of time</td>
<td>Research skills</td>
<td>Barrier</td>
<td>Learning</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>R: And then what happens?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>L: And then you have to go to the library and the other day I went there but it was also closed then I had to go to the internet and it was open but mam had to go in 5 minutes so we had to go.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>R: So you didn't have enough time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>L: Yes, mam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>R: So how does that affect your work?</td>
<td>Lack of information</td>
<td>Technology/ Media</td>
<td>Lack</td>
<td>Lack Resources</td>
</tr>
<tr>
<td>15</td>
<td>L: So then I did not have enough information.</td>
<td>Information for projects</td>
<td>Technology/ Media</td>
<td>Lack</td>
<td>Lack Resources</td>
</tr>
<tr>
<td>16</td>
<td>R: Tell me what is important about using the internet. What do you use it for?</td>
<td>Con-sequence of lack of information</td>
<td>Research skills</td>
<td>Barrier</td>
<td>Learning</td>
</tr>
<tr>
<td>18</td>
<td>L: I use it for information for my projects so I can make it easier for me to understand.</td>
<td>Support from friends</td>
<td>Support Interp.</td>
<td></td>
<td>Relationships</td>
</tr>
<tr>
<td>19</td>
<td>20</td>
<td>R: You use it for projects. What happens if you don't get information from the internet?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>L: I have to make my own and then I get low marks.</td>
<td>Support from friends</td>
<td>Support Interp.</td>
<td></td>
<td>Relationships</td>
</tr>
<tr>
<td>23</td>
<td>R: Okay. And if you work in a group?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>L: If we work in a group it helps sometimes because my friend can go to her house and then she can find information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For both incomplete sentence sets and interviews, similar patterns were grouped together into categories and sub-categories, further refined, and then linked with themes, as illustrated in tables 3 and 4 below. Thereafter a summary was made (Table 4).

Table 3 – Grouping of Themes

<table>
<thead>
<tr>
<th>Codes</th>
<th>Sub-Category</th>
<th>Category</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Preferred subjects due to achievement and positive teacher interactions</td>
<td>Teacher a/b Achievement</td>
<td>Academic orientation/ Achievement</td>
<td>Learning Challenges</td>
</tr>
</tbody>
</table>
Table 4 – Summary of Themes, Categories and Sub-categories

<table>
<thead>
<tr>
<th>Theme</th>
<th>Categories</th>
<th>Sub-Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1: Learning</td>
<td>Participants experience barriers to their learning despite their academic and future orientation.</td>
<td>Teacher a/b, Learner a/b, Friendships, Self belief, Further study, Values, Career, Achievement, Barriers: Study skills, Life skills, Research skills, Context, Language</td>
</tr>
<tr>
<td>Theme 2: Relationships</td>
<td>Participants are influenced by both inter and intra personal relationships and look to relationships for support, however they often also have to overcome conflicts in these relationships.</td>
<td>Learner a/b, Teacher a/b, Friendships, Support, Conflict, Self belief</td>
</tr>
<tr>
<td>Theme 3: Resources</td>
<td>Lack of resources affects learning and relationships.</td>
<td>Financial, Food, Transport, Technology/Media</td>
</tr>
<tr>
<td>Theme 4: Family Support</td>
<td>All participants displayed a family orientation.</td>
<td>Support, Lack Support, Context</td>
</tr>
</tbody>
</table>
In this section the process of engagement with data and data analysis was demonstrated in tables 1 to 4. After organising the raw data into categories and sub-categories, patterns emerged revealing four significant themes: Learning Challenges; Relationships; Lack of Resources and Family Support.

3.5 DISCUSSION OF THEMES
The four themes, arising from the research question, will now be discussed.

3.5.1 THEME 1: LEARNING CHALLENGES
The findings of this research study indicate that learning is of great importance to the participants who wish to achieve academically in order to secure a future that they hope will remove them from their current environment of poverty. Findings reveal that learning is viewed by the participants as important, “…I’ve always known that education is very important and you need to build your future …” (I2:L114)\(^1\); a priority, Learning is my main priority (P2:S21)\(^2\), and a privilege, Learning is a privilege to me … (P4:S21). Most participants in this study stated that they wish to study further once they complete school, for example: I would be very happy if I passed school and went on to study further (P2:S12). Participants also indicated that they realise the link between school achievement and their career path as well as the financial aid and support they can receive, when they leave school, for example: I hope to achieve 80% upwards so I can get a sponsor and go to university (P4:S11). The participants see their school education as providing them with an opportunity to develop the skills necessary to study further, thereby realising future achievement in the world of work: “ … in my family I just know that I have to go to school and build a future on education” (I2:L124). Some participants want to support their parents and families: What I want most out of life is to succeed and help my family (P1:S26); others want a better life than that of their parents: The best thing in my life is to have a better future than my parents’ future (P6:S17). However, the findings reveal

\(^1\) I=Interview  
\(^2\) L=Line  
P= Participant  
S= Sentence
that in spite of an academic and a future orientation, participants experience significant challenges that may prevent them from realising their goals, for example, *What is difficult about studying is you can’t take it all in because you are behind in the work or you find it difficult* (P2:S30); *It is very difficult when I get work and it’s due tomorrow even if I don’t understand it* (P6:S9).

With regards to learning, the data revealed that participants enjoy subjects that come easily to them and dislike those subjects and tasks that are difficult for example: *My favourite subjects are Art, English and Business Studies because I do well in them ...* (P1:S4). *My worst subjects are History at the moment because I’m doing quite badly* (P2:S7). This indicates that while the participants recognise the need for academic achievement, they feel it should be an easy process rather than one that is rewarded with rising to and overcoming challenges and succeeding. There is evidence of a lack of a healthy work ethic, for example: *Exams are okay because the exam will be hard but you go home early* (P4:S15) and/or experience of barriers, for example, *Exams are very hard because when the question paper comes I get very confused* (P3:S15). Corresponding to this, participants may lack inner resolve and resourcefulness and experience feelings of frustration when experiencing challenges, for example, *It is very difficult when I try to do something that I do not know* (P3:S9). Although there is an awareness that they are responsible for their learning, for example, *I know I can improve my marks if I study* (P6:S14), this may prove difficult due to learning barriers. In this regard, specific learning barriers identified by learners include inter alia difficulties with attention and concentration, memory, comprehension and language and study skills.

It was reported that during class and study it is often difficult to pay attention, concentrate and apply study skills, for instance, *Most teachers don’t understand that it is difficult to concentrate; and What is difficult about learning is concentrating because sometimes you don’t get to study* (P3:S19&28); *What is difficult about studying is it needs a lot of concentration because it needs to stick to the brain and I lack concentration* (P1:S30). This overall lack of concentration and attention could render the entire learning
process inefficient for participants. In addition, participants reported difficulty with studying for tests and exams: *Exams are very stressing because I really don’t like to study and they determine if I pass or fail* (P1:S15). Other aspects of the learning process that the participants found difficult are skills of time management, planning and organisation, for example, *What is difficult about studying is you sometimes have to do other work* (P3:S30); *Exams are difficult for me because I can’t study until the last moment* (P2:S15).

Furthermore, participants reported that during exams they often forget what they have learned, suggesting that retention and internalising of information is difficult, for example, *Exams are very hard because when the question paper comes I get very confused* (P3:S15). This could also suggest that participants have trouble with interpreting questions and applying knowledge. Participants experience anxiety when being assessed, and especially when having to do oral presentations in class, for example, *I feel nervous/anxious when I write exams or sometimes when I have to go in front of a crowd (presentations)* (P1:S16) and, *I feel nervous/anxious when I have to do something in front of a crowd* (P2:S16), indicating a lack of confidence.

Furthermore, participants have trouble with Afrikaans, with three out of six participants indicating this: *My worst subjects are Afrikaans because I don’t understand Afrikaans…*(P4:S7); *My worst subjects are Afrikaans, Geography, English because sometimes I don’t understand what’s going on* (P6:S7).

According to participants who attended informal settlement or rural primary schools, Afrikaans is not taught in these schools, therefore they encounter this subject for the first time in Grade 8.

Other barriers included difficulty with research skills such as planning, time management, and a lack of information due to a lack of access to technology and research skills. For example, “If you have a project and you don’t have computer and things and sources for information…*(I1:L3); “I have to make my own (information) and then I get low marks” (I3:19). Further barriers include a lack of understanding of content which could be due to language barriers, for instance, *What is difficult about learning is if you don’t understand then it’s helpless to do things* (P6:S28), and study skills: “… because sometimes I read it a hundred times …” (I3:30-32). Teacher attitudes and behaviour can
also contribute to barriers as a lack of support and understanding further exacerbates participants experience of barriers, for example, *Most teachers don’t understand that I don’t have searching resources* (P6:S19). A lack of understanding can create conflict between teachers and participants, *Most teachers don’t understand that I can’t afford many things* (P4:S19) putting further pressure on participants. While some participants indicated that they enjoy group work, others indicated that they do not. Either way, barriers may be evident, for example being too dependent upon the group reduces independent work ethic and a dislike of group work can indicate a lack of social skills. The following are examples: *Working in groups is fun except when you’re in a group you dislike* (P2:S29); *Working in groups can be difficult* (P1:S29); *Working in groups is helping and socialising and discussing* (P3:S29). The participants’ context can also be a barrier, for example, there is little privacy with homes situated close together, so often participants do not have a quiet environment in which to study, “...You can’t tell them, I’m studying, please keep the noise down...” (I2:L24), they experience peer pressure from those who have different educational values and goals, “...You guys are going to school you are wasting your time...” (I2:L99).

In summarising the theme of Learning Challenges, participants view learning as a priority as it will provide them with the possibility of further study and a future in the world of work. However, there are many challenges evident.

### 3.5.2 THEME 2: RELATIONSHIPS

The results of this study suggest that good relationships in school are important to the participants who described school as a social environment where they enjoy interacting with friends: *At school I enjoy interacting with others and having fun* (P1:S1). In contrast, they also described fitting into school as challenging, for example, with regard to resources: *The other learners at school are very different from me; they get information and have privileges* (P6:S23); and fitting in: *I would be very happy if at home we weren’t poor and had more so I can do what other children do like go to movies* (P4:S12). Responses indicate that some participants feel distant and isolated from other learners: *The other learners at school are just a crowd* (P1:S23);
The other learners at school are just there; I don’t really mind them (P2:23). Participants described being teased by others as upsetting and while this aspect of school life occurs to all learners at some stage, the study indicates that it is particularly troublesome to the participants who may experience anxiety as a result: I sometimes feel sad when people pick on other people (P5:S6); I sometimes feel sad when someone teases me (P3:S6).

A lack of financial resources influences both learning and relationships. All participants experience a lack of financial resources, with many parents uneducated and unemployed. Findings show that participants can experience discrimination, feelings of helplessness and poor self worth, for instance: “If you have a project and you don’t have computer and things and sources for information then after people kick you out of the group and then yes…” (I1:L3-7); “I don’t say anything. There is nothing I can do. I just read my quotes. I don’t have information, sources and things” (I1:L17-19). While other children have money for food at break, some participants are unable to make use of the tuck shop: I sometimes feel sad when others tease me or when others eat at break and I don’t (P1:S6); It is very difficult when I don’t get pocket money (P1:S9). They feel that they cannot do what others do, for example go to the cinema at weekends: The other learners at school go to movies and have fun except me (P4:S23). These factors may create a sense of helplessness, anxiety and uncertainty, as well as feelings of exclusion for the participants, affecting relationships. This experience can be especially distressing due to the strong social need of the participants to have good relationships.

When working on projects in groups, participants reported that they often feel excluded because they are perceived as not having anything to contribute to the group. This is because the participants do not have easy access to computers or other resources therefore they often cannot provide information or make material contributions. This can lead to misunderstandings by the group who reject them because they do not understand their difficulties. Feelings of frustration and helplessness by the participants are often the result, for example: Some people in my class don’t understand that I don’t
have sources of getting information if we work together (group work) (P6:S25).

