Chapter Four:

METHODOLOGY

“Enter into the world. Observe and wonder. Experience and reflect. To understand a world you must become part of the world remaining separate, a part of and apart from”.
(Halcolm’s Methodological Chronicle, in Patton, 2002, p. 84)

4.1 Introduction

This study comprises a multiple case study conducted in three historically white former Model C schools in Ekhuruleni East District 5 of the Gauteng Department of Education (GDE). The participants were the Grade 8 pupils and teachers in each of the three schools. This chapter justifies the selection of a qualitative research paradigm for the study, and provides an account of the research design and methods of data collection and analysis. In addition, I include a description of the three sites.

Essentially, I chose a qualitative research paradigm because it was appropriate to the aims of this study, which were to investigate the experiences and challenges faced by teachers in culturally and racially diverse classrooms, and the training that they had received to prepare them for these challenges. I subsequently included pupils when it became apparent that they were also actors affected by the changes in education. Since the participants are human beings with emotions I wanted to be able to interact with the participants in a way that goes beyond quantifying responses and to be able to provide a picture of their worlds.

The human factor in social research is brought in by being able to communicate with the participants, and by studying participants’ words it is possible to gain deeper insights and understanding of their emotions and experiences as the following quotation suggests,: “Qualitative research places emphasis on understanding through looking closely at people’s words, actions and records” (Maykut & Morehouse, 1994, p. 92.).
This chapter begins by setting the selected research approach in the context of broader debates about research paradigms in education. An account of the relationship between quantitative and qualitative approaches to research and the relative strengths and weaknesses of each are discussed. I then present the research design and data collection methods followed by a description of the research sites, and end with an overview of the research participants and an account of the data analysis, as well as the limitations of the study.

4.2 The Contrast between Quantitative and Qualitative Research Paradigms

There is considerable and ongoing debate surrounding the use of quantitative and qualitative research paradigms, as is evident in the plethora of literature on the topic (see, for example, Fetteman, 1988; Guba & Lincoln, 1990; Denzin & Lincoln, 1994; Hamersley, 1993; Creswell, 1998; Patton, 2002). Quantitative research examines the mathematical importance of data, where statistics play a significant role in the illustration of the scientific view of research (Neuman, 2000). Quantitative researchers use a positivistic approach to Social Science that relies heavily upon a technocratic approach. Variables and testing hypotheses are part of the research process. Emphasis is placed on precise measurement of variables and testing hypotheses, which are linked to general causal explanations (Denzin & Lincoln, 1994, Neuman, 2000).

The debate concerning the quantitative and qualitative paradigms influences both the general approach to educational research, as well as the manner in which specific research techniques are employed. A brief review of the literature on this debate will serve not only to highlight some key issues, but also to reveal the value of qualitative strategies and techniques (Vulliamy, Lewin and Stephens, 1990; Neuman, 2000; Patton, 2002). Qualitative data is referred to as ‘soft data’ collected from impressions, words, sentences, photographs, and symbols. This differentiates it from quantitative ‘hard data,’ collected in the form of numbers. The research strategies used in collecting both types of data differ considerably.

Certain researchers challenge the assumption that quantitative and qualitative research represents two different approaches. They do not deny the fact that differences exist, but claim that the two methods do not belong in separate paradigms, and may thus be used within the same investigation (Hammersley, 1993; Denzin & Lincoln, 1994; Neuman, 2000). Qualitative and quantitative researchers usually have varying assumptions about social life and different objectives in their studies. As a result of these
differences the tools used by quantitative researchers may be irrelevant or inappropriate to the investigation. The differences can also lead to confusion among students, researchers, and people who read the research. Instead of judging one research style against the other, it is best to appreciate the strengths of each style, by understanding the orientation of the researcher. Although qualitative and quantitative research is often seen as mutually exclusive, some authors, of whom Fetterman (1988) is one, challenge this view:

One need only scratch the surface of the qualitative/quantitative debate to understand that the terms ‘quantitative and qualitative’ are in themselves misleading. They are commonly accepted handles for both the contrasting paradigms and the methods associated with them.

(Fetterman, 1988, p .5)

Qualitative researchers generally rely on interpretive critical social science where the emphasis is on experience and interpretation. The fundamental concern of interpretive research is meaning while seeking to understand social actors’ understanding of situations as well as an endeavour to create descriptive analyses that emphasise deep, interpretive understanding of social phenomena (Patton, 2002). “Critical research” focuses on lived experiences, and the social relations that structure these experiences and incidents are understood within social and economical contexts. Essentially, qualitative researchers apply logic in practice and do not follow a linear research path. Their discourse consists of cases and contexts and the emphasis is on detailed examinations of cases in their natural setting. Qualitative researchers attempt to present authentic interpretations that are sensitive to specific social-historical contexts (Vulliamy, 1994; Neuman, 2000; Patton, 2002).

An understanding of a situation as the participants construct it is what I tried to accomplish in this study. I attempted to capture and understand what people say and do and how they interpret the world. In order to accomplish this, it was necessary for me (the researcher) to show an empathic understanding of feelings, motives and thoughts behind the behaviour and actions of my participants. People are able to understand their situation through words, as their worlds are created though words and some people defend their arguments and hide behind words (Maykut and Morehouse, 1994; Neuman, 2000; Patton, 2002). Why words? “Simply stated, using the subjects’ word better reflects the postulates of the qualitative paradigm” (Maykut and Morehouse, 1994, p. 50).
Anthropologists throughout the previous century and this century have used qualitative research techniques, such as participant observation and in-depth interviewing in their field. However, the use of these strategies in education is very recent. In the last twenty years the use of case study and action research has been quite extensive. Although the debate continues regarding the merits of quantitative and qualitative approaches, for the purpose of collection of the data for this study any further discussions of this debate are unnecessary. Vulliamy (1990) discusses the contributions that qualitative research can make in developing countries and cites examples from West Africa. Adam and Chen (1981 in Vulliamy, 1990) state that the reliance on traditional research methods is responsible for the gaps existing in education between research and policy making as well as educational practice and policy making. These observations have relevance for South Africa, which is, to a certain extent, a developing country.

Qualitative research strategies have considerable potential for contribution to educational theory, policy and practice in developing countries. These strategies are particularly suitable for the study of the processes of schooling and for the evaluation of innovations, ‘where divergences between policy and practice can be highlighted through sensitivity to the unintended, as well as intended, outcomes of innovation’ (Vulliamy et al, 1990, p. 25). The qualitative design was used in this study, precisely for these reasons.

