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# APPENDICES

# APPENDIX A:

# QUESTIONNAIRE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

## SCHOOL AND CULTURAL SURVEY

*Aim:*

The aim of this questionnaire is to get a better understanding of your views about yourself, your school and your life circumstances.

➤    The information obtained from every questionnaire will be kept secret.  Your name need not appear on the questionnaire, so we can never know who completed which questionnaire.

➤    In most cases you are only expected to **circle** a number in the block of your choice.

➤    Please answer all questions honestly.

➤    Please do not skip or leave out answers to any questions.

*Example:*

How many brothers do you have?  (Mark only one option)

I have:

| | | |
|---|---|---|
| (a) | One | 1 |
| (b) | Two | (2) |
| (c) | Three | 3 |
| (d) | Four or more | 4 |
| (e) | No brothers | 5 |

If you have 2 brothers, you will circle the *2* in the block opposite *Two*

*So remember, only circle the number in the block of your choice or write your answer clearly in the space provided.*

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# SCHOOL AND CULTURAL SURVEY

| | FOR OFFICE USE |
|---|---|

1 **Respondent number**

V1 ☐☐☐ 1-3

***BIOGRAPHICAL INFORMATION***

2 Your age:

| | | |
|---|---|---|
| (a) | 13 years | 1 |
| (b) | 14 years | 2 |
| (c) | 15 years | 3 |
| (d) | 16 years | 4 |
| (e) | 17 years | 5 |
| (f) | 18 years and older | 6 |

V2 ☐ 4

3 Your gender? (Mark only one option)

| Boy | 1 |
|---|---|
| Girl | 2 |

V3 ☐ 5

4 Is this your first year in grade nine? (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V4 ☐ 6

5 Which extra-mural activity(ies) do you participate in at school?

| | | | | |
|---|---|---|---|---|
| (a) | Debating | 1 | V5 | 7 |
| (b) | Sport | 2 | V6 | 8 |
| (c) | Choir | 3 | V7 | 9 |
| (d) | Chess | 4 | V8 | 10 |
| (e) | Drama | 5 | V9 | 11 |
| (f) | Religious/church organizations | 6 | V10 | 12 |
| (g) | Service organizations (e.g. Landservice) | 7 | V11 | 13 |
| (h) | Hiking group/nature group | 8 | V12 | 14 |
| (i) | I do not participate in any | 9 | V13 | 15 |
| (j) | Other (specify): ............................................. | | V14 | 16-17 |

........................................

6 How often do you attend religious or traditional services?
(Mark only one option)

V15 ☐ 18

| | | |
|---|---|---|
| (a) | Regularly (once a week) | 1 |
| (b) | Often (once or twice a month) | 2 |
| (c) | Seldom (only on special occasions) | 3 |
| (d) | Never | 4 |

7   What language do you mostly speak at home?                    V16   [  ] 19-20

|     |                |    |
|-----|----------------|----|
| (a) | Southern Sotho | 1  |
| (b) | Tswana         | 2  |
| (c) | Northern Sotho | 3  |
| (d) | Swazi          | 4  |
| (e) | Ndebele        | 5  |
| (f) | Afrikaans      | 6  |
| (g) | Xhosa          | 7  |
| (h) | Zulu           | 8  |
| (i) | Tsonga         | 9  |
| (j) | Venda          | 10 |
| (k) | English        | 11 |

(l)  Other (specify): ...................................................................................................

8   What job does your father do?  (If you don't know, just write "I don't know")    V17   [  ] 21-22

...................................................................................................................

9   What is your father's highest qualification?  (Mark only one option)    V18   [  ] 23

|     |                               |   |
|-----|-------------------------------|---|
| (a) | Grade 7 (Standard 5) and lower | 1 |
| (b) | Grade 10 (Standard  8)        | 2 |
| (c) | Grade 12 (Matric)             | 3 |
| (d) | Grade 12 (Matric) plus diploma | 4 |
| (e) | Grade 12 (Matric) plus degree  | 5 |
| (f) | I don't know my father        | 6 |
| (g) | I don't know                  | 7 |

10  What job does your mother do?  (if you don't know, just write "I don't know)    V19   [  ] 24-25

...................................................................................................................