Peer relationships at school can be problematic. The participants feel they cannot talk about their home circumstances for fear of ridicule and judgement, “... no, it’s not really spoken about…” (I2:L184); and they are sometimes hurt by the comments of others in the school: Some people in my class don’t understand that some of us are from different backgrounds and feel insulted by their comments [about informal settlements] (P2:S25). Conversely, one participant described his experience as being a part of two worlds which enables him to “see both sides of life” (I2:L130). Being in a mixed socio-economic school has helped him to realise that not all blacks are poor and this motivates him to transcend his circumstances. In addition, being exposed to schooling in a predominantly middle class school lessens his experience of the divide between cultures: “It is a mixture. I feel that that also builds me – it’s a mixture, its not just let’s say blacks only you know some people say in … that you know only white people can be rich and non white people can’t be rich and things like that so when you are here you see that its all races its how you build your future, it doesn’t depend on your colour and things like that” (I2:L142-148).

However, in spite of this view, a challenge is that of building friendships outside their context. The participants often appear to be on the outside looking in. Their home environment is not discussed due to fear of rejection and they cannot invite others to their homes. This may limit friendships. Although, based on the results of this study, some participants do not feel this limits their learning experience on the one hand, on the other hand, it does inhibit their social experience, for example: “… I’d say it does influence friendships because some friends might want to visit your house and you might have to lie to them so it is restricting on friendships” (I2:L194-197). Importantly, participants do have friends in the school and have developed a friend base and support system with other participants and peers from the informal settlement, who provide each other with a supportive network “...
yes, I have friends here and we do our projects together and we study together” (I2:L67).

In their home context, the participants reported that they have friends who share similar interests, but there is pressure from neighbourhood peers, who have different educational aspirations and values, and who do not attend the same school as the participants, to neglect schoolwork in favour of ‘hanging out’ and having a good time. For instance: “… they see school differently … so when you studying they think you are wasting your time.” (I2:L29). Within the settlement, there is lack of common values regarding education, which creates tension. Participants stated: At home my friends are close with me but do have a negative influence (P2:S3); I study best when there is no disturbance around (at night); (Friends do not disturb) (P1:S27); “Some of them go (to school) from grade 1 to 7 and then they just stay at home … and then they don’t want to go to school anymore” (I1:L91-95).

Teacher relationships were also described as important to the learning process however teacher attitudes and behaviour can be a challenge to the participants, with some experiencing conflict in these relationships. Many participants reported that teachers are helpful, patient and easy to talk to, for example: Some of my teachers are helpful and cheering me up (P6:S5). However, others reported that some teachers display more severe attitudes and behaviour contributing to negative experiences. This can lead to anxiety which negatively impacts on the participants’ experience of learning, for example: My worst subjects are maths because Ms … shout when you ask to explain again (P5:S7). This example could be an indication of frustration as teachers try to accommodate a range of learning abilities in one class. Managing discipline in the classroom, is an increasing challenge for both teachers and participants. A participant stated: Some people in my class don’t understand that teachers are trying to teach but we give them a hard time (P4:S25). In addition, teachers are often unaware of learners from informal settlement contexts or do not understand their context or second language status. This could lead to misunderstandings: Some of my teachers
can be really annoying (P1:S5); Some of my teachers get along with me but there is a few I fight with (P2:S5).

In terms of intrapersonal relationships, it was evident that many participants showed insight into their circumstances and were trying to work through difficulties and overcome challenges, despite their difficulties. For example a participant wrote: My best achievement is being able to sort out my problems (P1:S13). On the other hand, some participants appeared to struggle with feelings of inadequacy and lack assertiveness, for example: I feel nervous/anxious when I have to ask someone something – they may think I am stupid – asking for help is difficult (P4:S16). Supportive relationships are important to participants and many of them access this support from group work, for example, Working in groups is helping, socialising and discussing (P3:S29). Teacher relationships can provide support to participants, however, there are times when teachers appear not to understand their specific challenges, for example, Mrs … does not understand that I need help with maths (P5:S19).

The participants need and enjoy supportive friendships in the school as well as at home: My friends at school are very good people (P1:S2); My friends at home are very good people (P1:S3). Although participants have secured support from others in the same context, a lack on so many levels of, for example, social skills for the diverse school context, and resources needed to be effective in this school context, leave participants feeling helpless and unable to solve problems effectively in school: “… I don’t say anything. There is nothing I can do…” (I1:L17). Teachers are often unaware of the participants’ context and therefore do not provide support, for instance, Most of my teachers don’t understand that I don’t have searching sources; (P6:S19); Most of my teachers don’t understand that I can’t afford many things (P4:S19).

In summary, findings indicate that relationships are important to the participants and while there is evidence of healthy relationships, it is also true that the school experience can be difficult for the participants. They are faced
with many challenges of fitting in with and being accepted by other learners in
the school due to their context. The data shows that some participants
experience self-doubt, however others show insight into their problems and
resilience in attempting to overcome them. Teacher-learner relationships can
foster healthy learning patterns and motivate students while conflict can be a
de-motivating factor causing anxiety. Peer relationships are important as
students learn from each other and can build lasting, supportive friendships.
Nevertheless, challenges arise due to a lack of financial resources, and a lack
of understanding of their circumstances, by others. In spite of these
challenges, some participants report that they have learned from their
inclusive setting and have developed a support base with other learners from
their context.

3.5.3 THEME 3: LACK OF RESOURCES
This study found that due to the low socio-economic status of the participants
resources are usually difficult to attain and this has a significant influence on
participants’ school experience, learning and relationships. This lack includes
financial resources, lack of access to media and electronic media, a lack of
research skills and a lack of basic needs, for example food and transport: It is
very difficult when I have to do a project and I don't have money, resources
are expensive – no access to computer (P4:S9); The hardest thing about
school is that you need to buy a lot of things (P4:S22); “Only my mum can
help me and buy something for school; money if I need books and things but
we are quite many and my mum has to pay for the food and all the things”
(I1:L80-83).

Often essential items of stationery, such as calculators and maths sets, are
unavailable to the participants and should items be lost, replacing them is
impossible. Not having the correct equipment impacts on their ability to learn
in class and teachers become frustrated. This was evident in these
participants’ responses: Most teachers don’t understand that I can’t afford
many things, (P4:S19); It is very difficult when I need something but can’t get
access to it (P2:S9). A lack of resources is a primary challenge and although
the school does provide some resources from their limited budget,
participants often have difficulty, even when they have to use something as readily available as newspapers and magazines, for assignments and projects. The participants expressed that they experience hardship when trying to fit in with others regarding access to material resources: The hardest thing about school is trying to fit in with others (material things and resources) (P2:S22).

In addition to a general lack of resources, most of the participants reported that they found the requirement to carry out research a challenge. This is because, firstly, they do not have access to computer technology at home and, secondly, because they are not proficient in research skills such as searching for information and summarising, for example: “The library is like I don’t have time for getting the books because I didn’t get books when I was young so I didn’t like to read books so it’s difficult for me to go and take books” (I1:L30). Although the school has a computer room and a library, they are often closed when participants try to use them: “Sometimes they close so you can’t get there” (I3:L5). This lack of access and skills can often impact on the assessment outcomes and their overall marks, as well as leading to feelings of anxiety and regret for underachievement, for example: I hope to achieve good marks on my history test because I lost many marks on my Renaissance Project (P7:S11); and I would be very happy if I can get my marks back for history (P7:S12).

There is an Internet Café near the informal settlement but it is expensive to use: Resources are expensive – no access to computer (P4:S9). Participants often experience frustration as time runs out and poor performance in their research assignments brings their marks down considerably, for example; “... in terms of projects .... I have difficulty in sometimes finding information ... having access to computers ...” (I2:L8); “Projects are difficult because you don’t have access to computers and stuff, even if the school does provide - like you can’t spend as much time on the work as if you had your own” (I2:L50-52).
The findings indicate that the participants’ contexts contribute to their many learning challenges, and in particular to a lack in many areas. Parents have received little education and do not always understand the expectations the school system places on their children: “… she [mum] didn’t go to school” (I3:L61). Parents and family cannot always support their children with their educational needs; “… she [sister] doesn’t understand the work …” (I3:L58). The homes in the informal settlement mostly do not have electricity, therefore it is difficult to study when there is no light: “We don’t have electricity … we have paraffin lamps” (I2:L47); What is difficult about learning is study because you can’t study using a candle, the book gets wax on and gets dirty (P5:S28). As the homes are very close together, the neighbourhood can be noisy: “… I also can’t study in like the way I would like to study because where I live there’s a lot of noise” (I2:L11-12), and there are distractions from peers who attend different schools and who do not consider study to be important, as the participants interviewed in this study: “…. everyone just does their own thing … because if I’m studying…. you can’t tell them no, I’m studying, please keep the noise down …” (I2:L22-24). Two other aspects of the participants’ contexts that are challenging are transportation and a lack of food. Transportation is a challenge as most participants come to school by taxi and there are often no taxis or the participants do not have money to pay the taxi fare, for example: It is very difficult when there are no taxis (P5:S9). Some participants reported a lack of food as a challenge: I sometimes feel sad when others tease me or when others eat at break and I don’t (P1:S6). Hunger poses a significant challenge as learners cannot concentrate or perform optimally if they are hungry.

In summary, the data indicate that a lack of material resources, a lack of access to media and technology and weak research skills prove to be a challenge. In addition various aspects of participants’ contexts result in challenges, for example, a lack of electricity, transportation, food, a noisy context and a lack of academic support.
3.5.4 THEME 4: FAMILY SUPPORT

Research findings in this study clearly revealed that support is important with most of the participants citing their families as a vital support system: *The best thing in my life is my family; My family is very supportive* (P1:S17&20). It was found that, for the most part, families praise and encourage their children, giving them hope and reinforcement in their educational endeavours. A number of participants said that they wanted to make their families proud: *What I want most out of life is to make my mom proud* (P3:S26). In contrast, one participant described his experience of family support as lacking: *My family do not give me enough support that they should; What I want most out of life is support from my parents* (P5:S20&26). In some cases parents expect their children to carry out chores before doing homework and other school-related work, which creates challenges: *I study best when my parents aren’t there because then I don’t have to do chores* (P5:S27). Participants seem to feel responsible for providing support to their parents in the future: *What I want most out of life is to succeed and help my family* (P1:26). This could lead to pressure to perform in school, resulting in unrealistic goals and expectations. In terms of academic support it is often difficult for families to provide support for their children as they have not experienced secondary school, for example, “*... she did standard 5 so she never got much education*” (I3:L61).

In summary, it is revealed that family support is important and, if lacking, can be a challenge for the participants. Family support is available in the form of moral support in most cases, but support in terms of academics and understanding of the demands of the school system is often lacking.

3.6 SUMMARY

In this chapter, seven participants, living in a local informal settlement participated in this study by completing thirty incomplete sentence sets and being interviewed. Data from six incomplete sets and three interviews were analysed and discussed with examples of raw data presented. Thereafter, each theme was discussed. Chapter Four will provide a literature control of the data analysis to support these findings.
CHAPTER 4
LITERATURE CONTROL OF DATA ANALYSIS

4.1 INTRODUCTION
Chapter Three discussed the themes that emerged from the data analysis. This chapter will explore the literature in order to verify the findings. The following is an orientation to inclusive education as a foundation for the further exploration of the themes.

4.2 INCLUSIVE EDUCATION
The researcher argued in Chapter One that there continues to be concern with high school failure, repetition and drop out rates, particularly in underprivileged contexts in South Africa. Inclusive education endeavours to support these learners to participate in school life in order to reduce social exclusion and increase healthy participation in society. The Department for International Development in the United Kingdom, (as cited in Miles et al. 2003) advocates that inclusive education should seek to include children on the margins of society, street and working children and excluded minorities.

The Salamanca Statement on Principles, Policy and Practice in Special Needs Education provides a framework for thinking about how to move policy and practice forward. It argues that inclusive schools are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all. It claims that inclusive schools can provide an effective education for the majority of children and improve the efficiency and cost effectiveness of the entire education system (Miles et al. 2003, p.25). An important factor which enables inclusion to work in the classroom is the application of a learner-centred methodology, underpinned by the sound principles of Outcomes Based Education (OBE) which are embedded in the National Curriculum Statement (Muthukrishna, 2000), the foundation of the curriculum in South Africa. The purpose of OBE is to enable all learners to achieve to their maximum ability by setting outcomes to be achieved at the end of the learning process. This practice encourages a learner centred,
constructivist and activity-based approach to education. In spite of this, however, as has been debated, the system still fails some learners who continue to experience vast academic challenges with far-reaching consequences. Within this framework, the themes are now discussed.