Discussions of qualitative research are often confused by a neglect to differentiate between techniques of data collection and the underlying approach that guides the research, (Vuilliamy, 1990; Neuman, 2000; Patton, 2002). Qualitative researchers are inclined to use data collection techniques, such as observation and unstructured interviews, which produce data in the form of words. These techniques were particularly pertinent for this study, as I was able to interpret the participants’ verbal responses and identify common themes in the three schools (Neuman, 2000; Patton, 2002). Had I used a quantitative design for this study, I would not have uncovered the extensive information that I uncovered with the use of the qualitative paradigm (Neuman, 2000; Denzin & Lincoln, 1994).

Most qualitative researchers do not perceive these distinctions as major differences, instead, qualitative researchers view themselves as being influenced by underlying philosophies and theoretical frameworks, which are in conflict with positivist and post- positivist philosophies. A researcher’s entire strategy and approach, irrespective of the data-collection techniques that are used, is formed by epistemological diversity. In certain cases, qualitative researchers may use quantitative data-collection techniques, while
quantitative researchers may have to use qualitative methods such as interviewing. In this study only qualitative data-collection methods were employed. In an attempt to draw on critical ethnography I endeavoured to recognise the relationships between theory and data and to take cognisance of the wider social and cultural procedures that impact on the schools where the research was conducted as May (1994, in Vulliamy, 1990, p. 50) advises.

Critical ethnography attempts to bring together macro and micro levels by recognising the inter-relationships between theory and data, and acknowledging the broader social and cultural processes that affect the school setting under study.

4.3 The Research Design

Case study is the study of particularity and complexity of a single case, coming to understand its activity within important circumstances.

For this study I selected a case study design within the qualitative paradigm, where I employed two specific data collection methods which will be discussed in detail later in the chapter. Essentially, my goal was, from a sociological perspective, to analyse and recreate cases (Patton, 2002). In this regard the socio-dynamic pattern of the research process shows that the people involved define both the socio-cultural contexts and the specific situation of a research programme. It was necessary for me to take cognisance of the socio-dynamic pattern of the research process to position myself in this process. I was not prepared to fall prey to concentrating on merely achieving results, as do many researchers who pay little attention to the inter-dependency of participants and researcher because they are too busy achieving their results.

Interactional patterns of the researcher or research groups are dependent upon the behaviour of the individual participants or the group of participants involved; in my study, the teachers and pupils where purpose is established in the situational context through the actions and interactions of researchers (Schratz, 1993; Neuman, 2000; Patton, 2002). The socio-dynamic pattern of the research process is clearly depicted in the following diagram.
The diagram clearly illustrates the interaction between the participants (who were the pupils and teachers at the schools) and me, and places the study in context. From the diagram it is evident that the interaction was a two way process between the participants and me in each case.

4.3.1 Case Study

Although criticised by research scholars and referred to as ‘a weak sibling among social science methods’ (Yin, 1994, p. xiii), case studies are used extensively in social science research. One of the reasons that case studies are sometimes viewed with scepticism is because the research procedures are often poorly documented. This is a shortcoming that is easily overcome and should not deter researchers from conducting case study research, especially when a case study is most likely to yield a rich picture of the phenomena under investigation. In multiple case studies, every case should have a specific purpose within the overall scope of the enquiry. Any multiple case studies should follow replication, and careful consideration should be given to the choice of each case (Yin, 1994, Stake, 1995; Neuman, 2000; Patton, 2002). “Replication” is a term borrowed from the quantitative paradigm to ensure honest truthful research where, the qualitative researcher replicates his/her study but does not lose sight of the fact that he/she is dealing with human beings.
A case study should be kept flexible and multiple case studies should be treated as multiple experiments producing similar results and be referred to as ‘literal replication’. The investigator should have the necessary experience to take advantage of unexpected opportunities and guard against potentially biased procedure. Yin provides a list of skills for the case study researcher:

…ask good questions - interpret answers - be good listeners - not be trapped by his/her ideologies or preconceptions - be adaptive and flexible - have a good understanding of issues being studied - be unbiased by preconceived notions - be sensitive and responsive.

(Yin, 1994, p.56)

The case study protocol, which contains the instrument, procedures and general rules to be followed in using the instrument is very important and is necessary to increase reliability and to serve as a guide to the researcher in conducting the study (Yin, 1994). See Appendix (A) for a copy of the research protocol used in this study.

4.3.2 Research Sites

A site is the context in which events or activities occur, a socially defined territory with shifting boundaries.

(Neuman, 2000 p 352)

The sites chosen for this study are all historically white former Model C schools that have, since the early 1990s, become racially and culturally diverse. It was relatively simple to replicate my investigation at each site because of the racial and cultural diversity of the pupils. The teachers in each site were white, except for one Indian teacher at one school and one black teacher at each of the other two schools.

Research questions and field sites are closely linked. If a researcher is focusing on a case study, it is necessary to select a site and then identify a case within the site. Three factors need to be considered when selecting sites for field research, namely: richness of data, unfamiliarity, and suitability. “Rich data” refers to the data that is collected from a site that will provide considerable information. “Unfamiliarity” refers to the researcher’s knowledge about the site. It is important that the researcher is unfamiliar in order to avoid bias. Finally, “suitability” of the site is imperative as the site selected should be suitable to the type of investigation to be conducted. The three sites that I chose were rich in data, were unfamiliar to me and were suitable for the type of study that I conducted. The chosen sites were suitable for the type of study that I conducted because they were historically white schools which had become racially integrated.
4.3.3 Gaining Access to Selected Sites

Since this study was conducted in three state schools, I had to seek permission from the District which granted me the permission to conduct my research in these schools, which had become racially diverse since 1994. The district director informed the three principals that I would be visiting their schools to conduct my research. I then contacted the principals and arranged dates for my visits. I also arranged to enter each of the sites a day in advance of beginning the actual research in order to ‘get a feel for the school’ and to explain the nature and purpose of my research to both the principal and the Grade 8 teachers. Spending this day in advance at each school proved a very useful opportunity as I was given all the class lists and timetables of the Grade 8 classes that I intended visiting and I was able to select the classes that I would visit.

4.3.4 Phakamani Secondary School

The principal chose the fictitious name Phakamani, a Sesotho word which means ‘to elevate’. Phakamani is a well–run, well resourced, very old school, as is evident from the large wooden–framed windows, the high ceilings, and the long dark draughty corridors. This school was built in 1926 and is one of the oldest buildings in the city. Situated on the fringe of the Central Business District on the South Side of the city, Phakamani draws its learner population from the surrounding Indian and African Townships, as well as from the Central Business District and surrounding suburbs. Pupils attending this school come from diverse socio-economic backgrounds.