11  What is your mother's highest qualification?  (Mark only one option)    V20   [  ] 26

|     |                               |   |
|-----|-------------------------------|---|
| (a) | Grade 7 (Standard 5) and lower | 1 |
| (b) | Grade 10 (Standard  8)        | 2 |
| (c) | Grade 12 (Matric)             | 3 |
| (d) | Grade 12 (Matric) plus diploma | 4 |
| (e) | Grade 12 (Matric) plus degree  | 5 |
| (f) | I don't know my mother        | 6 |
| (g) | I don't know                  | 7 |

12  Who takes care of you now?  (You may mark more than one option)

| | | | |
|---|---|---|---|
| (a) | Both my parents | 1 | V21 | 27 |
| (b) | My mother alone | 2 | V22 | 28 |
| (c) | My father alone | 3 | V23 | 29 |
| (d) | My mother and stepfather | 4 | V24 | 30 |
| (e) | My father and stepmother | 5 | V25 | 31 |
| (f) | My sister or brother | 6 | V26 | 32 |
| (g) | My grandmother | 7 | V27 | 33 |
| (h) | My grandfather | 8 | V28 | 34 |
| (i) | Another relative or relatives | 9 | V29 | 35 |
| (j) | Other people (specify): ................................................................ | | V30 | 36-37 |

...........................................................................................................


13  Have you ever been treated by a:  (Mark both options)

| | | Yes | No | | |
|---|---|---|---|---|---|
| (a) | Medical doctor? | 1 | 2 | V31 | 38 |
| (b) | Traditional healer (e.g. herbalist, sangoma)? | 1 | 2 | V32 | 39 |


14  How many people live with you in your home (don't count yourself, visitors or any domestic workers?  (Mark only one option)      V33   40

| | | |
|---|---|---|
| (a) | Two to four people | 1 |
| (b) | Five to six people | 2 |
| (c) | Seven or more people | 3 |


15  Do you or your family/caregivers read newspapers at home? (Mark only one option)      V34   41

| | |
|---|---|
| Yes | 1 |
| No | 2 |


16  How many bedrooms are there in your home without counting the livingroom or study?  (Mark only one option)      V35   42

| | | |
|---|---|---|
| (a) | One | 1 |
| (b) | Two | 2 |
| (c) | Three | 3 |
| (d) | Four | 4 |
| (e) | Five | 5 |
| (f) | More than five | 6 |

17 In your home, do you have? (Mark them all)

| | Yes | No | | |
|---|---|---|---|---|
| (a) Running water (water from taps) | 1 | 2 | V36 | 43 |
| (b) Electric lights | 1 | 2 | V37 | 44 |
| (c) A geyser | 1 | 2 | V38 | 45 |
| (d) A fridge | 1 | 2 | V39 | 46 |

18 Where is your home situated? (Mark only one option) — V40 — 47

| | |
|---|---|
| (a) A suburb in Pretoria | 1 |
| (b) A township outside Pretoria | 2 |
| (c) A farm or small-holding outside Pretoria | 3 |
| (d) Other (specify): ................................................................. | |

19 Write down the name of the suburb or area where you live: ............................... V41 — 48-49

.................................................................................................

## INDIVIDUAL DIMENSION

20 What is the highest level of education you would like to get?   V42 — 50
(Mark only one option)

| | |
|---|---|
| (a) Grade 9 (Standard 7) | 1 |
| (b) Grade 10 (Standard 8) | 2 |
| (c) Grade 11 (Standard 9) | 3 |
| (d) Grade 12 (Standard 10) | 4 |
| (e) A post-school diploma and/or certificate | 5 |
| (f) A degree | 6 |
| (g) A degree and a diploma or certificiate | 7 |

21 Given your present life circumstances, do you feel that you will be   V43 — 51
able to get the education you indicated in the previous question?
(Mark only one option)

| | |
|---|---|
| Yes | 1 |
| No | 2 |

22 Who or what will mostly be to blame if you do not reach the level of   V44 — 52
education that you would like to reach? (Mark only one option)

| | |
|---|---|
| (a) Myself | 1 |
| (b) My close family | 2 |
| (c) Classmates | 3 |
| (d) Society | 4 |
| (e) Teachers | 5 |
| (f) Lack of school facilities (books, classroom equipment, study space) | 6 |
| (g) Lack of money | 7 |
| (h) Education department | 8 |