4.3 THEME 1: LEARNING CHALLENGES
The researcher’s framework in Chapter One discussed how residents in the informal settlement environments wish to improve their economic situation through better education for their children (Cross et al., 2005). This is consistent with the findings of the study that participants wish to succeed and achieve in school in order to further their studies to secure a better future. However, there are challenges faced by participants, not least, their context. Payne (1998), (as cited in Bezuidenhout and Joubert, 2003), defines poverty as the extent to which an individual does without resources. This includes financial, emotional, mental, spiritual and physical support, relationships and role models, and knowledge of hidden rules. Payne asserts that young people need emotional resources in order to cope with emotional difficulties (Bezuidenhout & Joubert, 2003, p.168). Furthermore, adolescents are growing up in a diverse society which impacts the individual, particularly at school. They do not always share the cultural perspective of the learning institution while the learning material may not be culturally relevant and may not fit their frame of reference or life experiences. This results in difficulties with understanding of the purpose and content being relayed. Nonetheless, it was clear from this study that the participants saw their education as an important foundation for their future world of work. Preparing for a career is a key developmental task in adolescence as the individual develops a personal identity. However, South African research indicates that people from low socio-economic contexts may envisage careers that promise financial independence to enable the individual to support self and family members, often choosing unrealistic occupations without exploring these in relation to their own interests, aptitude and competence (Engelbrecht & Green, 2003, p.113). The prospect of finding work can be reduced due to limited experience, knowledge (Gouws et al., 2000) and networks. It can thus be
seen that future prospects are affected by the challenges experienced at school.

Bandura, in his work with adolescents, developed a model of learning, consistent with the ecological and contextual theories of development (Muuss, 1996) that formed the researcher’s framework in Chapter One. This theory identifies a reciprocal relationship among three major variables that influence each other by interacting bidirectionally, known as “Triadic reciprocal determinism” (Muuss, 1996, p.284). The three determinants are: the “External and Social Environment”, the “Behaviour”, the “Person”. Briefly, the theory puts forward the idea that each individual exists in a complex web of changing relationships influenced by internal, external and social influences. This suggests that individuals are neither controlled by environmental forces nor are they completely free to become what they will but are rather reciprocal determinants of each other (Muuss, 1996, p.286). Modification of the theory over time has placed the emphasis on self-generated activities such as actions, feelings, motivations and judgements which can enable people to bring about changes in themselves and their situations. Cognitive processes in the Person modify the Environment and Behaviour.

Bandura’s Social Cognitive Theory (Muuss, 1996) emphasises the social causation of learning and behaviour change. It is suggested that individuals learn from others performing or demonstrating a task, usually from a significant individual in the person’s life. Focused attention is needed to learn as is the ability to use cognitive processes for encoding, storing and retrieving of information. Using cognitive processes, observed behaviour is transformed into verbal or symbolic representations and stored in memory, therefore memory ability and learning strategies are vital to the learning process. Furthermore, it is suggested that motivational processes are required to behave (in this case, learning) in ways which would be seen as valuable, useful and personally appealing to the individual. According to this theory, the love of learning is the intrinsic motivation for learning, however, Bandura points out that often this is not the reason for learning but rather the
anticipation of a far-away future reward. Nevertheless, having a future perspective is necessary in order to anticipate goals for which to strive and behaviour moulded by anticipation of consequences (Muuss, 1996). Findings show that participants clearly have aspirations for their future but intrinsic motivation for learning and the bounds of their context may create limitations.

Adolescents use forethought in order to plan ahead and consider possible results of their behaviour, for example for career planning. However, Bandura cautions that forethought might at times be based on wishful thinking rather than realistic self knowledge. The individual who wishes to achieve a particular career must be willing to take on challenges in order to achieve future goals (Muuss, 1996, p.290). Self regulation is required so that individuals can monitor and adjust their behaviour from external as well as internal cognitive feedback. Self-evaluation has an important impact on the control a person feels he or she can exercise over his or her life, directly impacting on the individual’s life choices. According to Bandura (as cited in Muuss, 1996), self efficacy beliefs determine the efforts and persistence of an individual when confronted with obstacles. Self efficacy is shaped by successful past performance, vicarious experiences, i.e. seeing others similar to oneself succeeding in tasks, verbal persuasion and encouragement, and a realistic assessment of one’s physical and cognitive strengths and weaknesses. Social Cognitive Theory emphasises that efficacy expectation is different from outcome expectation or the ability to perform a task in that self limitation results from a perceived lack of efficacy as opposed to actual lack of ability (Muuss, 1996, p.293). In this regard, findings show that participants have expectations for their future but, due to their context, limitations in terms of skills, language, support and past experience of success in learning, they may experience barriers to achievement of these expectations.

Due to factors such as the quality of learning behaviours, the home environment, past experience with education and teacher attitudes, all of which affect the individual’s self efficacy, leading to lower levels of achievement in poor environments, some of the following barriers may be
found: Weak reading skills which impact on a learner’s ability to apply study skills as they are unable to follow the text and understand the content; slower reading speed than average; paying attention to the reading content while reading is problematic, thereby losing the meaning of the text; difficulty in discriminating between important and unimportant information; trouble with skimming and scanning for information (Landsberg et al., 2005, p.136), and difficulty with concentration and focus. Many of these were identified by participants as challenges in learning. In addition, difficulties often not easily evident include delays in language development, social withdrawal, depression and substance abuse. Irregular attendance may result, leading to non-completion of assignments, lack of study and adequate preparation for school, for example, lack of essential resources (Dawes & Donald, 2004). Learners may be unwilling (or unable) to interact with peers or adults in an effective manner. In addition to these barriers, adolescent behaviour can be further complicated by factors of the developmental stage itself as adolescents search for a mature identity. Problems of learners dropping out of school may be due to a dislike of school, questioning of the value of education and other explorations that are a part of this stage and link to Erikson’s concept of identity crisis (Muuss, 1996, p.82). In this regard, learners need to develop frustration-tolerance in order to “grow through effort” (Muuss, 1996, p.82), as accepting certain limitations and restrictions are necessary as part of growing up into disciplined adults. In order to attain high levels of self efficacy, learners require skills that they can utilise in order to develop control over their learning.

The aforementioned skills of concentration, attention and other learning skills can be classified as neurodevelopmental skills, which when lacking contribute to learning barriers. Levine (2002) describes the neurodevelopmental system as comprising eight systems that work together. They are all dependent upon one another and have to work together if learning is to occur (Levine, 2002, p.30). These systems include: the Attention Control System; the Memory System; Spatial Ordering; Sequential Ordering; the Motor System; the Higher Thinking System; the Social Thinking System; the Language System. Efficient working of these systems is essential for all aspects of learning. This includes
research which form a large part of the curriculum, as well as study and examination skills. The application of skills in this regard requires self discipline and children who have not developed adequate self regulation may have poor attention and concentration (Dawes & Donald, 2004). Schools play a vital role in preparing learners to reach their full potential and could place more attention on skills and self efficacy development (Muuss, 1996). Furthermore, language skills are fundamental to the learning process.

In the past, education in South Africa was based largely on Western culture, with a lack of culturally relevant material, therefore not all learners could relate to it. Currently, the new Constitution of South Africa provides for all eleven official languages in education, and although more relevant material is being used, there are many learners who do not learn in their mother tongue (Landsberg et al., 2005). The participants in this study are learning in a school whose language of instruction is English, therefore all are learning in a second or third language. However, in most cases the syllabus is designed for first language English speakers. Although many participants in the study completed their primary education at former Model C primary schools, where the language of instruction is English, there are some who attended informal settlement and rural schools where they were taught in an African language and where they did not learn Afrikaans.

The literature suggests that the highest school dropout rates for second language learners occur when English-medium instruction is used (Ansell, 2005). This is understandable when one considers that language is an essential thinking tool necessary for school performance (Gouws et al., 2000) and using a second or third language for higher cognitive performance may lead to barriers to learning. Donald et al., (2002) state that if children’s formal learning processes are cut off from their first language, cognitive development in general, as well as scholastic performance in particular, can be negatively affected. Levine (2002) distinguishes between automatic or conversational language and literate language which is required for academics. Due to the fact that children take a long time to become competently literate in a second language, they may feel inadequate and incompetent, leading to a low sense
of personal and academic worth, undermining healthy emotional, cognitive and educational development (Masitsa, 2006). In secondary school there is a much greater demand for language skills to be used. Understanding of language needs to change from concrete language to abstract language. This can place stress on those learners who cannot incorporate abstract words into their understanding. As the brain develops from concrete experience and thinking to abstract thinking (Healy, 1994), more sophisticated thinking is required in reading and writing in order for learners to solve more complex problems, using higher language as an instrument of problem-solving and learning (Levine, 2002).

In terms of language development, it is suggested by Cummins (as cited in Vaughn, Bos & Schumm, 2003), that learners become competent in basic interpersonal communication skills (BICS) before becoming competent with cognitive academic language proficiency (CALP). The BICS is the social language which includes conversational competencies developed with a second (in this study often third) language, and this level of language development does not require much cognitive or social problem-solving effort. In contrast, CALP (or academic language) refers to the more cognitively demanding aspects of language required for new learning occurring in schools (Vaughn et al., 2003, p.286). Language acquisition is a complex process and the scope of this minor dissertation does not allow for the extent of exploration and discussion that is needed in the South African context on this topic. Notwithstanding, teachers would be better equipped to understand and manage second and third language learners in the classroom if they received thorough training in principles of language acquisition and curriculum adaptation.

4.4 THEME 2: RELATIONSHIPS

The environment of poverty can be very draining and children are often emotionally taxed due to the difficulties they experience, which can be emotionally depriving, thereby influencing relationships. There may be a lack of emotional nurturing, which can lead to inadequacy, depression and anxiety, as well as emotional insecurity and low self esteem (Pellino, n.d.).
Adolescence is a time when skills for adulthood are learned. The way in which learners think about themselves as social beings becomes more important, influencing the development of the self concept. Schools play a role in the development of the self concept, as do peers, with peer group influences becoming increasingly important. Bandura’s Social Cognitive Theory, referred to above, describes the notion of self efficacy as including a sense of mastery over one’s social environment when the individual believes that people’s behaviour is predictable and one has an influence over others (Muuss, 1996). Healthy peer relationships lead to enhanced self concept, however lack of social competence may lead to social isolation (Dawes & Donald, 2004) and the attraction of unhealthy peer relationships (Gouws et al., 2000). Healthy peer relationships and positive role models can be a motivating factor in keeping adolescents in school, as are good teacher-learner relationships.

Being in a state of poverty is not only about income. It also concerns how the individual manages without resources and the psychological struggles and difficulties that come with being poor, including social exclusion and feelings of powerlessness (Bezuidenhout & Joubert, 2003; Miles et al. 2003). Children with backgrounds of poverty start out in life with a disadvantage that leads to insecurity and uncertainty, resulting in a lack of life experiences that other children have, and which help with the development of social and academic skills. There is a strong association between poverty and educational achievement with children from families in poverty benefiting less from schooling than those from more advantaged backgrounds (Pellino, n.d.). Nevertheless, education can enable individuals to escape their adverse circumstances (Mittler, 2001). Children need to be educated beyond poverty to give them the intellectual and social skills needed to succeed in life.

In many schools in South Africa, and as evidenced in this study, rates of achievement, exclusion and school dropout are exacerbated by socio-economic discrepancies. A challenge facing participants is the lack of understanding or misunderstandings from other learners towards their context, circumstances and culture. Children become aware of their social
and economic status at an early age and grow increasingly aware of their own social status compared to that of their peers, developing class-related attitudes early in their school life. Past experiences can serve to reduce the self efficacy beliefs in learners who may feel different. It is important for teachers to encourage others to be caring and sensitive towards different cultures, including those from different social classes (Pellino, n.d.).

Teachers play an important role in the lives of adolescents and a good relationship can influence the identity and goals of the learner (Gouws et al., 2000). Educators have a responsibility to make schooling work for their learners and the transformation of schools is to ensure that education makes a difference in the lives of learners, irrespective of their backgrounds (Moloi, 2005). Since 1994, a commitment to restoring imbalances of the past in terms of access, equity and quality in education has been made. Far-reaching changes have resulted in the right to basic education, providing learners from historically disadvantaged communities with the opportunity to have access to any school of their choice (Moloi, 2005). This has resulted in learners from previously disadvantaged backgrounds seeking better education in previously advantaged schools (Moloi, 2005, p.95), presenting the system with many challenges. Schools are now faced with solving complex problems, including managing cultural diversity. The movement of large numbers of learners to advantaged schools and a reduced number of learners in disadvantaged schools has impacted on the quality and equity in schooling (Moloi, 2005). This has influenced the capacity of schools to cope with multi-cultural and multi-lingual classes (Moloi, 2005) as well as a range of abilities and socio-economic classes. In this regard, teachers may experience difficulties teaching such diverse groups of learners. The social world in which the school operates and that in which the learners from disadvantaged backgrounds live, are often very different with opposing values between home and school, which contributes to learning barriers (Pellino, n.d.; Landsberg et al., 2005).