Phakamani was opened in 1974 when the original English High School moved to its present location in the northern suburbs. Although it was a mainstream high school there was a greater focus on technical subjects. Phakamani subsequently moved away from being a predominantly technical school towards being a mainstream secondary school and subsequently became a Model C school with an all white population prior to the 1994 democratic elections. Now, at least fifty percent of the pupils at the school are African and are predominantly Sesotho speakers. Approximately fifteen percent of the pupils are of Indian origin and are English first–language speakers, and the remaining thirty–five percent of the pupils are white, some of whom are of Portuguese and Greek origin.

With the move from being predominantly a technical school to a mainstream Model C school, Phakamani began to admit black (generic) learners who passed an entrance test. Learners were required to repeat a
standard if admitted to the school. In addition, the school held bridging classes for learners who were not coping with the mainstream curriculum.

Despite the principal’s attempts to change the ethos of the school to accommodate the racial/cultural diversity among the pupil population, many of the teachers adhere to the old ethos of the school. The school values good discipline and teachers see it as a priority to enforce discipline through the system of merits and demerits. This system does not appear to be successful as many pupils do not subscribe to this system of discipline and treat it very lightly. There is no disciplinary policy as such but teachers are encouraged to implement the use of the demerit system.

The school building comprises three blocks belonging to the original main structure, where some of the classrooms are too small to accommodate the increased numbers of pupils in each class. Situated in the main administration block on the lower level are the staff room, the Heads of Department offices, and the principal’s and her secretary’s office. Adjacent to the principal’s office is the main entrance to the building, which leads into a reception area that boasts a gallery of pictures of previous principals of the school. In addition, there is a gallery of pictures and names of the winners of various sporting events, as well as of pupils who had excelled academically. Honours boards bearing the names of former head girls and head boys adorn the walls. The school claims to have transformed to accommodate diversity but there appears to be no evidence of this transformation in the display of photographs and artifacts. These photographs and artifacts belong to a previous era when African and Indian pupils were excluded from this school. Institutional racism is evident as it is purported to become a reflection of assumptions, goals and values of the dominant group, in this case the school management and teachers (Troyna, 1993).

The principal at Phakamani has made it quite clear that she does not tolerate ill-disciplined pupils and endeavours to maintain an amicable atmosphere in the school. Further she claims that all pupils irrespective of race are dealt with appropriately.

The wooden floor in the reception area has an attractive rug and there are comfortable couches and occasional tables, making it very warm and welcoming to visitors. The entrance to the secretary’s office is off the reception area and access to the principal’s large airy office is gained through the secretary’s office where a warm, welcoming atmosphere greets any visitor. A comfortable wicker lounge suite with plump maroon cushions and a matching wicker coffee table are situated at the entrance to the office, where
matching maroon curtains are draped across the windows. Pupils’ art adorns the walls. The principal’s
desk occupies the left corner of the office and the office is divided by a room divider, providing an area
with a large table, chairs and filing cabinets where records are stored. Executive staff meetings are held
here. The principal’s desk, as well as the table behind the divider, is covered with paperwork.

Home Technology classroom and kitchens and a number of subject classrooms are found on the upper
level of this wing. Leaving this block and walking in a northerly direction one passes the library, rather
small for a school of this size, and adjacent to the library is an office that accommodates the general
secretaries. Directly opposite this room is another little room housing two more secretaries who control
access to the school by operating an electronic gate. Continuing along this corridor one comes to the
second block, which has two levels of classrooms and also houses the Art classroom, and to the south of
the main block is a single level block of classrooms. A number of prefabricated structures have been
erected to cater for the overflow of pupils and to house the Woodwork and Metal Work Centres because
the original centres are now used as classrooms.

The school is situated on very large grounds and there are soccer pitches, a cricket pitch and cricket
training nets, netball courts, tennis courts, a basketball court and various other sporting facilities. From
the number of sports fields it is evident that the school takes great pride in sporting activities.

4.3.5  Esiphumelelayo Secondary School

I chose the name Esiphumelelayo, because it describes the school aptly. Esiphumelelayo means
“successful” and this school excels academically in the arts and culture and on the sports field. This large,
efficiently run school is situated in the northern suburbs of the city and, because of its reputation as a
leading educational institution, there is always a long list of pupils waiting to gain entry. Esiphumelelayo
is run along the lines of an “elite English Public School” (private school), and has a roll of approximately
1600 pupils.

Esiphumelelayo is a 79 year old school that was established in 1926 on the South Side of the city. It was
the first English high schools that catered for the large English speaking population. Esiphumelelayo high
School has always had an excellent reputation and is highly acclaimed in academic circles. Many outstanding pupils in the long history of Esiphumelelayo owe their success to the commitment of the principal and teachers and a number of the ex pupils of Esiphumelelayo are leaders in a variety of professions. Esiphumelelayo originally occupied the premises that are now occupied by Phakamani. Since moving to the northern suburbs of the city they drew their student population from the surrounding affluent suburbs. Unfortunately in recent years Esiphumelelayo has gained the reputation of being elitist but the label does not affect the school adversely as there is a long waiting list for admission. Many African and Indian parents believe that by the children attending Esiphumelelayo these children will have a better chance in the future. Perhaps in a way these parents are supporting assimilation without being aware of it.

The late principal endeavoured to make “his” school a place that welcomed diversity. He insisted that he treated all his learners equally. He was loving, caring and always tried to assist his learners by making them feel that they were an important part of the institution. However, a number of black (generic) learners did not agree with this claim. The principal insisted on “his children” being well-disciplined while upholding the name of the school. The ethos of the school was very similar to that of an English grammar school and has remained unchanged as the late principal and teachers of the school maintain that their learners should display the correct norms, values and attitudes as expected by the school of Esiphumelelayo’s calibre. Diversity is welcome at Esiphumelelayo where even the Taiwanese learners are accommodated and made to feel welcome. However, African and Indian learners tell another story and believe that the Taiwanese pupils get preferential treatment. Like the other former Model C schools in this study, Esiphumelelayo still maintains many trappings of the previous dispensation as is evident in the later chapters. Affluence is evident throughout this school which draws the majority of its pupils from the surrounding mainly white affluent suburbs, as well as a limited number of pupils from the Indian and African townships surrounding the city. The school premises are very interesting and needs a comprehensive description.