**23** What job would you like to do when you have finished your studies?  V45 ☐ 53-54
(Mark only one option)

| | | |
|---|---|---|
| (a) | Doctor | 1 |
| (b) | Lawyer | 2 |
| (c) | Teacher | 3 |
| (d) | Politician | 4 |
| (e) | Professional sportsman | 5 |
| (f) | Farmer | 6 |
| (g) | Nurse | 7 |
| (h) | Church leader | 8 |
| (i) | Policeman | 9 |
| (j) | Soldier | 10 |
| (k) | Self-employed | 11 |

(l)   Other (specify): ..................................................................................

..................................................................................

**24** Thinking of how you feel now, say if you agree (yes) or disagree (no) with the following statements:  (Mark all the options)

| | | Yes | Uncer-tain | No | | |
|---|---|---|---|---|---|---|
| (a) | In general I am happy with myself | 1 | 2 | 3 | V46 | 55 |
| (b) | At times I think that I am no good at all | 1 | 2 | 3 | V47 | 56 |
| (c) | I feel that I have some good in me | 1 | 2 | 3 | V48 | 57 |
| (d) | I am able to do things as well as any other young person | 1 | 2 | 3 | V49 | 58 |
| (e) | I feel I do not have much to be proud of | 1 | 2 | 3 | V50 | 59 |
| (f) | Sometimes I feel useless | 1 | 2 | 3 | V51 | 60 |
| (g) | I am just as valuable as any other young person | 1 | 2 | 3 | V52 | 61 |
| (h) | I wish I could like myself more | 1 | 2 | 3 | V53 | 62 |
| (i) | On the whole I think that I am a failure | 1 | 2 | 3 | V54 | 63 |
| (j) | I feel good about myself | 1 | 2 | 3 | V55 | 64 |

**25** How upset do you feel when anyone laughs at you for something that you have done wrong?  (Mark only one option)  V56 ☐ 65

| | | |
|---|---|---|
| (a) | Very upset | 1 |
| (b) | A little upset | 2 |
| (c) | Not at all upset | 3 |

26  How many of your close friends are members of another race group?  V57  ☐ 66
(Mark only one option)

(a)  None  1
(b)  One  2
(c)  Two  3
(d)  More than two  4

27  If you could choose today, would you rather go to a school that has?  V58  ☐ 67
(Mark only one option)

(a)  Only black learners  1
(b)  50% black learners and 50% learners from other race groups  2
(c)  80% black learners and 20% learners from other race groups  3
(d)  All race groups equally represented  4

28  When at school, most of the time I feel:  (Mark only one option)  V59  ☐ 68

(a)  Happy  1
(b)  Unhappy  2

29  If you chose "unhappy" in question 28, what makes you feel so unhappy
when you are at school?  (You may mark more than one option)

(a)  Social factors (classmates, friends)  1  V60  ☐ 69
(b)  Too little discipline  2  V61  ☐ 70
(c)  Too much discipline  3  V62  ☐ 71
(d)  Schoolwork  4  V63  ☐ 72
(e)  Teachers  5  V64  ☐ 73
(f)  Lack of facilities (books, desks, classrooms)  6  V65  ☐ 74
(g)  Other (specify): ......................................................................  V66  ☐ 75-76

............................................................................................................

30  Any person who picks up something valuable on the school grounds has  V67  ☐ 77
the right to keep it for him- or herself:  (Mark only one option)

(a)  Agree  1
(b)  Uncertain  2
(c)  Disagree  3

31  My schoolmarks make me feel:  (Mark only one option)  V68  ☐ 78

(a)  Very happy  1
(b)  Satisfied  2
(c)  Disappointed  3
(d)  Unconcerned  4

32  It is more important to get my household duties done than it is to get my schoolwork done:  (Mark only one option)   V69  ☐ 79