Secondary school becomes particularly difficult for adolescents who are adjusting to a new school system, as well as to developmental changes
related to teens. Research shows that adolescents are less satisfied with school, are less committed to school and like their teachers less (Gouws et al., 2000). Therefore, teachers who provide emotional support, modelling and scaffolding can help learners to develop strengths, skills and knowledge to help with their learning. Problem-solving based on real life experiences can help learners with coping skills and present an opportunity to enhance the quality of education for all learners (Pellino, n.d.). Educators should take responsibility for the children and adolescents with whom they interact and create a warm and accepting environment to enable them to fulfil their learning tasks as best they can (Landsberg et al., 2005) as well as providing support to assist with fitting in. This can, however, be difficult as lack of discipline, unmotivated learners, retrenchment of educators, large learner-educator ratios and new curriculum approaches (Schulze & Steyn, 2007), as well as diverse classrooms, resulting in management difficulties in the classroom.

Participants in this study could be said to be living in two worlds. They are required to live within a Western technological and Eurocentric education environment, while still remaining faithful to their traditional cultural roots. Culture is a historically developed and developing way for a group to deal with the natural and social world. It develops out of a specific history of a specific group who live within a set of social and political factors. Culture includes practices within families, communities and societies that have been developed within this socio-historical context. It has many functions and is created in response to the world around a particular group of people, providing the means by which a group of people can meet its basic human survival needs, a sense of belonging and acceptable behaviours (Noel, 2000, p.5). Culture is not static and in South Africa’s changing context, new knowledge and ways of perceiving the world lead to variations of the way groups of people view life. It is suggested that this is an added difficulty for the participants due to their cultural milieu shifting and this, together with the dominant culture of the school, could add to their challenges.
4.5 THEME 3: LACK OF RESOURCES

The disadvantaged environment of the informal settlement dwellers contributes to the educational challenges experienced by the participants, for example, a non stimulating milieu, short-term orientation towards time, poor orientation towards school and clashes between value orientations of family and school, (Landsberg et al., 2005). This unsupportive environment has demoralising influences causing difficulty with maintaining home management and reasonable standards of living as well as the acquisition of basic needs such as electricity and transportation (Landsberg et al., 2005). Literature has shown that socio-economic status is the best single predictor of educational success or failure, however, being poor does not mean that the individual cannot succeed (Levin, 1995; Eloff & Ebersöhn, 2004). Poor families do, nevertheless, have fewer material and financial resources and children growing up in these environments tend to do less well in education and other aspects of life. Overcoming obstacles of material lack is a challenge for families in poverty (Swartz et al., 2004).

Not only do reduced financial resources impact on the children’s homes, for example, availability of electricity, and unavailability and affordability of transport to and from school (Landsberg et al., 2005), they also impact on a child’s cognitive development as low income families tend to have access to fewer books, magazines and newspapers (Guo, Mullan-Harris, 2000) and other media resources. In addition, inadequate nutrition and health care can result in lower energy levels, the consequences of which are children who cannot cope with the high demands of secondary schooling (Masitsa, 2006). Children often go hungry in school (Eloff & Ebersöhn, 2004), further exacerbating their energy and concentration.

Regarding transport challenges experienced by participants, it has been found that where school transport is provided, there have been positive outcomes of timeliness and regularity of learner attendance, however there is no consistency in the provision of transport to the underprivileged population (Financial and Fiscal Commission {FFC}, 2009). The report further interprets the South African Schools Act Section 21(d) and Section 34 as holding the
State responsible, for transportation to public schools for the underprivileged, based on the constitutional right of access to basic education.

Many disadvantaged families face adversity in relation to a lack of skills and training and competition in the job market. With technological advances, and a changing society, many individuals are not equipped to cope with the demands of society (Bezuidenhout & Joubert, 2003). In modern society, education encourages knowledge development through the use of the Internet and the view is that this will allow people to access information (Ansell, 2005). The Internet has connected much of the world in the form of a global village where information can be exchanged across many countries. However, it can be argued that these technologies have limitations when addressing the needs of the poorer communities, creating the ‘digital divide’ between developed and developing countries (Ansell, 2005; Jacobs, Vakalisa & Gawe, 2004). As was found in this study, in South Africa, with some characteristics of a developing country, the rich and poor are living adjacent one another with many privileged learners having access to the Internet at home, but Internet access remains uneven given the mix of socio-economic groups in society (Ansell, 2005).

The school quintile system, which is a classification of schools according to the socio-economic status of the neighbourhood, influences the amount of subsidy received from the government. This system seems to ignore whether the school accommodates children from poverty environments which are often on the doorstep of affluent suburbs. Although it was envisaged that this system would bring about equal levels of funding among poor schools in South Africa this does not solve or reflect the poverty distribution of the school or the actual needs of the school (FFC, 2009). The “richest” schools, ranked quintile five, receive the lowest subsidies with most of the money going to quintile one, two and three. For disadvantaged racial groups in South Africa, desegregation of education does not address the material needs of the vast majority of learners, which this research study has found to be one of the greatest needs. The current ranking system has unintended consequences where the profile of the community served by schools, irrespective of the
wards under which they fall, is not being served (FFC, 2009). Schools do not exist, and cannot be seen, in isolation but rather function within smaller and wider contexts which affect the whole school system. Compartmentalising schools into quintiles creates inequities in resources, which leads to the system being unable to sustain itself and support all learners equally. This is in contrast to the principles of inclusive education and should funding obstacles be removed, schools requiring financial support could find relief (Wildeman & Nomdo, 2007).

4.6 THEME 4: FAMILY SUPPORT
Families can be defined in different ways depending on the culture of the individuals. In Western countries, the traditional family is defined as a social institution that is based on the organised and legally determined unit of the father, mother and child. Families can also be described as an economic unit, and more current developmental psychology texts describe the family as a social system, providing a network of reciprocal relationships which are constantly evolving and which are affected by larger social contexts in which they are embedded (De La Rey, Duncan & Shefer, 1997, p.19).

In South Africa, the functions of the family may be diverse. As an ethnically diverse society, characterised by class divisions, it also has a history of apartheid which led to the separation of families. Nevertheless, an important function of the family is to ensure the education and socialisation of the child according to the norms that the majority of people in society tend to obey. The relationship between the home and school impacts on the child’s school success (Masitsa, 2006) with the role of the family a major factor. The child learns the habits and traditions of his group and by identifying with parents, the child’s personality and character are formed (Pretorius & le Roux, as cited in Eloff & Ebersöhn, 2004).

The family is the primary environment where a child’s emotional and social development is shaped. Relationships formed in the family, the child’s relating to others, specific patterns of behaviour and values attached thereto communicate to children how they are expected to behave in given
circumstances (Donald et al., 2002). The family is also the environment where children can be protected from social stressors and in many families support is available from hostile situations on the outside, allowing for optimal development of its children (Seedat et al., 2001). As mentioned, in South Africa, the legacy of apartheid has broken down the social structures of African society, leading to difficulties in providing supportive contexts for families. Overcrowded, poverty environments lead to frustration and anger sometimes causing a lack of nurture and the care necessary for the healthy development of children, both physically and psychologically (Seedat et al., 2001). Young people need emotional support in order to develop the resources to cope with difficulties (Payne, 1998), (as cited in Bezuidenhout and Joubert, 2003). Furthermore, environments of poverty are more susceptible to illness with the economically disadvantaged experiencing under-resourced health care services (De La Rey et al., 1997).

Children need strong role models at home as well as support and supervision from parents who are involved and interested in their children’s education (Masitsa, 2006), however it can be understood that, in the context being described, this can often be difficult to achieve. In order to better understand the occurrence of lack of support, Berk (1997), (as cited in Eloff and Ebersöhn, 2004) suggests that the harsh life conditions of lower income parents leads to feelings of powerlessness and often results in authoritarian methods of enforcing external characteristics in their children, such as obedience, neatness and cleanliness. In higher income families, value is placed on internal characteristics such as curiosity, happiness and self-control, which are encouraged through verbal expressions of praise, explanation and mutual problem-solving. These differences in values lead to different educational paths. The more intellectual stimulation received by the child and the more the child’s feelings of personal value and control are encouraged, the more likely he or she will be able to overcome the effects of a poor start to life (Eloff & Ebersöhn, 2004, p.170). Parenting behaviour that consists of instructions, commands, directions and requests, leads to children having slower vocabulary acquisition. Parents who are less involved and who communicate lower expectations, who do not monitor constructive activities or set clear
limits and who are least accepting, nurturing, encouraging and involved in the child’s school work, have children with the most academic difficulties (Eloff & Ebersöhn, 2004, p.171). This is also the case when parents are less emotionally responsive to their child’s needs.

The peer group provides an important support structure for adolescents. The safety of the peer group allows the individual to develop appropriate skills, including school success, leading to a positive self-concept. Self-concept is associated with the physical, cognitive and psychosocial development of the adolescent. In South Africa many children have not realised the successful development in these areas (De La Rey et al., 1997, p.116). During the adolescent phase, individuals begin developing a unique identity. This personal identity is established through interaction with family, friends and the school. Adolescents need to become more independent and less dependent on their parents, therefore the peer group becomes the individual’s support and social group (De La Rey et al., 1997).

In South Africa the systems which affect the adolescent, including the education system, have been changing and learners are struggling to adjust to the changes in the educational system structure (De La Rey et al., 1997, p.123). This challenge includes adjusting to different social structures within the school as well as learning in a language different from the one used at home. One could argue that the environment shapes the lives of adolescents. In Figure 2, presented on page 61, an illustration of this environment, comprising families, peers and broader social conditions, including the transitions and changes that take place over time and from generation to generation (Ansell, 2005), can be seen. During the adolescent time of change, it is important for them to impress their peers and the peer group becomes more important than family. As learners spend much time at school, the school needs to provide an environment of support with teachers playing important supportive roles as socialising agents, role models and career advisors (Gouws et al., 2000; Muuss, 1996). The peer group can provide a supportive environment (Gouws et al., 2000, p.67), however, as mentioned, the peer group can also have a negative influence, where
individuals may be too conforming, leading to problem behaviours influencing school performance (Gouws et al., 2000; Masitsa, 2006). Figure 2 illustrates the interconnectedness of families, neighbourhoods and peer systems with the school system, and therefore all these need to be considered when interventions are put in place to support the learner.

Figure 2 – Social Ecological Model of Development – Bronfenbrenner. (aspe.hhs.gov)
The above figure illustrates the interconnectedness of systems and their influence on the development of the individual.

4.7 SUMMARY
This chapter provided a literature control of the findings. An orientation to inclusive education was provided and thereafter a literature review of each theme was discussed. Chapter Five will discuss the conclusions of the study and provide guidelines for educators, recommendations and discuss the limitations of this study.
5.1 INTRODUCTION

Chapter Four provided explanations for the findings documented in Chapter Three. These findings and explanations will be used to formulate conclusions in Chapter Five. Thereafter, guidelines will be formulated for educators with recommendations being put forward and the limitations of the study discussed.

5.2 CONCLUSIONS

Within the learning context of inclusive education, participants in this study have received the opportunity to join in a learning environment that provides them with access to quality education, however there are clearly academic challenges which cause inequality in the provision of their education. The following are the conclusions that were drawn from the findings.