The imposing entrance to the school is controlled by security guards, and there is also a gate at the back of the school, leading onto the street that runs parallel to it. On entering the school foyer, which is tastefully decorated, warm and welcoming, visitors to the school are greeted by a life size portrait of the current principal. Beautiful oak furnishing is found beyond the foyer in the reception area and oak chairs are upholstered in a dusty pink, tapestry-type fabric. Large oak display cabinets which house the trophies
of the school’s success in various sporting events are mounted on the walls. Pictures of former principals, head girls and head boys, as well as accolade boards, adorn the walls of the reception area, making it resemble a hall of fame. To the right of the reception area is the offices that accommodate the Heads of Department; still on the ground level are the six secretaries in their various offices, with the photocopying and printing department next to the secretaries.

This is the public face of the school which is presented to anyone entering the school. However, in the classrooms, behind closed doors there is frustration, dissatisfaction, disillusionment and impatience with the pupils from diverse backgrounds. This will be covered in later chapters. This “hall of fame” with its numerous pictures and artifacts could perhaps convey a specific message to African and Indian pupils about the traditions of the school. African and Indian pupils who enter this school would have to conform to the traditions of this school or else they would not be welcome in other words this could be conveying a message of assimilation. Thus emphasizing the schools preference for the assimilationist approach. These artifacts present in both Esiphumelenayo and to a lesser degree in Phakamani actually ignore diversity as all the pictures are of the previous era. However, Zama does not have this typical “hall of fame” instead they have recent collages of sporting events, cultural days and previous year’s matric farewells that appear to celebrate the diversity in the school.

On the upper level are the staffroom, some additional offices, one of which was allocated to me the boardroom, and the offices of the two deputy principals, the principal and his secretary. The boardroom is most impressive and ornately decorated in oak, with the chairs upholstered in a rich tapestry-type fabric; modern swags, tails and curtains in matching fabric adorn the windows. All executive management meetings and governing body meetings are held in this exquisite, tastefully decorated boardroom.

To enter the principal’s office visitors pass through his secretary’s office, which is also attractively decorated in shades of pink, and with elegant oak furniture. The principal’s office is majestically decorated in exquisite dark wood and, on stepping into his office, you are immediately transported into various exotic lands because of the treasures that the principal has collected from his extensive travels abroad. The walls are covered with icons, paintings and relics. Apart from being the principal of the school, he is also a priest at a local Church and most of his artefacts have been collected during his extensive religious pilgrimages to the ‘Holy Land’. A subtle aroma of an expensive tobacco mingled with
designer after-shave cologne pervades the air in the principal’s office, and he is always prepared to entertain pupils, teachers and visitors in his office as he claims to have an “open door policy”. (Unfortunately this principal passed away on 25 July 2004 his passing leaves a great void in the academic fraternity and he is sadly missed by the community as well).

On the ground floor, leading off from the administration block, there is a school hall. As this hall cannot accommodate the entire school, assemblies are held in a large enclosed area between two blocks of classrooms. This area, named the “Vatican”, is large enough to accommodate the entire school, as well as the seventy-five members of staff. An outstanding feature of the school is a beautiful little chapel situated in a serene garden, just outside the administration block, where pupils and teachers are encouraged to go when they need some quiet time. The principal often holds church services in this chapel for those who want to attend.

Esiphumelenayo has three teaching blocks in the original school structure. The first block has the Home Technology kitchens at one end on the upper level, with the library and Science laboratories situated on the lower level. Both levels have classrooms, while the other blocks have classrooms on all three levels. Prefabricated classrooms behind the last block of classrooms have provided accommodation for the increased number of pupils. A new block of classrooms was erected in front of the Administration Block, where the Woodwork and Metal work centres are also situated.

Situated in very large, well-maintained grounds, the school offers numerous sporting activities, since sport is a very important aspect of education in this school. There are soccer pitches, a cricket pitch and cricket training nets, netball courts, tennis courts, softball courts and various other sporting amenities, the school has a water polo team, and a swimming team. In addition the school has a Scottish pipe band and drum majorettes

4.3.6 Zama
The name ‘Zama’ is from isiZulu and means “to persevere”. I chose this name since this school has a persevering spirit which is fostered by the new principal, who had just been appointed to the post when I visited the school. It has a very large number of pupils from diverse cultures, and the pupils have persevered to bring honour to the school in the sports and cultural arenas
This school was built by the then Transvaal Education Department in 1964 specifically to cater for those children who wanted to pursue a commercial career and was the first Commercial High School in the city. It was a dual medium school and catered for both Afrikaans and English speaking pupils. In 1978, it became a mainstream English medium high school. Later, Zama like the other two schools in the study opted for the “Clase” Model C status. An interesting feature of Zama is that even then it had a multilingual population of Greeks, Portuguese, Italians and English speaking pupils. Since becoming a Model C school Zama began admitting black (generic) learners in the mid 1990s. Zama also had certain selection criteria and applicants were required to write admission tests before being admitted to the school depending on whether they met the selection criteria.

The school population has changed considerably since 1994 when Zama officially became an open school and now more than half of the learners are black (generic). Discipline a very important aspect in the ethos of Zama which appears to be a perpetuation of the previous dispensation. Considerable time is spent disciplining pupils. This school like many other Model C schools still bears remnants of Christian National Education. This is evident in the assemblies that are held every day in attempt to discipline pupils. Situated as it is in the north-west of the city, and because of its close proximity to the taxi route the majority of its pupils come from the surrounding African townships. A number of Indian pupils come from the Indian Township, and two suburbs inhabited predominantly by Indians.

The principal speaks very proudly of “her” African pupils who have achieved in sporting and cultural events. Zama’s academic achievement is not on a par with Esiphumelelayo and Phakamani. It is apparent that the majority of pupils are not academically inclined since they pay more attention to sports and culture. If we consider the theory of multiple intelligences then it may be assumed that these learners who excel in sports and culture have this type of intelligence. Security is an aspect that the school management and governing body treat very seriously as is evident from the security gates and the security staff that man the gates.

A large electronic gate controls access to the school and on entering the school one is greeted by the imposing murals on the wall of the school hall. The blue figurines in the murals of mosaic art are reminiscent of the frescoes found in Europe. To the right of the hall is the administration block which accommodates the reception area, the staff room, and the offices of the school secretaries, the Heads of Department, the deputy principals and the principal. A beautiful lounge suite upholstered in an attractive,
dark, floral fabric is placed strategically in the fairly small reception area. However, despite the attractive lounge suite the reception area has a rather cold atmosphere. Numerous pictures of events that have taken place at the school, as well as accolades boards adorn the walls in a rather cluttered fashion. A window into the secretaries’ office looks onto the reception area, and visitors are requested to call at this window to announce themselves to one of the secretaries. The entrance to the secretaries’ office is in the corridor that leads down to the principal’s office.