    (a)  Agree — 1

    (b)  Uncertain — 2

    (c)  Disagree — 3

33  How much time do you spend at home on average per day doing schoolwork?  (Mark only one option)   V70  ☐ 80

    (a)  No time — 1

    (b)  One hour — 2

    (c)  Two hours — 3

    (d)  Three hours — 4

    (e)  More than three hours — 5

**FAMILY DIMENSION**

34  On schooldays, do you normally have breakfast at home? (Mark only one option)   Yes — 1 / No — 2   V71  ☐ 81

35  How are you normally disciplined?  (Mark only one option)   V72  ☐☐ 82-83

    (a)  My parent/caregiver stays calm and talks to me — 1

    (b)  I am shouted at — 2

    (c)  I get a hiding — 3

    (d)  My parent/caregiver brings in another adult member to settle the matter — 4

    (e)  I am scolded — 5

    (f)  I am ignored — 6

    (g)  I am grounded — 7

    (h)  I am never disciplined — 8

    (i)  Other (specify): ............................................................................................

    ............................................................................................

36  What is the gender of the person who usually disciplines you? (Mark only one option)   V73  ☐ 84

    (a)  Male — 1

    (b)  Female — 2

37  **Generally** I know better than my parents/caregivers: (Mark only one option)   Yes — 1 / No — 2   V74  ☐ 85

38 If you chose "yes" in question 37, why do you feel like that?
   (Mark only one option)

   (a) I am better educated

   (b) I know more about life

   (c) I am cleverer

   (d) They're oldfashioned

   (e) Other (specify): ...................................................................................

V75    [ ] 86

| | |
|---|---|
| | 1 |
| | 2 |
| | 3 |
| | 4 |

39 My parents/caregivers scold me for my mistakes more than
   I deserve: (Mark only one option)

V76    [ ] 87

| | |
|---|---|
| Yes | 1 |
| No | 2 |

40 Do your parents/caregivers encourage you to do your homework?
   (Mark only one option)

V77    [ ] 88

| | |
|---|---|
| Yes | 1 |
| No | 2 |

41 There are circumstances at home that make it very difficult for me
   to study (e.g. lack of study space, noise, household duties):
   (Mark only one option)

   (a) Not at all

   (b) Sometimes

   (c) Usually

   (d) Everyday

V78    [ ] 89

| | |
|---|---|
| | 1 |
| | 2 |
| | 3 |
| | 4 |

42 I can usually discuss my personal problems with my parents/
   caregivers: (Mark only one option)

V79    [ ] 90

| | |
|---|---|
| Yes | 1 |
| No | 2 |

43 When my parents/caregivers attend a schoolfunction at which I am
   also present, I feel: (Mark only one option)

   (a) Happy that they attend

   (b) Embarrassed

   (c) Don't mind if they come

   (d) Feel unhappy that they came

V80    [ ] 91

| | |
|---|---|
| | 1 |
| | 2 |
| | 3 |
| | 4 |

44 Do you believe in the spirits of your forefathers? (Mark only
   one option)

V81    [ ] 92

| | |
|---|---|
| Yes | 1 |
| No | 2 |

45  I have respect for the traditional viewpoint of my parent(s)/
    caregiver(s):  (Mark only one option)

| Yes | 1 |
|-----|---|
| No  | 2 |

V82    ☐ 93

**SCHOOL DIMENSION**

**School atmosphere**

46  It is OK for a learner to regularly arrive at school after the bell has
    gone:  (Mark only one option)

| Yes | 1 |
|-----|---|
| No  | 2 |

V83    ☐ 94

47  If learners talk loudly to one another in the corridors between classes,
    one could say that:  (Mark only one option)
    (a)  It is a sign of bad manners
    (b)  It is a sign of openness
    (c)  It prevents gossiping
    (d)  It is to be expected
    (e)  It is a sign of an ill-disciplined school

| 1 |
|---|
| 2 |
| 3 |
| 4 |
| 5 |

V84    ☐ 95

48  When a learner speaks to a teacher, it is a sign of respect not to look
    the teacher in the eye:  (Mark only one option)
    (a)  Agree
    (b)  Uncertain
    (c)  Disagree

| 1 |
|---|
| 2 |
| 3 |

V85    ☐ 96

49  When talking to somebody, learners should generally stand closer
    than arms length to that person:  (Mark only one option)

| Yes | 1 |
|-----|---|
| No  | 2 |

V86    ☐ 97

50  If learners strongly disagree with school authorities about a matter, to
    prove their point, they may:  (You may mark more than one option)
    (a)  Discuss the matter with the school authority    1    V87    ☐ 98
    (b)  Not come to school    2    V88    ☐ 99
    (c)  Take part in a protest action    3    V89    ☐ 100
    (d)  Other actions - please specify. You may give more than one example:    V90    ☐ 101-102

    ..................................................................................................