5.2.1 THEME 1: LEARNING CHALLENGES

This study reveals that learning is considered a priority by participants as it will provide them with the possibility of further study and a future in the world of work. However, there are learning barriers which are a challenge. These include important study skills, for example, time management, planning and organisation, cognitive skills, for example attention and concentration, retaining and internalising knowledge as well as the presence of language barriers. Due to language barriers it can be argued that it is often difficult for learners to construct an understanding of the content, internalise and make it their own and show what they know in a formal written assessment. Secondary school subjects require skills of concentration, conceptualisation, interpretation and application of knowledge, as well as written and verbal expression through a rich English language vocabulary.
Participants want to learn and achieve to develop skills needed for further study, to obtain sponsorship and career fulfilment and to support their families. Many have envisaged a better future for themselves but there may be a lack of congruency between their aspirations and their ability levels, leading to unrealistic future goals. In addition, learning may be seen as a means to an end with intrinsic motivation for learning lacking, particularly when faced with obstacles (Gouws et al., 2000). Their second language status impacts upon their learning due to demands in secondary school for a demonstration of good (English) language skills in learning and assessment. In addition, skills of learning appear to be absent including note taking, locating a book in a library or using simple technology (Coutts, 1992, p.84). Furthermore, participants may have experienced a background of education in which they are over-supported, with reliance on notes and factual information as opposed to thinking on their own and conceptualising information (Coutts, 1992, p.84). Within the home context of the participants, some parents are uneducated and often do not understand the needs of secondary school learners, therefore a lack of role models and a lack of appropriate academic support is experienced.

The context of poverty produces limitations, further exacerbating the academic challenges of participants. A lack of nutrition, cognitive stimulation, academic resources and understanding of the implications for learning at each stage of development, as well as a difference in educational values, by parents, (Landsberg et al., 2005), leads to limitations in the kinds of learning needed for school success. Living conditions contribute to a lack of basic needs as well as to distractions. The findings of this study illustrate the complexity of influences from all systems affecting the participants’ success in education. Participants in this study may have difficulty in the learning process due the country’s changing social milieu, a different frame of reference, a lack of skills, dependence on instruction, rote learning and memorisation of facts (Coutts, 1992), and a lack of role models in their immediate and wider context, all of which exacerbate barriers to learning.
Formal assessment tests knowledge in written form and many of the participants reported that they find examinations difficult as they do not understand the content. It was also reported that they often do not recognise the work in an exam or test paper, suggesting firstly that they have not fully grasped the class work, secondly that they cannot apply what they have learned, and thirdly, the presence of a language barrier due to second language difficulties, as limited vocabulary could make the content seem unfamiliar. This leads to confusion and the participants lose confidence in their ability to learn. Due to language barriers it can be argued that it is often difficult for learners to construct an understanding of the content, internalise and make it their own and show what they know in a formal written assessment. The presence of (language) barriers relating to vocabulary, conceptualisation, interpretation and application seemed evident in the findings.

5.2.2 THEME 2: RELATIONSHIPS
Most participants revealed that good relationships are an important part of their school experience, and they share many good experiences with friends at school. Nevertheless these findings also indicate that the school experience can be difficult for the participants as they are faced with many challenges with fitting in and being accepted by other learners in the school. Still, some participants have used the inclusive setting to motivate themselves and solve problems for their future.

In a culturally diverse learning environment, misunderstandings can occur, resulting in feelings of rejection as the majority of learners do not understand the informal settlement context, with the result that relationships, which are vital to the learning process, are negatively influenced. Participants are perceived as being unable to make a contribution. Whereas within their home context participants may have developed adequate social skills, these skills may not be sufficient to cope in a middle class social environment, a consequence of which may leave participants feeling inadequate (Pellino, n.d.). Participants can be said to be caught between two worlds, a place that must be confusing and challenging at times. This experience can limit
friendships and result in limited experiences, however it is also provides opportunities for growth should supportive systems be in place. While the participants enjoy good peer relationships at school, providing them with support and friendship, often relationships can be experienced as conflicting. Within their context and at home, participants experience good relationships for the most part but some indicated unhealthy peer associations with distractions from a sound work ethic. Participants indicated that they receive support through friendships in school and group work. Peer support is also a vital structure for learning. This support enables learners to explore and develop skills within the learning and social context. However, participants do not receive support from the majority group possibly due to misunderstandings and different educational values. School is a competitive environment with learners being expected, at secondary school level, to be independent, however participants need to be supported by the school as a whole so as to be included. In terms of challenging relationships, participants need to be supported and guided to set clear boundaries between friendships and work values in order to achieve a balance in these two areas of school. Intra-personally, findings also indicate that some participants have more self esteem than others however, it is evident that their sense of self is affected by their context with relationships and learning being affected.

Whereas participants in this study expressed the importance of relationships in the learning process, in particular teacher relationships, teachers experience difficulties in the classroom with different ability levels, large classes and discipline issues, making good relationships difficult. Although good teacher-learner relationships exist, a lack of classroom discipline can frustrate both teachers and learners. Furthermore, teachers may not always understand the unique context of the participants, rendering relationships problematic.

5.2.3 THEME 3: LACK OF RESOURCES
A significant challenge, for participants, which affects learning and relationships, is a general lack of resources, including financial resources and the availability of literature, media and technology needed for assignments
and research projects. Their context also poses challenges due to a lack of electricity, privacy and quiet at home, as well as a lack of transportation, which can reduce the child’s attendance at school. Participants are affected by a lack of food which would result in lower energy levels affecting learning. Participants have trouble with research and lack research skills both in the library and electronically. This overall lack can lead to feelings of hopelessness and exclusion from the group, which in addition to learning challenges, can lead to school failure. The lack of resources, together with a lack of financial support to meet these material needs from within the school system, including provision by the State, exacerbates the circumstances of deprivation faced by participants. Literature supports this conclusion stating that when learners from different socio-economic groups receive qualitatively different resources, their achievements also differ. Much underachievement in disadvantaged groups has been as a result of inadequate resources leading to inequality in educational opportunities for these learners (Dekker & Lemmer, 1993).

5.2.4 THEME 4: FAMILY SUPPORT
The findings of this study show that participants view family support as an important factor in school achievement. While most participants indicated that they receive encouragement from their parents and families, some indicated that support was lacking and this impacted negatively on school performance. Traditional activities, such as helping with household chores, can interfere with study and homework time, leaving the participants feeling too tired at the end of the day to do school work. The literature explains that often in families of poverty, harsh life conditions influence their ability to provide support for their children (Eloff & Ebersöhn, 2004). This can be due to different educational values, as well as a lack of understanding of the school system, as most parents in this context have not experienced secondary school education. A lack of role models in the context, as well as a lack of experience in seeing academic success, results in participants encountering difficulties in terms of facing and overcoming challenges at school.
This study revealed that although a lack of emotional support is evident in some instances, for the most part, the participants described receiving encouragement and emotional support from family, if not the material and academic support they require, which is of equal importance when addressing academic challenges. Studies have shown that a caring, supportive and stable family can be a factor in enabling individuals to rise above their circumstances. While a secure family environment can provide a healthy place for a learner to develop, should there be disturbance in the family functioning, children - and in particular adolescents - may turn to the peer group for support (Donald et al., 2002); these may have negative influences on learners (Gouws et al., 2000). A further demand on participants is that they may feel pressure to do well in order to rescue their families from poverty.

5.3 GUIDELINES TO EDUCATORS

As mentioned in Chapter One, a secondary purpose of this study is to provide guidelines to educators based on the findings. In this regard, the following section provides a contextual approach to understanding participants’ academic challenges in order for educators to assist them with adaptation to secondary school and to provide much needed academic support. In a later section, broader recommendations will be provided.

The culture of teaching and learning in the previously disadvantaged African schools has received much attention and focus in the recent past, with the government committed to reforming the inequalities of the past in terms of access, equity and quality in education. This has, as mentioned above, resulted in learners from disadvantaged backgrounds pursuing education in previously advantaged schools in order to acquire a better education, resulting in challenges for both learners and educators (Moloi, 2005, p.95). In this regard, schools face complex challenges in terms of managing cultural diversity and the integration of multiple cultures and languages (Moloi, 2005). Although education practice often does not provide a good match with learners’ cultures and the curriculum (Vaughn et al., 2003), schools can assist through the curriculum, teacher-learner relationships and education of
educators, regarding the specific context of participants. It is suggested that the first step is becoming more culturally aware and thereafter developing a deeper understanding of the context of participants in this study, in order to provide much needed support. Further, learners with academic challenges should be identified and learning support programmes, in the form of individualised education plans, in partnership with parents, put in place to provide support as early on in their secondary schooling as possible. These should be monitored regularly. Further general guidelines for educators, within an inclusive context, are suggested based on the themes.

5.3.1 THEME 1: LEARNING CHALLENGES

Regarding diversity in the classroom, it is firstly important for teachers to recognise diversity (Wildeman & Nomdo, 2007), and learn about their students’ contexts and cultural backgrounds through developing relationships in the community. Secondly it is helpful to discuss learner’s cultures with them and learn from them. Thirdly, meeting with parents to discuss their hopes and concerns about their children’s education is vital as parents do feel excluded in many instances. Fourthly, learning about the cultural characteristics of students can help with avoiding misunderstandings between learners and teachers. In addition, adapting teaching methods for those learners who experience barriers to learning, as well as curriculum adaptation is necessary. Developing awareness of second language status and its implications for teaching and learning are necessary in firstly recognising difficulties and secondly finding appropriate solutions to both academic and social difficulties based on their specific context. Using co-operative learning activities that encourage equality between groups can foster support in the classroom (Vaughn et al., 2003), as well as experiential learning strategies.

5.3.2 THEME 2: RELATIONSHIPS

An awareness of the participants’ contexts and an attitude of respect for diversity could reduce frustration and stress for both teachers and participants, and help to develop supportive relationships with other learners. Collaboration with other educators and the School Based Support Team may
help with problem-solving. Briefly, other ways teachers can enhance good relationships through support would be to:

- Provide a welcoming and supportive environment where all learners were accepted.
- Adopt positive attitudes towards all learners, including those who experience barriers (DoE, 2005).
- Provide opportunities for learners to succeed – if not academically, in other ways, for example extra murals.
- Recognise learners’ difficulties with learning. Explain to them what the problems are in a way that the learner can understand. Suggest ways for problem solving.
- Recommend counselling for improving self-concept and other areas of difficulty.
- Provide positive feedback to learners as teachers’ views are important. (Vaughn et al., 2003, p. 229; Jacobs et al., 2004)
- Develop relationships with parents.
- Use co-operative learning strategies in the classroom.
- Provide both emotional and material support for those learners who are disadvantaged (Vaughn et al., 2003).

5.3.3 THEME 3: LACK OF RESOURCES
It is desirable to create an invitational learning environment that endorses acceptance of all learners and where there is an expectation that learners will respect each other. Learners should be taught to be concerned for one another with their strengths, assets and abilities pointed out (Vaughn et al., 2003, p.225), thereby highlighting their contributions to the group.

More practically, by recognising and understanding those in need, educators should develop sensitivity towards their educational needs and provide resources, thereby minimising some challenges. Alternatively, learning would be enhanced by providing support and direction as to where resources can be acquired, as would an awareness of their context.
5.3.4 THEME 4: FAMILY SUPPORT

As family support is an intrinsic value for participants, parental support should be encouraged within the school with educators acknowledging family as an important support system. Parents should be included in their children’s education and finding solutions. Parents should be assisted to feel comfortable within the school system so that a partnership between the school and parents can be developed. Many parents from previously disadvantaged backgrounds feel uncomfortable in the school environment.

5.4 RECOMMENDATIONS

The following recommendations are based on the findings of the study.

5.4.1 THEME 1: LEARNING CHALLENGES

As mentioned in the guidelines, in order for interventions to be meaningful, it is necessary to adopt a contextual approach to understanding young people. In a diverse society, of which a school is a microcosm, an awareness and acknowledgement of contributing factors of different social conditions to development must be made (Muuss, 1996). Educators need to be trained in understanding different contexts, as well as the difficulties learners experience when learning in a second or third language and how to provide support. Suitable teaching methodologies to support learners with constructing knowledge need to be part of teacher training, methodology, and further training, all of which should be in accord with OBE principles of active, experiential and co-operative learning.

Curriculum 2005 and the National Curriculum Statement were framed with the intention of producing independent and confident life-long learners (DoE, 2002). Through the use of constructivist methodologies, where learners build on prior knowledge and life experiences, teachers can assist learners to consolidate their learning with their existing knowledge by using outcomes based approaches. The emphasis is on what learners can do using a participative approach and promoting reflective learning (Jacobs et al., 2004). Learners need to be instructed in strategies of managing the learning process (planning, monitoring and evaluating) while it is taking place, making
necessary adjustments during the process (Grosser, 2007). Furthermore, teachers are in a position to shape the attitudes and values of learners. In this regard, they are well placed to promote a healthy work ethic, and develop self efficacy and inner motivation, and assist participants to realistically work towards their goals.