The principal’s office is situated at the far end of the corridor and this office is considerably smaller than the principal’s offices at the other two schools. An ordinary bare, sapele, round wooden table and chairs are situated at the entrance to the office. The principal’s desk is situated at the far end of the office, in front of the window. The office is quite stark; there are no pictures on the walls, the floors are bare. Old Marley tiles cover the floor and it lacks warmth. A sapele wood, filing cabinet is situated to the right of the principal’s desk. Since the principal had just recently been promoted to the post I imagine that she had not given the office her personal touch. She did, however, point out that she is having the office redecorated to her taste. While I was in her office she apologised because the curtain contractors came in to measure the windows.

Zama is housed in quite an old, cold, grey, stone building and consists of three blocks of classrooms. The first block if one walks in an easterly direction from the reception area beyond the school hall houses the Home Tech kitchens and classrooms on the upper level, with classrooms on the lower level. The Science laboratories and classrooms are to be found in the other two blocks. To the south of the school, beyond the last block of classrooms, there are a number of pre-fabricated classrooms, once again to cope with the large numbers of pupils who now attend the school, and to the north-east of the first block there are also a number of prefabricated classrooms, which are used for Design Tech and Industrial Arts. These classrooms are large, but still are not large enough for the increased numbers of pupils.

The school is situated in sprawling school grounds, which are well maintained and allow pupils ample space to stroll and relax during breaks. Sport is a very important extra-curricular activity at this school, and the school has soccer pitches, netball pitches and a cricket pitch.
4.4 Research Participants

Only Grade 8 teachers were interviewed because my investigation was conducted in Grade 8 classes only. I chose Grade 8 teachers because I anticipated that very rich data could be collected in this grade, since the pupils were newcomers to the school. Sixteen teachers from the three schools were interviewed, as well as the three principals and twenty pupils, eight each from Phakamani and Esiphumelelayo, and four from Zama. The teachers were predominantly white females with the exception of two white males, two black males, and one Indian female. In total I interviewed four males and twelve females. No specific selection criteria were used, since teachers who had free periods came forward to be interviewed. Most teachers had received their teaching diplomas from same-race institutions, one black teacher had qualified at a same-race university, one at an historically white university, and the Indian teacher at a distance education university. Of the sixteen teachers five were newly qualified, one had been teaching for five years, and the remaining ten teachers had a minimum of twenty years teaching experience each.

Those teachers who had been teaching for approximately twenty years were all trained during the previous dispensation in state teacher training colleges for whites only. They had no experience of racial or cultural diversity prior to their schools being opened to all after the 1994 democratic elections. Additionally, these teachers were used to a very rigid, military-style discipline closely related to Christian National Education.

The pupils interviewed were in the age group twelve to fourteen. The majority of the pupils at the three schools were from middle-class backgrounds, with some pupils from working-class backgrounds. The African pupils had specifically come to this school because their parents were disenchanted with the quality of education that the township schools provided. A number of the African pupils were resident in the surrounding suburbs. Most of the Indian pupils who were interviewed travelled between five and seven kilometers to their respective schools from the Indian townships or suburbs. The Indian children, apart from one boy, had been to Indian primary schools, while the majority of the black children had come from historically white primary schools.

4.5 Data Collection Methods

Two methods of data collection were employed: direct observation and interviews. I chose direct observations because I wanted to experience first hand the interaction between teachers and pupils and
pupils and pupils in their natural setting. Although the interviews in qualitative research may take many forms, the most commonly used in case studies is the open-ended type. The purpose of the open-ended interviews is not to put ideas into a person’s mind, but rather to gain access to the viewpoint of the individual being interviewed. In order to uncover what cannot be directly observed, such as thoughts, emotions and intentions I conducted interviews.

Since it is not possible to observe the meanings that actors attach to events and situations in the world it is necessary to enquire by questioning how the individual ‘feels’ and what he or she ‘thinks’. It is necessary to probe beneath the surface or assumed meaning and I was able to do this, as is evidenced by the copious data that I collected from the interviews (Patton, 2002).

I chose direct observation because it provided additional information about the topic that was being investigated. In my research I found that through observation I was able to collect thick data that supported evidence gathered during the interviews.

4.5.1 Direct observation

The visits to the case study sites created an opportunity for direct observation where I endeavoured to pay attention and watch and listen carefully, since these activities are central to what good researchers do in the field. Direct observation provided the opportunity to work primarily with ‘unstructured data’ and permitted freedom in the collection of data. In addition, it allowed for data analysis that involves explicit interpretation of the meanings and functions of human actions, the product of which mainly takes the form of verbal descriptions and explanations (Yin, 1994; Neuman, 2000; Patton, 2002). Because observation is said to be representative of the uniquely humanistic interpretive approach, the collection of detailed descriptions of the concrete experience of life within the particular school culture was possible (Neuman, 2000; Patton, 2002).

Classroom observations were conducted in selected Grade 8 classes, as time was limited and I was unable to observe all the Grade 8 classes. I specifically chose the classes that contained a large number of pupils from diverse cultures and race groups. During my observations I adopted the role of what Woods (1990) refers to as an ‘involved observer’, which entailed observing Grade 8 lessons, watching and noting down important data and chatting to pupils in an informal manner. I also participated in staffroom ‘life’ in the first two schools, where a wealth of information may be gleaned. Most teachers met with their colleagues.
in classrooms during breaks, however, there is not much of ‘staffroom life’ at Zama. By spending a period of four weeks in the field at each of the first two sites and two weeks at the last site I was able to observe school practices from an insider’s perspective and, as people were used to seeing me at the schools, there was little self-conscious reaction to my presence.

Most of the Grade 8 teachers in the three schools were amenable to my observing their classes. All observations were recorded manually, since I wanted to cause the least possible disruption in the classes that I observed. I had a file, similar to those that the pupils carried around, where I recorded my observations. Rough field notes were recorded, as well as sketches of classroom layouts. (Appendix B). In my observations, I paid special attention to pupil and teacher interaction and pupil and pupil interaction and took note of the classroom atmosphere, teaching methods, and pupils’ behaviour and attitudes to their work. In addition, I took special note of how teachers handled these culturally diverse classrooms. My notes were copious since Neuman (2000, p. 2) recommends, “It is better to err by including everything than to ignore potentially significant detail”. Any specific detail in the classroom, such as pupils’ actions, race groups, mannerisms and the racial composition of each class were carefully recorded. According to Neuman (2000, p. 361): “Good field researchers are intrigued about details that reveal ‘what’s going on here?’ through careful listening and watching”. It is also necessary for a researcher to observe people and their actions, pay heed to observable physical characteristics, as well as what they do.