    ..................................................................................................

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51 If learners need something, it is OK for them to borrow if from other learners without asking them first: (Mark only one option)

| Yes | 1 |
| No | 2 |

V91 ☐ 103

52 With regard to relations amongst cultural groups, learners at my school: (Mark only one option):

(a) Put up with one another | 1
(b) Co-operate, but do not mix | 2
(c) Are hostile to one another | 3
(d) Remain cross/unfriendly | 4

V92 ☐ 104

53 How often do racist insults (eg name-calling) occur at your school? (Mark only one option)

(a) Never | 1
(b) Sometimes | 2
(c) Very often | 3

V93 ☐ 105

### In the classroom

54 In a classroom, a learner should: (Mark only one option)

(a) Never ask questions | 1
(b) Only ask questions if the work is not understood | 2
(c) Only answer questions when asked | 3
(d) Ask questions whenever he/she feels like it | 4

V94 ☐ 106

55 If the class is already full and more learners were to join in, would you be happy to share a single desk, even if it is inconvenient to you? (Mark only one option)

| Yes | 1 |
| No | 2 |

V95 ☐ 107

56 When I do extremely well at school, I usually: (You may mark more than one option)

(a) Tell my parents | 1 | V96 | ☐ 108
(b) Tell my caregivers | 2 | V97 | ☐ 109
(c) Tell my friends | 3 | V98 | ☐ 110
(e) Tell my relatives (that are not caregivers) | 4 | V99 | ☐ 111
(f) Keep quiet about it | 5 | V100 | ☐ 112

57 One has to work hard at a subject one dislikes in order to get a good mark: (Mark only one option)

| | | |
|---|---|---|
| (a) Agree | 1 | V101 |
| (b) Uncertain | 2 | |
| (c) Disagree | 3 | |

☐ 113

58 In what language would you prefer to be taught? ............................................... V102 ☐☐ 114-115

..........................................................................................

59 The language teachers use to explain schoolwork is often difficult to understand: (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V103  ☐ 116

60 I feel that my teachers mostly understand what I am saying: (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V104  ☐ 117

61 How easy do you find it to: (Mark every option)

| | Very easy | Easy | Diffi-cult | Very difficult | | |
|---|---|---|---|---|---|---|
| (a) Speak English | 1 | 2 | 3 | 4 | V105 | ☐ 118 |
| (b) Read English | 1 | 2 | 3 | 4 | V106 | ☐ 119 |
| (c) Write English | 1 | 2 | 3 | 4 | V107 | ☐ 120 |

**Assessment**

62 If learners do not know the answer to an exam question, their classmates should provide them with the answer: (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V108  ☐ 121

63 Do you think it is good that pupils should write exams to determine who should pass or fail? (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V109  ☐ 122

**School discipline**

64 If a learner does something wrong and gets into trouble at school with the teachers, he/she should: (Mark only one option)

| | |
|---|---|
| (a) Admit it and apologize | 1 |
| (b) Deny he/she had anything to do with it | 2 |
| (c) Admit it, but blame somebody or something else for talking him/her into it | 3 |

V110  ☐ 123

| | |
|---|---|
| (c) Talk about it to try and find a solution | 3 |
| (d) Turn one's back on the other person and walk away | 4 |
| (e) Give up | 5 |

68 Corporal punishment should be reintroduced in schools: (Mark only one option)

| | |
|---|---|
| (a) Agree | 1 |
| (b) Uncertain | 2 |
| (c) Disagree | 3 |

V114  ☐ 127

57  One has to work hard at a subject one dislikes in order to get a good
    mark:  (Mark only one option)

    (a)  Agree

    (b)  Uncertain

    (c)  Disagree

| | |
|---|---|
| Agree | 1 |
| Uncertain | 2 |
| Disagree | 3 |

V101   [ ] 113

58  In what language would you prefer to be taught? ......................................

V102   [  ] 114-115

....................................................................................