In addition, training participants in research skills is recommended. Under the guidance of a teacher, using the media centre as a homework resource centre with computers made available for learners to use for projects, can assist in assignments. It can also be used for constructing a frame of reference for learning. Using the media centre for teaching research and summary skills, skills that participants find challenging, will be constructive. By providing Internet access, many learners who do not have easy access, can access information for projects. Participants would also benefit from programmes in career preparation and planning, developing key skills and attitudes (Farrell, 2001), with support to realistically match suitable careers to their abilities and interests (Muus, 1996).

As mentioned above, learning in a second language is a challenge for the participants as the demands in secondary school are high. Learners need to be supported in their transition to secondary school (Farrell, 2001). When working with participants, the teacher should be aware firstly that learners often do not have the life experiences from which to build a frame of reference, and secondly that they are working with language barriers, therefore it is important to contextualise learning for them. In addition, in the South African context, cultural differences will lead to different frames of reference which must be incorporated into learning. Learners with language barriers and other often unidentified learning barriers need explicit help with their studying. Providing a framework helps them understand content and develop memory retrieval. Using meta-cognitive techniques which enable learners to think about their learning is an important skill for learning, for example: connecting prior knowledge with new knowledge; reflecting on what skills have been acquired; understanding why they learn or fail to learn; awareness of what skills they still need to acquire; examining socio-cultural
influences on learning; developing positive attributions to learning thereby developing positive self esteem and self efficacy; promoting personal growth; and deepening knowledge (Grosser, 2007). Flexibility in the curriculum and lesson planning is recommended, for example, adapting activities to suit the needs of the learner and providing more time for the execution of the task and assessment. Providing individualised education programmes for learners with difficulties is also suggested. Specific additional support needs to be provided in consultation with the School Based Support Team and parents (DoE, 2005), using education plans and monitoring progress. In this regard, staff development and teacher training in linking teaching and learning is needed in South Africa’s education system, as is parent training and support.

Furthermore, funding by the DoE should be made an urgent priority to provide further educator training and much needed learner support material and personnel. District Based Support Teams, as proposed in the Education White Paper Six, need to support school institutions in terms of training and support of educators. In addition, educational psychologists and other learning support professionals should be part of learner support programmes, with each public school employing at least one educational psychologist and/or learner support professional.

5.4.2 THEME 2: RELATIONSHIPS
This study indicated that relationships are an important aspect in learning for the participants. Teacher-learner relationships contribute to the learning process and in this regard the development of a teaching philosophy in line with OBE principles will facilitate these relationships within a learning context. Good classroom management facilitates good relationships and learning. In this regard, smaller classes would facilitate more effective learner support, teacher-learner relationships and peer relationships, especially for the participants and those learners with barriers. Furthermore, participants would benefit from learning skills of social competency for engagement with peers as social skills allow individuals to adapt and respond to the expectations of society (Vaughn et al., 2003), through interpersonal problem-solving. All learners, irrespective of context, need interpersonal skills to solve problems in
a diverse and multi-cultural environment. A learning culture that is reflected at both formal and informal levels of school life where learners flourish through the development of social skills but do not alienate others is desirable (Farrel, 2001). Encouraging peer support, enhanced through social skills programmes, as well as co-operative learning principles, will provide the participants with the camaraderie they need within a learning context. A respectful classroom context can support mixed ability groups and participative learning can ensure that all learners have a role to play. Providing information to learners about the benefits of healthy as opposed to unhealthy peer relationships is also necessary. Learners especially adolescents, want to be independent and teaching self-management will enable them to be more aware of their behaviour and more in control of those factors which influence their behaviour. Self-management requires learning principles of behaviour management in a collaborative relationship with the teacher wherein the learner is active in his or her role as agent of change (Vaughn et al., 2003).

Teachers may benefit from training in interpersonal strategies in order to analyse social competence in the classroom and provide interventions. As conflict contributes to the learning process, or barriers to learning, knowing the level of competence of learners in utilising friendship-making strategies can assist in problem solving in this regard (Muuss, 1996). Social cognition is as important as cognition in learning. The inclusion of social skills training and the facilitation of interpersonal negotiation strategies would go a long way in resolving conflict within the learning environment (Muuss, 1996). However, it is the belief of the researcher that teachers are overwhelmed with vast challenges in the classroom and require supportive networks within the school, including educational psychologists and other learning support personnel. This further support can be offered to the entire school system, resulting in healthier educators and learners.

Related to this, the school context plays a significant role as an area for social interaction. Psycho-educational programmes, facilitated by learning specialists, where skills in social relations, family relations and formal
relations with authority figures are taught, would serve to enhance self confidence, self esteem, and emotional stability (De La Rey et al., 1997), and improved self respect and respect for others. Parents and communities should be encouraged to participate in workshops designed to discuss challenges and concerns for their children’s education, and ways of providing support.

5.4.3 THEME 3: LACK OF RESOURCES
Creating a welcoming environment where diversity is celebrated and where all learners are viewed positively, with their strengths and assets valued and respected, is necessary in school to change attitudes (DoE 2005). More practically, being aware that learners from informal settlements will experience a lack of resources will enable teachers to be understanding and to provide support for them in a confidential and empathic manner. Within an inclusive education system, learners of all ability levels are encouraged to develop and achieve their potential. As the results of this study reveal, a lack of resources is a practical need which cannot always be met within the family context. This lack is largely due to lack of funds and hinders the development of participants’ potential.

The dearth in financial support needs to be addressed by the DoE in order to ensure that learners from poverty environments are catered for and supported in all public schools. In this regard, a review of the method of ranking schools, taking into account the economic circumstances of the learners who experience poverty, which leads to inequality, should take place urgently. Changing the poverty status of schools, which accommodate previously disadvantaged learners, is needed (Financial and Fiscal Commission {FFC} 2008), with a review of the ranking of schools into different quintiles as this system has resulted in unintended consequences. Transportation challenges also need to be addressed as the constitutional rights of learners to access education is being violated by this lack (FFC, 2008).

Furthermore, there is a great need for learner support specialists, social worker support and educational psychological support in the school system,
based on the provision requirements specified in *The White Paper on Education and Training in a Democratic South Africa*, to assist the School Based Support Teams (Landsberg et al., 2005). District Based Support Teams should be more visible and active in providing systemic support to educators to deal with challenges related to curriculum adaptation and multi-level classrooms (Wildeman & Nomdo, 2007).

Emotional and psychological support for all learners is vital and, as mentioned, educational psychologists are an essential support service for all learners, educators and the entire school system and need to be budgeted for in all schools.

5.4.4 THEME 4: FAMILY SUPPORT

This study showed that family support structures are important in the participants’ learning experience. Therefore, the involvement of parents in the learning process would provide support for participants, especially by helping them to understand the expectations of secondary school and the educational needs of their children.

In order to support participants, the school context, as well as the broader education context, needs to develop more awareness of challenges faced so that the inclusive education system can provide the support promised by policy. Participants need emotional, psychological, academic and financial support in order for them to thrive and achieve their full potential.

5.5 FURTHER RESEARCH

Based on this study, some suggested areas that require further research education are: the effects of language barriers in the secondary school classroom; parent education and interventions; diversity and its effects on learning and teaching methodology in secondary schools; and discipline in secondary schools.
5.6 LIMITATIONS OF THE STUDY
The aim of this study was to explore, interpret and describe the academic challenges experienced by participants in specific contexts, namely an informal settlement and a public, (former Model C) suburban secondary school. This was achieved with practical guidelines and recommendations provided, based on the findings. The researcher believes that the findings of this study are transferable to similar contexts. This study was bound in a specific context and therefore had limitations, which is characteristic of qualitative research (Merriam, 1998). It was difficult to identify learners who resided in the informal settlement, thereby limiting the number of participants, although those who responded did so willingly and enthusiastically. In order to gain a more inclusive and comprehensive understanding of the problem, one would need to interview a wider range of respondents from other public (former Model C) suburban secondary schools. Further, qualitative research has limitations in itself due to the fact that the social context is always changing and is not static. There are also limitations due to the subjectivity of the researcher and participants.

5.7 SUMMARY
The aim of this study was to explore, interpret and describe the academic challenges of learners from a local informal settlement when attending a public (former Model C), suburban secondary school. A qualitative research paradigm was used in order to gain a deeper understanding into these academic challenges. A theoretical framework on inclusive education principles and policy in South Africa formed the basis of this study.

The findings of this study revealed that participants want to learn and achieve because they believe a good education will enable them to realise a sustainable future for themselves and their families, in the world of work, in the future. However, a number of challenges faced by the participants, clearly reflecting their cultural milieu and socio-economic status, were revealed.

The study indicated that more awareness needs to be gained by all those in the education sphere in order to understand the needs of participants to
provide support within the framework of inclusive education. While the school site has already made commendable efforts to provide participants with material resources and other support, it cannot act alone. Teacher training in constructivist and reflective teaching methodologies in line with OBE principles are required. Furthermore, the school requires financial funding and support from the DoE as well as human resources, in the areas of educational specialists, to assist in meeting the needs of participants, parents and other learners, to increase participation in and reduce exclusion from their local schools, in accord with inclusive education principles.
5.8 REFERENCES


5.9 ADDENDA

Addendum 1

- Consent Forms
  - Principal of School
  - Parents of Participants
  - Participants

Addendum 2

- Interviews
  - Transcript
  - Table of Analysis

Addendum 3

- Incomplete Sentences
  - Script
  - Table of Analysis

Addendum 4

- Table of Themes
Addendum 1

- Consent Forms
  - Principal of School
  - Parents of Participants
  - Participants
The Acting Principal  
Randpark High School  
P O Box 77245  
FONTAINBLEAU  
2032

P O Box 71141  
BRYANSTON  
2021

30 July 2007

Dear Sir,

RE : RESEARCH DISSERTATION

I am an intern educational psychologist from the University of Johannesburg, currently completing my training at Randpark High School. A requirement for completing my degree is to undertake a research study. I have chosen to study the educational challenges of learners from informal settlements when they attend a public (former Model C) school. The aim of this study is to explore the academic challenges experienced by learners in order to provide support for these learners. This study will be supervised by Dr L. Beekman and co-supervised by Dr M. van der Merwe of the University of Johannesburg.

I would like your permission to conduct my research study in your School. This would involve inviting some learners, who live in a local informal settlement, to take part in my research. This would include some group and individual interviews. In order to do this, my research aims will be explained to the learners and permission will be sought from both learners and their parents for their participation. Anonymity and confidentiality will be maintained.

The topic of my research is: the academic challenges that learners from informal settlements experience when learning in a public school (former Model C).

Once I have completed my study, I will provide feedback to the School as well as to the learners who participated and their parents.
Thank you for your consideration in allowing me to do my research dissertation in your school.

Yours sincerely

[Signature]

MRS B. HOLLEY
INTERM EDUCATIONAL PSYCHOLOGIST
Statement of Consent

I, __________________________, the Acting School Principal, have read the above letter and understand the nature of the research being undertaken by Mrs Holley. I hereby give permission for Mrs Holley to conduct her research study in this School.

_________________________  13/8/2007

Signature               Name               Date
30 April 2007

Dear Parent/Guardian,

I am an intern educational psychologist from the University of Johannesburg who is currently completing my training at Randpark High School. A requirement for completing my degree, is to undertake a research study. I have chosen to study the educational challenges of some learners when they come to this School. The aim of this study is to explore the challenges experienced by learners in order for the School to provide support for these learners. This study will be supervised by Dr L. Beekman and co-supervised by Dr M. van der Merwe of the University of Johannesburg.

I would like to ask your permission to allow your child to participate in my research study. In an individual interview we will explore and discuss what he/she finds challenging at school, in an informal and conversational manner. This will also include completing some sentences that will help me understand the challenges better. The interviews will be tape recorded.

The interviews will be typed from the tape recorder and this information will only be seen by me and my supervisors. The tape recordings will be kept in a safe, locked storage place for the duration of the research and then destroyed on completion of the research.

Your child will remain anonymous, that means I will not use his/her name, and all information exchanged will be handled with confidentiality. Your child’s participation is voluntary and he or she may withdraw at any time during the research process. There will be no consequences for withdrawing.

Some of the benefits of this research are that it could help the School to help children who are experiencing challenges. It could also provide information to educators in order for them to help children in an inclusive education environment.
The research process will be clearly explained to your child and once I receive your written permission, I will also ask for written permission from your child that he/she agrees to participate.