All field notes, diagrams and sketches made during the observations were extended to provide distinct pictures of each of the observations. In total I observed thirteen Grade 8 classes in the three schools. I spent three days with each class, depending on the number of classes per school. Both Phakamani and Esiphumelelayo had considerably larger rolls than Zama. Phakamani had eight Grade 8 classes and Esiphumelelayo had ten. It was necessary because of these numbers to spend more time at these two schools than at Zama which had only four Grade 8 classes.

I had planned only to observe and conduct face-to-face interviews with Grade 8 classes, but on three occasions the opportunity for group discussions arose when teachers were absent. These discussions cannot be regarded as a focus group discussion as no preparation preceded the sessions. Further, the group of thirty or more pupils was too large for a focus group. Instead, these were general discussions
and provided data from an unplanned source. However, planned interviews played an important role in my data collection.

4.5.2 In-depth interviews

Interviews were my main source of data collection and I chose face-to-face interviews to collect rich data, as an interview is one of the most important sources of information and an essential source of case-study information (Yin, 1994; Neuman, 2000; Patton, 2002).

The affairs are reported and interpreted through the eyes of specific, well-informed participants, and can provide important insights into the situation under investigation.

I am aware that interviews should always be considered verbal reports only and, as such, they are subject to bias, poor recall and poor and inaccurate articulation. I remembered Seidman’s (1991) advice to be a good listener so I encouraged the pupils and teachers to talk at length about their feelings, attitudes and their experiences as well as their perceptions of racially/culturally diverse classrooms. These were open-ended interviews and an opportunity for both pupils and teachers to talk comfortably more in a conversational fashion. The casual tone of the interviews allowed the interviewees to be very relaxed and honest. These interviews granted me the opportunity to explore the challenges that teachers face in culturally diverse classrooms (See appendix C & D, for examples of teacher and pupil transcripts). I conducted two types of interviews the formal in-depth interviews and informal interviews. I chatted with staff and pupils whenever it was possible. Mixing informally with pupils and staff and conducting unstructured interviews when the opportunity arose meant I could gather additional data (Seidman, 1991; Neuman, 2000; Patton, 2002). Informal interviews took place during the course of observation, although they may not have been perceived as such. These interviews happened per chance, when pupils were working and the teacher walked over to me to chat for a while.

The formal in-depth interviews were tape recorded so that I would have evidence of these interviews to keep an audit trail. These recordings were subsequently transcribed verbatim and coded for later analysis. Data gathered from these interviews indicated how pupils and teachers from diverse cultures interact and how pupils from diverse cultures interact with one another in a classroom setting. It also provided information about teachers’ and pupils’ emotions and attitudes to the racially diverse nature of the schools.
The question ‘What preparation, if any, have teachers had in responding to the challenges of a culturally diverse classroom?’ was addressed through these interviews. Interviews were also conducted with the principals of the three schools. These interviews informed this question, specifically in terms of plans and strategies for assisting teachers in racially/culturally diverse classrooms.

Below is a list of questions that I used to guide the interviews with teachers and to probe, if information was not forthcoming:

TABLE 1: Interview Guide

- How long have you been teaching?
- How long have you been teaching at this school?
- How do you find teaching in a culturally diverse classroom?
- How do you manage in a culturally diverse classroom?
- Did you have to change your teaching methods once your classrooms became culturally diverse?
- Have you had any training to teach in culturally diverse classrooms?
- Would you say in-service training is necessary?
- Have you heard of multicultural education?
- Have you experienced any racism or racist incidents in your classroom/school?
- How do you deal with racism in the classroom?
- What are the greatest challenges that you have faced since your classrooms have become culturally diverse?
- How do pupils interact with you?
- How do pupils interact with each other?
- What are your recommendations to other teachers?

These questions may have varied slightly depending on the situation and participants responses. Although I used a similar guide when I interviewed pupils, in many cases they did not need much prompting as they spoke honestly and informatively. I took advantage of a teacher’s absence to interview the pupils who were available.
List of questions to guide pupils’ interviews

- Which primary school did you attend?
- How did you interact with your classmates at primary school?
- What is different about this school?
- Do you interact with pupils from other race groups in your class?
- How do you find your classmates from other race groups?
- Do you like being at this school?
- Do you find your teachers helpful?
- What don’t you like about your teachers?
- What do you like/dislike about your school?
- What do you like/dislike about your classmates?
- If there were anything that you could change about your school what would it be?

Table 2: List of questions to prompt and probe pupils

These guide questions also served to initiate discussion on various related subjects. In addition, I used pupils’ answers to ask further questions, if something of relevance was mentioned.

4.6 Data Analysis Procedures

It was my responsibility as the researcher to locate patterns within the participants’ words and actions and to submit those patterns for others to examine, while simultaneously remaining in close proximity to the construction of the world as the participants initially experienced it. In attempting to analyse the data I followed Neuman’s dictum: ‘Data analysis means a search for patterns in data - recurrent behaviours, objects or a body of knowledge’ (Neuman, 2000, p. 426; Maykut & Morehouse, 1994). In order to uncover the meanings attached to participants’ discourse by searching for clues to the multiple meanings inherent in their discourse it was necessary to work very carefully with the data. In addition, I attempted to progresses from the narrative (description) of an event or social setting to a general interpretation of its meaning. Figure 3 below clarifies the process of analysis in field research in general and I chose this process to analyse my data. Data 1 is the raw sense data, and the experiences of the researcher. Data 2
depicts recorded data, which is the physical record of experiences, and, finally, Data 3 represents the selected data processed in a final report.

4.6.1 Open Coding

I began by coding all the data as recommended by Neumann (2000) and organised all raw data into conceptual categories, identifying themes or concepts as they emerged. To begin with, I assigned codes to the raw data, ‘open coding’, which is the first pass through the collected data in this exercise; the smallest unit of meaning in the transcripts was coded. Subsequent to the initial assigning of codes to the raw data (ninety-three codes in total), I then consulted analytic notes made during the data collection phase. These analytic notes served to confirm in some case the codes that I had already assigned (Neuman, 2000). In the next step I identified themes and I assigned initial codes or labels in an attempt to condense the mass of data into workable categories. These initial themes were at a low level of abstraction, and emanated from my initial research questions.