59  The language teachers use to explain schoolwork is often difficult
    to understand:  (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V103   [ ] 116

60  I feel that my teachers mostly understand what I am saying:
    (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V104   [ ] 117

61  How easy do you find it to:  (Mark every option)

| | Very easy | Easy | Diffi-cult | Very difficult | | |
|---|---|---|---|---|---|---|
| (a)  Speak English | 1 | 2 | 3 | 4 | V105 | [ ] 118 |
| (b)  Read English | 1 | 2 | 3 | 4 | V106 | [ ] 119 |
| (c)  Write English | 1 | 2 | 3 | 4 | V107 | [ ] 120 |

**Assessment**

62  If learners do not know the answer to an exam question, their
    classmates should provide them with the answer:
    (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V108   [ ] 121

63  Do you think it is good that pupils should write exams to determine
    who should pass or fail?  (Mark only one option)

| Yes | 1 |
|---|---|
| No | 2 |

V109   [ ] 122

**School discipline**

64  If a learner does something wrong and gets into trouble at school with
    the teachers, he/she should:  (Mark only one option)

    (a)  Admit it and apologize

    (b)  Deny he/she had anything to do with it

    (c)  Admit it, but blame somebody or something else for talking
         him/her into it

| | |
|---|---|
| Admit it and apologize | 1 |
| Deny he/she had anything to do with it | 2 |
| Admit it, but blame somebody or something else | 3 |

V110   [ ] 123

65  If somebody makes me cross for any reason whatsoever, it is OK for me to
    hit that person:  (Mark only one option)                                      V111        □ 124
    (a)  Agree                                                                    1
    (b)  Uncertain                                                                2
    (c)  Disagree                                                                 3

66  Female teachers can't discipline learners as well as male teachers can:
    (Mark only one option)                                                        V112        □ 125
    (a)  Agree                                                                    1
    (b)  Uncertain                                                                2
    (c)  Disagree                                                                 3

67  The best way to solve an argument is to:  (Mark only one option)             V113        □ 126
    (a)  Physically enforce one's opinion on another                             1
    (b)  Argue with the person                                                   2
    (c)  Talk about it to try and find a solution                                3
    (d)  Turn one's back on the other person and walk away                       4
    (e)  Give up                                                                  5

68  Corporal punishment should be reintroduced in schools:
    (Mark only one option)                                                        V114        □ 127
    (a)  Agree                                                                    1
    (b)  Uncertain                                                                2
    (c)  Disagree                                                                 3

69  If you could, what would you change about your school to make you like it
    more? ...........................................................................  V115        □□ 128-129

    ...........................................................................  V116        □□ 130-131

    ...........................................................................  V117        □□ 132-133

    ...........................................................................  V118        □□ 134-135

**Thank you for your cooperation**

# APPENDIX B:

# INTERVIEW SCHEDULES

# INTERVIEW SCHEDULES

## INTRODUCTION

1.   What the research is about and why it is done.

2.   The purpose of the interview session, namely to get a better understanding of the learners' feelings about the school, what they like and dislike about the school.

3.   No names will be recorded, so the identities of the respondents will be dealt with confidentially. Only one independent fellow coder who is not in any way connected to the school will have access to the tapes, after which the tapes will be erased.

4.   It is important to say what you think. Do not think that it might be out of line. There are no right or wrong answers, only your opinions.

## QUESTIONS PUT TO THE *LEARNERS AND *TEACHERS READ AS FOLLOWS:

## *LEARNERS:

- When you first came to this high school, what were your general expectations of this school?

- How do you feel about your school now? Especially regarding:
     language;
     discipline (uniform / latecoming / noise);
     teachers.

- How do you feel about being with your fellow black learners compared to being with your fellow white learners?

- Do you take part in cultural/sporting activities?

- Do you feel that you belong in this school?

- What would you change about your school and why, to make you like it more?

**\*TEACHERS:**

- When black learners first came to this school, were there any initial adjustment problems?

- How are they coping scholastically?

- Can they speak to their parents about their personal problems – is there adequate communication between parent(s) and child?

- Do you find that the learners from the different cultural groups mix socially?

- Do they take part in sport and cultural activities at school?

- Are there any adjustment problems still evident?