I will provide you and your child with information at the end of my research in the form of a written document and an interview. The School will also be informed of the results of this research in a staff meeting, however, as mentioned earlier, confidentiality will be maintained and no names will be mentioned.

If you have any questions, or need to have this research enquiry explained further, please do not hesitate to contact me in this regard at this number: 793 1246.

Please complete the section below.

Yours sincerely

Mrs Barbara Holley
Intern Educational Psychologist
Statement of Consent

I, ____________, the parent/guardian of ____________, give permission for my child to participate in the abovementioned research study.

I have read the above letter and understand the nature of the research being undertaken. I am aware that I have the opportunity to ask questions about this research at any time. I understand that my child will remain anonymous and information will be confidential. I may withdraw my consent and discontinue my child's participation at any time without there being any consequences. My child may also withdraw should he or she wish to, at any time, with no consequences. I am also aware of some of the benefits of this research.

__________________________
Signature of Parent

12.09.07
Date
30 April 2007

Dear Learner,

I am an intern educational psychologist from the University of Johannesburg and would like to do some research on the academic challenges of learners from informal settlement environments, who attend a public school.

I would like to invite you to participate in my research in order to discover what you find challenging at school. This will involve taking part in an interview, which will be recorded. Thereafter, I will type up the interview and destroy the tape.

I understand that this experience may be sensitive for some learners and information shared may lead to some discomfort. I will do my best to be sensitive and support will be offered should this need arise. In this regard, you may choose to be interviewed alone rather than in a group, if you would prefer.

I would like you to know that your participation is voluntary and you may withdraw at any time during the research process. There will be no consequences for withdrawing. You will remain anonymous, that means I will not use your name, and all information exchanged will be handled with confidentiality.

Some of the benefits of this research are that it could help identify the needs of children from informal settlements, which in turn could influence educational policy in the School in the future. It could also provide information to educators in order for them to help children at this School. I will provide the School with the results of my research in a meeting. I will provide you with information at the end of my research in an interview.
I have already explained my research to you individually, but if you have any further questions, or need to have this research enquiry explained again, please ask me and I will do so.

Should you agree to participate, please complete the section below.

Yours sincerely

[Signature]

Mrs Barbara Holley

Intern Educational Psychologist
Statement of Consent

I, ________________________, have read the above letter and understand the nature of the research being undertaken. I acknowledge that this research has been explained to me and I am aware that I can ask questions about this research at any time. I understand that I will remain anonymous and information will be confidential. I understand that there may be some sensitive information and that I may feel uncomfortable. The researcher has explained that she will be supportive and that further support will be provided should the need arise. I also know that I may withdraw from the research process at any time without there being any consequences. I have had some of the benefits of this research explained to me.

__________________________  11/09/07
Signature of Learner  Date

UNIVERSITY OF JOHANNESBURG
Addendum 2

- Interviews
  - Transcript
  - Table of Analysis
INTERVIEW 3

R: Thank you for allowing me to interview you. We were discussing some of the academic challenges when learners come to this school. What are some of the challenges here for you?
L: Well, I think the internet.
R: Okay tell me a bit more about that.
L: Sometimes they close it so you can’t go there.
R: and then what happens?
L: and then you have to go to the library and the other day I went there but it was also closed then I had to go to the internet and it was open but mam had to go in 5 minutes so we had to go.
R: so you didn’t have enough time?
L: yes, mam.
R: so how does that affect your work?
L: so then I did not have enough information.
R: tell me what is important about using the internet. What do you use it for?
L: I use it for information for my projects so I can make it easier for me to understand.
R: you use it for projects. What happens if you don’t get information from the internet?
L: I have to make my own and then I get low marks.
R: okay. And if you work in a group?
L: if we work in a group it helps sometimes because my friend can go to her house and then she can find information.
R: and if you work with other children who also don’t have internet?
L: then we have to go to the internet computer centre and find some information.
R: any other difficulties?
L: No…
R: … So for you the biggest difficulty is having access to technology?
L: Yes, mam.
R: If I can ask you about learning, when you have to study for exams and things like that? How’s that for you?
L: I think its much harder sometimes because I read and sometimes it doesn’t get to my mind and I have to read it a hundred times so I can get it into my mind or I write it 5 times so I can get it into my mind.
R: So it takes a long time for you to remember. And when you write the exam?
L: I think sometimes exams are easy but if you learn hard.
R: How do you feel about being in this school with children from so many different backgrounds?
L: I feel okay. I learn so much about them and they learn so much about me.
R: So you learn about each other. And your culture and language?
L: I am a Pedi mam. I don’t speak my language but a little bit I speak it because I grew up with other people with different languages.
R: and at school do you ever speak S’Pedi?
L: yes. Not s’Pedi, I speak Zulu because the people, all my friends are Zulu. But my friend is from Kenya so I speak with her English and the other one is Tsonga, so she doesn’t speak Tsonga, she speaks English so we speak English together.
R: And your culture? Or do you see language and culture as being the same thing?
L: Yes mam.
R: How does your family influence you in your learning?
L: Umm sometimes they don’t help me mam, I ask them and they don’t know sometimes so I have to go outside.
R: When you ask your family who do you ask?
L: My sister.
R: How old is she?
L: Matric.
R: And she can’t help you?
L: Yes, mam.
R: Do you know why?
L: No.
R: She doesn’t understand the work?
L: She doesn’t understand.
R: And mom?
L: She didn’t go to school. She did standard 5 so she never got much education.
R: Does she encourage you and support you?
L: Yes, mam.
R: So that’s how she helps you.
L: Yes.
R: And friends?
L: My friends help me so much. If I don’t understand they help me; If they don’t understand then I also help them.
R: Do you do any extramural activities.
L: I used to play netball but season is over.
R: Your friends in the settlement how do they influence you.
L: Yes, in a good way.
R: Do they come to this school?
L: No they go to K……
R: So they are bit younger than you. So they also want to learn?
L: Yes.
R: How do you think this school helps you?
L: It helps me to speak the English and I also learn so much things here mam because at Kingsway they never taught us a lot of things we never had time, but here I think I have a good education.
R: Can you name some of the things where the school helps you?
L: The internet and computers in the computer centre.
R: And how is this going to help you with your goals when you leave school?
L: I think so much work is done by computers, English many people speak English especially white people and I think it can help me.
R: And what do you want to do when you leave school?
L: I don’t know.
R: Thank you very much for sharing that information and helping me in my research.
<table>
<thead>
<tr>
<th>Line</th>
<th>Raw Data</th>
<th>Code</th>
<th>Sub-Category</th>
<th>Categ.</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R: Thank you for allowing me to interview you. What are some of the academic challenges here for you?</td>
<td>Lack of Internet access affects learning Access to resources</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
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<td>2</td>
<td>L: Well, I think the internet.</td>
<td>Planning and access</td>
<td>Research/Study skills</td>
<td>Barrier</td>
<td>Learning</td>
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<td>3</td>
<td>R: Okay tell me a bit more about that.</td>
<td>Lack of Internet access affects learning Access to resources</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
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<td>4</td>
<td>L: Sometimes they close it so you can’t go there.</td>
<td>Planning and access</td>
<td>Research/Study skills</td>
<td>Barrier</td>
<td>Learning</td>
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<tr>
<td>5</td>
<td>R: And then what happens?</td>
<td>Planning and access</td>
<td>Research/Study skills</td>
<td>Barrier</td>
<td>Learning</td>
</tr>
<tr>
<td>6</td>
<td>L: And then you have to go to the library and the other day I went there but it was also closed then I had to go to the internet and it was open but mam had to go in 5 minutes so we had to go.</td>
<td>Lack of time</td>
<td>Research skills</td>
<td>Barrier</td>
<td>Learning</td>
</tr>
<tr>
<td>7</td>
<td>R: So you didn’t have enough time?</td>
<td>Lack of time</td>
<td>Research skills</td>
<td>Barrier</td>
<td>Learning</td>
</tr>
<tr>
<td>8</td>
<td>L: Yes, mam.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>9</td>
<td>R: So how does that affect your work?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>10</td>
<td>L: So then I did not have enough information.</td>
<td>Information for projects</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>11</td>
<td>R: Tell me what is important about using the internet. What do you use it for?</td>
<td>Information for projects</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>12</td>
<td>L: I use it for information for my projects so I can make it easier for me to understand.</td>
<td>Information for projects</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>13</td>
<td>R: You use it for projects. What happens if you don’t get information from the internet?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>14</td>
<td>L: I have to make my own and then I get low marks.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>15</td>
<td>R: Okay. And if you work in a group?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>16</td>
<td>L: If we work in a group it helps sometimes because my friend can go to her house and then she can find information.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>17</td>
<td>R: and if you work with other children who also don’t have internet?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>18</td>
<td>L: then we have to go to the internet computer centre and find some information.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>19</td>
<td>R: any other difficulties?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>20</td>
<td>L: No</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>21</td>
<td>R: If I can ask you about learning, when you have to study for exams and things like that? How’s that for you?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>22</td>
<td>L: I think it’s much harder sometimes because I read and sometimes it doesn’t get to my mind and I have to read it a hundred times so I can get it into my mind or I write it 5 times so I can get it into my mind.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>23</td>
<td>R: So it takes a long time for you to remember. And when you write the exam?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
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<tr>
<td>24</td>
<td>L: I think sometimes exams are easy but if you learn hard.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>25</td>
<td>R: How do you feel about being in this school with children from so many different backgrounds?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>26</td>
<td>L: I feel okay. I learn so much about them and they learn so much about me.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>27</td>
<td>R: So you learn about each other. And your culture and language?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>28</td>
<td>L: I am a Pedi mam. I don’t speak my language but a little bit I speak it because I grew up with other people with different languages.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>29</td>
<td>R: And at school do you ever speak S’Pedi?</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
</tr>
<tr>
<td>30</td>
<td>L: yes. Not s’Pedi, I speak Zulu because the people, all my friends are Zulu. But my friend is from Kenya so I speak with her English and the other one is Tsonga, so she doesn’t speak Tsonga, she speaks English so we speak English together.</td>
<td>Lack of information</td>
<td>Technology</td>
<td>Lack</td>
<td>Resources</td>
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<td>Line</td>
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<tr>
<td>47</td>
<td>R: How does your family influence you in your learning?</td>
<td></td>
<td>Family cannot provide academic support.</td>
<td>Support</td>
<td>Family Orientation</td>
</tr>
<tr>
<td>48</td>
<td>L: Umm sometimes they don't help me mam, I ask them and they don't know sometimes so I have to go outside.</td>
<td></td>
<td>Receive elsewhere</td>
<td></td>
<td>Family Support</td>
</tr>
<tr>
<td>49</td>
<td>R: When you ask your family who do you ask?</td>
<td></td>
<td>Academic support from sibling</td>
<td>Support</td>
<td>Family Orientation</td>
</tr>
<tr>
<td>50</td>
<td>L: My sister</td>
<td></td>
<td>Cannot help as doesn't understand the work</td>
<td></td>
<td>Family Support</td>
</tr>
<tr>
<td>51</td>
<td>R: How old is she?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>52</td>
<td>L: Matric.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>53</td>
<td>R: And she can't help you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>L: Yes, mam.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>R: Do you know why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>56</td>
<td>L: No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>57</td>
<td>R: She doesn't understand the work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>L: She doesn't understand.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>R: And mom?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>L: She didn't go to school. She did standard 5 so she never got much education.</td>
<td></td>
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<tr>
<td>61</td>
<td>R: Do you get support from the school?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>62</td>
<td>L: Yes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>R: And friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>L: My friends help me so much. If I don't understand they help me; If they don't understand then I also help them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>R: Do you get support from the school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>L: Yes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>R: What kind of support?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>L: You help me to understand sometimes, sometimes I learn hard so I get good marks so you help me so much.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>R: How do you think this school helps you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>L: It helps me to speak the English and I also learn so much things here mam because at K..... they never taught us a lot of things we never had time, but here I think I have a good education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>R: Can you name some of the things where the school helps you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>L: The internet and computers in the computer centre.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>R: And how is this going to help you with your goals when you leave school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>L: I think so much work is done by computers. English many people speak English especially white people and I think it can help me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>R: Thank you very much for sharing that information and helping me in my research.</td>
<td></td>
<td></td>
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</tbody>
</table>

Addendum 2 – Interview - Table.doc

Codes – Interp. = Interpersonal Relationships
Addendum 3

- Incomplete Sentences
  - Transcript
  - Table of Analysis
INCOMPLETE SENTENCES

At school I enjoy ___________ interacting with others and having fun _________.