4.6.2 Axial Coding

‘Axial coding’ the second pass through the data, began after the ‘open coding’ (Neuman, 2000). In this second step of the coding process the aim is to make connections between categories and sub-categories as they emerged from the raw data during open coding. Making connections requires the researcher to concentrate on the initial codes and to identify overlaps. I concentrated on the initial coded themes and
attempted to organise ideas and themes, and examined causes, consequences, conditions, interactions and processes, and decided which themes were necessary and which were subsumable under a major theme. These themes were then arranged into clusters. I subsequently used a mix of Maykut and Morehouse (1994) and Neumann’s (2000) recommendations for the analysis of the data at this point of the coding process.

4.6.3 Selective coding

Finally, after I had identified all the major themes, I was ready to begin with selective coding, known as the last pass through the clustered data. The processes involved in selective coding are scanning data and scanning previous codes. At this point in the process of analysis researchers look selectively for cases illustrating themes and make comparisons and contrasts. In selective coding the researcher sifts through field notes, looking for differences, compromises and conflict. It is also necessary, according to Maykut and Morehouse (1994) for the researcher to be aware of his or her own biases and preconceptions, and how these may impact on what he or she is trying to understand.

Neumann (2000) refers to ‘outcropping’, where the surface reality provides the researcher with samples of what occurs on the surface. Subsequently, researchers use this data to arrive at generalisations and evaluate theories in their attempt to look for underlying meaning. The term ‘outcroppings’ is borrowed from the world of geology and refers to the exposure of the bedrock. As geologists study the bedrock to discover what lies beneath, so do researchers examine the surface reality of data for deeper meanings and interpretations. Figure 3 below shows the surface reality and underlying structures (Adapted from Neuman, L W (2000 p. 441).
Qualitative research is often regarded as being less objective than quantitative research and is often treated with scepticism, thus it was essential that credibility be established in my study. The volume of field notes and transcriptions makes it impossible to share all observations and recorded interviews. Consequently, I was faced with data reduction (Neumann 2000). In view of the fact that I had copious notes from my observations and a large amount of data from the transcriptions of the interviews, it was necessary for me to select the most appropriate data for presentation in my thesis. I have presented the results of my study in narrative form, interspersed with raw data, to clarify the situation. I have endeavoured as far as possible to provide a vivid description of the setting and the actors in context. Before proceeding to a discussion of the criteria used for judging validity, it is pertinent to discuss voice and perspective in qualitative research.

I communicated my findings in the first person, because it helps to convey “the inquirer’s self-aware role in the inquiry” (Patton, 2002, p. 65). In addition, interpretive or qualitative research ought to provide the opportunity for my voice, as that of the researcher, to be heard. Besides, several voices need to be heard in a text so I included the voices of the participants (Creswell, 1998; Patton, 2002). Positioning the “I” in a study, and locating both balance and voice, is a challenge of conducting qualitative research (Patton,
2002). Positivists are of the opinion that the use of the first person renders a qualitative study unreliable and invalid, and doubts about its scientific value, which leads to the discussion of validity.

There are two types of validity - external and internal validity, which are discussed later. To increase the reliability of observational evidence a common procedure suggests Yin (1994) is to have more than one observer. However, this was not possible in my specific study. Merriam (1997) raises the issues of difficulties and debates related to these concepts of validity and reliability in qualitative research. In this regard, many qualitative practitioners contend that qualitative research should have dissimilar conceptions of validity and reliability to those of the quantitative style because qualitative research is based on different postulations of reality. Traditional quantitative criteria for the assessment of social science research are inappropriate, because their philosophical and epistemological points of reference differ. Multiple perspectives, therefore, exist on the importance of verification in qualitative research, the definition thereof, and the procedures for establishing it (Cresswell, 1998).

Internal validity, external validity and reliability, are inappropriate for qualitative research because of their philosophical and epistemological orientation. Guba and Lincoln (1990) recommend that the assessment of qualitative research should use the following criteria: credibility, transferability, dependability, and conformability of the data. These terms are more appropriate and I have attempted to apply them in my study. These terms are defined below.

“Credibility” refers to the extent to which the researcher manages to establish confidence in the true value or trustworthiness of the findings. In qualitative research this means that the findings must be true in terms of the contexts and subjects under investigation. My study was credible, in that the findings emanate from authentic transcriptions of my interviews with the participants.

“Transferability” and “dependability” both refer to the extent to which findings can be applied to or replicated in other contexts, groups or settings. In terms of qualitative research, transferability is not determined by the researcher but by future users of the research findings. The self-same study that I conducted may be conducted by other researchers, or I may decide to conduct post-doctoral research at the same sites.
“Dependability” (or “consistency”) in qualitative research refers to the extent to which researchers have included data on atypical cases to acknowledge the existence of multiple realities. My literature reviews, as well as the cases presented, indicate that I have taken dependability into consideration.

“Confirmability” refers to the extent to which research findings are a function of the subjects and conditions of the research only. In terms of qualitative research, research subjects, experts or other research findings establish confirmability which is not necessarily confirmed by the objectivity of the researcher or the instruments.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>VERIFICATION PROCEDURES</th>
<th>APPLICATION FOR THIS STUDY</th>
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<tbody>
<tr>
<td>Credibility</td>
<td>Engagement in the field</td>
<td>Researcher spends a specified period at each site.</td>
</tr>
<tr>
<td>(Internal Validity)</td>
<td>Triangulation</td>
<td>Different data sources used; participants; teachers and pupils interviews, classroom observations and literature</td>
</tr>
<tr>
<td></td>
<td>Member Checking</td>
<td>Verification of interview transcripts and participant review of results</td>
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<td></td>
<td>Reflexivity</td>
<td>Reflective Journal kept through out research process as part of Field notes</td>
</tr>
<tr>
<td>DEPENDABILITY</td>
<td>Thick description</td>
<td>Thick description of research context and sites</td>
</tr>
<tr>
<td>(Reliability)</td>
<td>Triangulation</td>
<td>Use of different Data Sources</td>
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<td></td>
<td>Audit Trail</td>
<td>Detailed Notes and Cross-References kept of data collected and coded.</td>
</tr>
<tr>
<td>TRANSFERABILITIY</td>
<td>Thick description</td>
<td>Thick Description of Research context and sites</td>
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<td>(External validity)</td>
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<tr>
<td>CONFIRMABILITY</td>
<td>Triangulation</td>
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<tr>
<td>(Objectivity)</td>
<td>Reflexivity</td>
<td>Explanation of role of researcher</td>
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Table 3  Procedure to Ensure Trustworthines (Adapted from Andrews 2004 – Unpublished Doctoral thesis)

On the one hand, researchers who persist with the use of positivist terminology facilitate the acceptance of qualitative research in a quantitative arena. On the other hand, using quantitative language “tends to be a defensive measure that muddies the waters…” (Creswell, 1998, p. 197; Hamersley, 2000; Patton, 2002).
Another argument presented by these authors is that the language of positivistic research is incompatible with the qualitative paradigm. Terminology more consistent with the qualitative paradigm has been developed:

Social construction; constructivist and “interpretivist” perspective have generated new language and concepts to distinguish quality in qualitative research.