First a pilot study was done in order to refine the methodology of the data gathering process. Also, it provided the researcher with experience in this method of data gathering (Krefting, 1991:220; Burns & Grove, 1987:57).

**APPENDIX C:**

**SAMPLE EXCERPTS FROM**

**THE SEMI-STRUCTURED FOCUS INTERVIEWS**

**TAKEN FROM INTERVIEWS WITH**

**FIVE DIFFERENT RESPONDENTS**

# SAMPLE EXCERPTS FROM
# THE SEMI-STRUCTURED FOCUS INTERVIEWS
# TAKEN FROM INTERVIEWS WITH
# FIVE DIFFERENT RESPONDENTS

## SAMPLE ONE: TEACHER

I:   So amongst the blacks, do you also find division?

T:   A little yes – a little.

I:   And it is classwise – shall I say in the sense of level ...

T:   Class distinction?

I:   That's right, ja.

T:   Yes – there's the snob value amongst their society – it exists. Certain people think they're better than others, simply because of the language they speak.

I:   Oh, OK.

T:   I've got that from Xhosa. I've got ... the Xhosas think they're smarter. Maybe because the state president is, I don't know ... . [laughs].

I:   OK. I see what you mean.

T:   Then they say to me, the Xhosas: "Oh, but that's typical, that's Xhosa."

I:   Oh, they say that's typical!

T:   Ja – "That's typical – you can expect that of the Xhosas!"

I:   OK, they say that about themselves?

T:   Yes.

I:   Interesting.

T:   I always try and teach them we must laugh at our **own** idiosyncrasies. We must laugh over our own odd things that we do and we must be able to laugh at each other, but in a nice way. So I think I have ... I think I have them on my side, so I ... but I don't often talk about those things. This has happened now and it sort of got into that ... you know what I mean?

I:   Ja, but it's a very sensitive issue all round, but it is very interesting. OK. Do they take part ...

T:   I also think – sorry that I interrupt you ...

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I:    No, that's fine ...

T:    They also tell me that if you come to this school and you live in [name of township], the rest of the kids that go to [the township high school] call you a snob.

I:    OK ...

T:    So you already a couple of steps ahead of the child who goes to the township school.

I:    Yes.

T:    And obviously, if you go to Y or Z [private schools] then you're even, you know, a cut above the children who are coming to the government so-called model C, ex-model C, type schools. So within their **own** – also the kids living in the suburbs – I don't find much animosity, between the suburbs and the township – but **within** the township they say: "Ma'am they hardly even greet you. They say : 'Ag no, you ... you ... you don't want to know us.'"

I:    Yes.

T:    The kids in the township – now I'm getting off the point, but it's typical of me ...

I:    No, that's very interesting.

T:    The kids in the township tell me that the suburbs are boring. And we've had interesting exchanges with people – a guy – from Germany, that actually lived with people from [name of township] – with a family – shared a bed – outside toilet, bath in the middle of the whatever room – Kitchen – where they can pour hot water in – uhm, and he obviously found it quite an adjustment and eventually that was home and it was actually more of a buy living in [name of township] than living here with one of his friends in the suburb – he's a white guy obviously. But the black kids tell me that they'll far rather live in townships. They, they, they worry about the crime. They worry about the, the taxi wars and things like that, and rape and what have you. I think it's a common occurrence, **but** it's terribly boring behind our six feet walls, and nobody speaks to anybody in the suburbs.

I:    Uhuh. Ja.

T:    But, I don't feel almost he lives in the suburbs – he's more important than me – I live in the township. I don't get that vibe.

I:    Uhuh.

T:    But I do get the vibe I come to this **school,** from the township. The rest of my buddies in the township tell me OK you want to go to school with the whites – you don't want to associate with us and we don't want to associate with you. That's the feeling I get – the feedback I get.

I:    And how do they get on with their parents? Can they talk to them?

T:    No, they tell me their parents don't listen to them.

I:    Mmm.

T:  In guidance, when we talk about dating – and we talk about, well obviously we talk about S-E-X a lot, and we talk about Aids, and the spread of Aids, especially after Mr Mbeki spoke on the radio – this was a great opening again for me just to [resounding clap of the hands] plug it for ten minutes. I tell them I'm just plugging it for ten minutes. And then we'll go onto something else, because you're so sick of it. I get the impression – ( ... )

T:  Yes, of course ...