My friends at school are very good people _________________________________.

At home my friends are very good people _________________________________.

My favourite subjects are ___________ Art, ___________ English, ___________ 12's _________. because I enjoy _________.

them ___________ and do well in them ___________ and I get along with the teachers _________.

Some of my teachers can go really annoying _________________________________.

I sometimes feel sad when ___________ ten's major when others eat at break _________.

and I don't _________________________________.

My worst subjects are ___________ Computers ___________ because I don't ___________

do very well in it because I come so do in between the year _________.

When I leave school ___________ I want to do Graphic Design or Fashion Merchandising _________.

My biggest fear is ___________ failing matric _________________________________.

I get on well with ___________ teachers, family, friends and classmates _________.

It is very difficult when ___________ I don't get pocket money _________.

Most of my classmates get along with me _________________________________.

I hope to achieve a lot in life _________________________________.

I would be very happy to get a change to further my studies _________.

My best achievement is being able to solve out my problems _________.

I know I can achieve most of the things I want to achieve _________.

Exams are very stressful for me because I really don't _________.

like to study and they determine if I pass or fail _________.

I feel nervous/anxious when ___________ write my exams or sometimes when I have to go in front of a crowd _________.

The best thing in my life is ___________ my family _________________________________.

To me the future is what I look forward to _________.

1
Most teachers don’t understand that they can’t always be right or take control.

My family is very supportive towards me.

Learning is very important to me.

The hardest thing about school is studying.

The other learners at school are just a crowd.

My secret ambition is being able to succeed one day.

At school I like working with people who I get along with or I know.

Some people in my class don’t understand that I need my space and I can’t always be happy.

What I want most out of life is to succeed and help my family.

I study best when there is no disturbance around (at night).

What is difficult about learning is your no yourself most of the time because pupils at school can be very judgemental.

Classwork is easier to do than homework.

Working in groups is can be difficult.

What is difficult about studying is it need alot of concentration. It need to stick to the brain and I lack concentration.

What I like least about school is the uniform.

In the morning before school I hang around with my friends.

At school my culture is known.

Language at school is English.

What I think about sport at school is that it’s very good.

In my spare time I relax at home.

Religion to me means respecting yourself and others.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Sentence</th>
<th>Sub-Category</th>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At school I enjoy Interacting with others and having fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>My friends at school Are very good people</td>
<td>Enjoyment of friendships</td>
<td>Friendships</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>3</td>
<td>At home my friends Are very good people</td>
<td>Positive regard for friendships at school</td>
<td>Friendships</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>4</td>
<td>My favourite subjects are Art, English B.S. because I do well in them and</td>
<td>Preferred subjects due to achievement and positive</td>
<td>Teacher a/b</td>
<td>Achievement Learning</td>
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<td></td>
<td>get along with the teachers</td>
<td>teacher interactions</td>
<td></td>
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<tr>
<td>5</td>
<td>Some of my teachers Can be really annoying</td>
<td>Negative teacher interactions</td>
<td>Teacher a/b</td>
<td>Interpersonal Relationships</td>
</tr>
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<td>6</td>
<td>I sometimes feel sad when Others tease me or when others eat at break</td>
<td>Feelings of not fitting in – negative peer</td>
<td>Learner a/b</td>
<td>Inter&amp;Intrapersonal</td>
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<td></td>
<td>and I don’t</td>
<td>interactions</td>
<td></td>
<td>Learning</td>
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<tr>
<td>7</td>
<td>My worst subjects are Computers because I don’t do very well in it</td>
<td>Poor achievement due to lack of skills</td>
<td>Study skills</td>
<td>Barriers Learning</td>
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<td></td>
<td>because I came to do it in between the year</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>When I leave school I want to do graphic design or fashion merchandising</td>
<td>Further study</td>
<td>Further study</td>
<td>Future Orientation Learning</td>
</tr>
<tr>
<td>9</td>
<td>It is very difficult when I don’t get pocket money</td>
<td>Lack of money leads to Personal difficulty</td>
<td>Financial</td>
<td>Relationships Lack Resources</td>
</tr>
<tr>
<td>10</td>
<td>Most of my classmates Get along with me</td>
<td>Positive interaction with classmates</td>
<td>Friendships</td>
<td>Interpersonal Relationships</td>
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<td>11</td>
<td>I hope to achieve A lot in life</td>
<td>Personal expectations of future achievement</td>
<td>Achievement</td>
<td>Future orientation Learning</td>
</tr>
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<td>12</td>
<td>I would be very happy if I would get a chance to further my studies</td>
<td>Further study</td>
<td>Further study</td>
<td>Future Orientation Learning</td>
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<tr>
<td>13</td>
<td>My best achievement Is being able to sort out my problems</td>
<td>Personal achievement of problem solving</td>
<td>Self belief</td>
<td>Intrapersonal Relationships</td>
</tr>
<tr>
<td>14</td>
<td>I know I can Achieve most of the things I want to achieve</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Exams are Very stressing because I really don’t like to study and they</td>
<td>View of learning; Fear of exams</td>
<td>Study skills</td>
<td>Barriers Learning</td>
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<tr>
<td></td>
<td>determine if I pass or fail</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>I feel nervous/anxious when I Write exams or sometimes when I have to</td>
<td>Fear of exams/oral presentations and other’s</td>
<td>Self belief</td>
<td>Barriers Learning</td>
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<td>go in front of a crowd</td>
<td>expectations of self. Lack of self confidence</td>
<td>Study skills</td>
<td>Relationships</td>
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<td>17</td>
<td>The best thing in my life is My family</td>
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<td>18</td>
<td>To me the future Is what I look forward to</td>
<td>Positive future focus</td>
<td>Future Orientation</td>
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<td>19</td>
<td>Most teachers don’t understand that They can’t always be right or take</td>
<td>Negative teacher behaviour</td>
<td>Teacher a/b</td>
<td>Interpersonal Relationships</td>
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<tr>
<td>20</td>
<td>My family is very supportive</td>
<td>Conflict</td>
<td></td>
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<td>21</td>
<td>Learning is very important to me</td>
<td>Value</td>
<td>Academic orientation</td>
<td>Learning</td>
</tr>
<tr>
<td>22</td>
<td>The hardest thing about school is Studying</td>
<td>View of learning</td>
<td>Study skills</td>
<td>Barriers</td>
</tr>
<tr>
<td>23</td>
<td>The other learners at school are just a crowd</td>
<td>Learner a/b</td>
<td>Interpersonal</td>
<td>Relationships</td>
</tr>
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<td>24</td>
<td>At school I like working with people who I get along with or I know</td>
<td>Comfortable friendships / peer interaction</td>
<td>Learner a/b</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>25</td>
<td>Some people in my class don't understand that Sometimes I need my space and can't always be happy</td>
<td>Need for understanding and personal space</td>
<td>Learner a/b</td>
<td>Inter/Intra Personal</td>
</tr>
<tr>
<td>26</td>
<td>What I want most out of life is to succeed and help my family</td>
<td>Achievement and Support family</td>
<td>Support</td>
<td>Family Orientation / Future Orientation</td>
</tr>
<tr>
<td>27</td>
<td>I study best when there is no disturbance around (at night). Friends do not disturb</td>
<td>Study when friends are not disturbing</td>
<td>Study skills</td>
<td>Learning</td>
</tr>
<tr>
<td>28</td>
<td>What is difficult about learning is You not yourself most of the time because pupils at school can be very judgemental</td>
<td>Feeling judged for not fitting in; lacking self belief</td>
<td>Learner a/b</td>
<td>Inter/Intra Personal</td>
</tr>
<tr>
<td>29</td>
<td>Working in groups is Can be difficult</td>
<td>Difficulty with group work interactions</td>
<td>Learner a/b</td>
<td>Interpersonal</td>
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<td>30</td>
<td>What is difficult about studying is It needs a lot of concentration because it needs to stick to the brain and I lack concentration</td>
<td>Lack of Concentration makes study difficult</td>
<td>Study skills</td>
<td>Barriers</td>
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Addendum 3 - Incomplete Sentences- table.doc
Addendum 4

Table of Themes
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<td>4. Preferred subjects due to achievement and positive teacher interactions</td>
<td>Teacher a/b</td>
<td>Academic orientation/Achievement</td>
<td>Learning Challenges</td>
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<td>7. Poor achievement due to lack of skills enjoyment</td>
<td>Achievement</td>
<td>Barriers</td>
<td></td>
</tr>
<tr>
<td>8. Desire further Study</td>
<td>Further Study</td>
<td>Future orientation</td>
<td></td>
</tr>
<tr>
<td>11. Personal expectations, future achievement</td>
<td>Achievement</td>
<td>Future orientation</td>
<td></td>
</tr>
<tr>
<td>12. Desire further Study</td>
<td>Further study</td>
<td>Future orientation</td>
<td></td>
</tr>
<tr>
<td>15. Fear of exams</td>
<td>Study skills</td>
<td>Barriers</td>
<td></td>
</tr>
<tr>
<td>16. Fear of exams/oral presentations/others</td>
<td>Self belief</td>
<td>Barrier</td>
<td></td>
</tr>
<tr>
<td>21. Personal view of learning as value</td>
<td>Value</td>
<td>Academic orientation</td>
<td></td>
</tr>
<tr>
<td>22. Study difficulty</td>
<td>Study skills</td>
<td>Barrier</td>
<td></td>
</tr>
<tr>
<td>27. Study when no disturbance</td>
<td>Context</td>
<td>Academic orientation</td>
<td></td>
</tr>
<tr>
<td>29. Difficulty with group interaction</td>
<td>Learner a/b/conflict</td>
<td>Interpersonal</td>
<td></td>
</tr>
<tr>
<td>30. Lack of Concentration</td>
<td>Concentration</td>
<td>Barrier</td>
<td></td>
</tr>
</tbody>
</table>

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1. Enjoyment of friendships |Friendships| Interpersonal|
2. Positive regard for school mates | Friendships| Interpersonal|
3. Positive regard for home mates | Friendships| Interpersonal|
4. Positive teacher interactions | Teacher a/b | Interpersonal|
5. Negative teacher interactions | Support/Achievement | Interpersonal|
6. Negative peer reactions–Feelings of not fitting in | Learner a/b Conflict | Interpersonal/Intrapersonal|
10. Positive interaction class mates | Friendships/Support | Interpersonal|
13. My best achievement is being able to sort out my problems | Self belief | Intrapersonal|
14. Personal belief in achievement | Self belief | Intrapersonal|
16. Fear of assessment | Self belief | Intrapersonal/Interpersonal|
19. Negative teacher interactions | Teacher a/b/Conflict | Interpersonal|
23. Distant peer interactions | Learner a/b/Conflict | Interpersonal|
24. Comfortable friendships/peer interaction | Learner a/b/Support | Interpersonal/Intrapersonal|
25. Need for personal space/understanding | Learner a/b/Support | Interpersonal/Intrapersonal|
28. Feeling judged by others | Learner a/b/Conflict | Interpersonal/Intrapersonal|
29. Difficulty with group work/peer interactions | Learner a/b/Conflict | Interpersonal/Intrapersonal|

* Learning is an important priority in order to provide a better future and ensure further study, however there are barriers which influence learning and reaching potential.

* Good relationships important to participants in the learning process

* Participants feel they do not fit in and are thereby
<table>
<thead>
<tr>
<th>Codes</th>
<th>Sub-Category</th>
<th>Categories</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Food</td>
<td>Lack</td>
<td>excluded from the majority group often due to misunderstandings by others</td>
</tr>
<tr>
<td>9.</td>
<td>Financial</td>
<td>Lack</td>
<td>* Teacher relationships are important, however teacher attitudes and behaviour can be challenging to learners.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Belief in self motivates learning or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* creates self doubt and anxiety when lacking</td>
</tr>
<tr>
<td>17.</td>
<td>Family</td>
<td>Family orientation</td>
<td>Resources</td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td>Lack of resources affects learning and friendships and self esteem</td>
</tr>
<tr>
<td>26.</td>
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</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td>Family orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Family an important support structure with both generations wanting to support each other reciprocally, in the system.</td>
</tr>
</tbody>
</table>

Codes: a/b = attitudes and behaviour