(Patton, 2002, p. 546)

The terms “truth value” instead of internal “validity”; “dependability” to replace reliability; “transferability” as opposed to “external validity” and “confirmability” as an alternative to objectivity are recommended by Lincoln and Guba (1985, p. 300). These proposals of the change in terminology are believed to address “trustworthiness” which is an alternative for “rigor”.

Despite the debate on the use of terminology the basic question remains unchanged; To what extent can the researcher trust the findings of a qualitative case study? (Merriam, 1997, p. 166).

The next section describes the verification procedures used to address credibility, dependability and transferability while at the same time, presenting the parallel traditional terms of internal validity, reliability, or external validity respectively, that connote a positivistic orientation in order to facilitate ease of comprehending by quantitative researchers.

4.6.4 Internal Validity / Credibility

Internal validity is concerned with the match between the findings of a study and reality:

…the crunch question truth-value. Do the findings of the study make sense? Are they credible to the people we study and to our readers? Do we have an authentic portrait of what we are looking at?

(Miles and Huberman, 1994 p.278)

Internal validity is used specifically for causal or explanatory case studies, where the investigator has to establish whether one event led to another, and in the process, if the investigator arrives at an incorrect conclusion the research design has failed to deal with the threat to internal validity. The second concern is specifically for case studies where inferences are made. There exists the fear that the observer’s judgement will be affected by his close involvement with the group. It is suggested that the following could remedy the situation: pattern matching, explanation building, and time series analysis. This is a concern only for causal and explanatory studies (Cohen & Manion, 1991, 2000). On the basis of this
definition internal validity does not apply to this study as it follows an exploratory and descriptive multiple case study design.

4.6.5  **External Validity/ Transferability**

External validity deals with whether the findings of a study are generalisable beyond the immediate case study. In other words, because the investigator works with analytical generalisations, he or she is striving to generalise a particular set of results to some broader theory (Miles and Huberman, 1994; Yin, 1994; Cresswell, 1998). In contrast to quantitative research, the findings of qualitative research are not generalisable numerically or statistically. The intent of qualitative research is not about generalising findings, but to formulate distinctive interpretations of events (Merriam, 1997). Consequently, the findings of this study embody my interpretations of teachers’ and pupils’ attitudes, emotions and perceptions of the culturally and racially diverse classrooms in historically white Model C schools.

In terms of external validity, observers are frequently accused of being subjective and idiosyncratic. Invalidity is one of the problems that appear to attend the use of interviews. To validate interview measures, one measure should be compared with another that has been shown to be valid. This comparison is referred to as “convergent validity”. If both interview measures agree, the assumption can be made that the interview is comparable with the proven ability of the other measure. A more practical way of achieving greater validity is the recommendation that the amount of bias be minimised as far as possible. The source of bias may be traced to the characteristics of the interviewer, the respondents, and the substantive content of questions.

Because external validity deals with deciding whether findings of a study are generalisable beyond the immediate study, a theory must be tested through replication in order to arrive at analytical generalisation. The selection of a number of replications depends upon the certainty the investigator wants to have about his or her multiple case study. Since this study was a qualitative study, it was not necessary for replication to arrive at analytical generalisation (Yin, 1994).

4.6.6  **Reliability**

The objective here is to ensure that a subsequent investigation using identical procedures would produce the same results. The goal of reliability is therefore to minimise the errors and biases in the study. A prerequisite for a subsequent investigation is the need to document the procedures that were followed in
the preceding investigation. A recommendation is “that as many steps as possible be made operational so that another investigator could repeat the procedures and arrive at the same result” (Yin, 1994). This is only relevant if the quantitative strategy of data collection is used.

A case study protocol is essential when using a multiple-case study design and Yin (1994) refers to it as “a major tactic in increasing reliability.” The protocol is intended to guide the investigator in carrying out the case study. Another principle to adhere to in order to increase the reliability of the information in a case study is the maintenance of a chain of evidence based upon notions similar to those involved in criminal investigation.

4.7 Limitations of the Study

Inevitably there are limitations in a study no matter how meticulous the researcher may be. In this study the limitations of the observations were the possibility that my presence in the classroom could have affected the situation that I was observing in unknown ways. Perhaps the participants’ behaviour may have been altered because they knew that they were being observed and my ‘selective’ perception could perhaps have distorted the data. Although a limit of observations is the fact that the focus is only on external behaviour, and the observer is unable to see what is happening inside people, I was able to overcome this limitation by interviewing some of the participants.

Interviews may be limiting in that the responses elicited could be distorted because of an individual’s bias, anger, anxiety and other personal or emotional factors. What concerned me was a remark made by the principal of Esiphumelelayo. He said that I should not believe everything that the pupils told me as they were probably not being honest. I felt that some of the teachers were trying to impress me by saying the things that they thought I wanted to hear. A certain teacher used this interview as a diatribe against the school.

Another limitation was the time-period of the study. Time constraints permitted me to spend only a month at each of the two schools and two weeks at the last school. I would have liked to have spent a longer period at each school but this was not possible due to my work commitments. At the time I was a lecturer at a university and the only time that I could take leave was when my students left for teaching practice.
Many teachers made remarks that made me wonder whether my race as “Indian” (classification during the apartheid era) had prompted these remarks. In addition, a number of teachers, specifically Afrikaans-speaking teachers, were openly antagonistic and unfriendly towards me. They did not return my greeting and ignored me when I observed their classes.

4.8 Summary

In this chapter the theoretical framework for this study was outlined. I explained how access was gained to the sites and provided an in-depth discussion of each site. I also justified my choice of sites. Key informants, who were the principals, teachers and pupils of each school, were discussed. Information is also presented on how informants were chosen. A comprehensive discussion of how I proceeded to analyse data ensued. Procedures for verification were emphasised with a discussion on why the positivistic mode is less attractive to qualitative researchers I also discussed the limitations that I encountered during the data collection for this study.