T:  ... from a lot of the black girls that "Hey, catch a wake-up, we're doing it"

I:  Mmm, Ja ... Mmm ... Ja.

T:  I get the ... they're very open about it. I got a ... I've one class in Grade 11 that's predominantly black, with two white boys in the class. And the girls said to me, on Thursday – get awake ... you know, just wake up, we're doing it ... No, don't pretend that we're not gonna have sex – we're not gonna wait for marriage and so on.

I:  Mmm. Mm.

T:  So ... . uhmmm. Obviously. Then we just push on and on and on.

I:  That's right.

T:  It's all I can do – push.

I:  And for prevention and ...

T:  Ja, and say we can channel more energy into something else [laughs] we find they have all that energy left over that – maybe you know maybe you can get another interest, but I get that more openness from them.

I:  But the parents – they cannot discuss this with the parents?

T:  Speak to them ... No.

I:  No?

T:  Right. I know that one girl ... [ ... ] – she said ... she dated behind her father's back, totally behind her father's back. And I use to warn her and say it's dangerous and you know, you can go missing and where does your daddy know, he doesn't know the truth, but I would never go and squeal on a child, I mean I can't do that, they take me into their confidence. And she dated this guy for ages and she said my father will kill me if he knows. There isn't that openness. We had a case of a girl who had a ... her mom took her extensions out of her hair ... you know these braids ...

I:  Yes.

T:  And so she wouldn't come to school. The **mother** phoned us and said my child won't listen to me. It's almost as if so many of them live only with the mother who's not really coping. The mothers are going out at 6 o'clock in the morning to keep the pot boiling. It seems to me that the father is very absent in the black home – terribly absent ...  And would we please deal with this child? And Mrs [name] and I, she's the Grade Eight's form teacher – we called the girl in and the mom – and they wouldn't look at each other – and we acted as the two lawyers [laughs] it

was amazing. And then the mother phoned again – no, the child came back, she said my mother has hidden all my clothes. She won't let me go out. Will you please tell my mother to stop this. There was **no** communication. Not as much as in the white home – sorry.

**SAMPLE TWO:     TEACHER**

I:     I realise that some of the questions might touch on sensitive issues. Please be at ease in the knowledge that all the answers will be treated as confidential and that your identity will not be made known.

T.     Yes, I understand.

I:     When black pupils first came to this school, were there any initial adjustment problems?

T.     Yes. The initial problems which are the same problems that we have now, is that the children cannot speak English and they cannot understand what's really uhhh ... .. they cannot follow what's being done in class. Another problem is that the parent expectations are very high of their children and then they feel very disappointed, because the children cannot master the English language and therefore cannot pass. Or they haven't had the basic primary education and therefore they really battle when they come here. That first year they really battle. The parents are very disappointed and then they are very harsh towards the children, and that causes emotional problems in the children. That's a problem that I encounter.

I:     Yes. In other words you say that it's mostly the parents' expectations that worries them?

T:     Yes, yes, because I think the parents work very hard to get their children into these schools. They pay a lot of money and, and they've got this vision of uhhhh ... of a good education. They are really providing a good education, and then they are very disappointed. I also think ... that the parents who can afford to stay in these areas had to persevere in the previous regime and they know that it takes a lot of guts and hard work to get where you were ... they are, and they want to see those same qualities in their children. But when their children don't pass, or they see their children lack in discipline or they don't study as hard as they should, they start really getting abusive.

I:     Would you say uhh ... when you say abusive what do you mean?

T:     Yes, verbally abusive, as well as, maybe just in my frame of mind, its physical abuse. I don't know if it was always part of their culture. But the children will come to me and say that they are scared of their parents, that the mothers especially would like to hit the children. They would ... uhh, they would have short tempers and then they lose their tempers and then hit the children. They wouldn't really like gate them or take their money away or follow behaviour programmes. They would physically and verbally put the children down.

I:     You've had the experience that they actually come to you?

T:     Oh yes – lots of them.

I:     Do you find that they can actually speak about their personal problems to their parents?

T:     Yes ... oh, to their parents? Uhhh ... some of them can, but initially I found that the parents were very busy. A lot of the parents come home very late. The children are responsible for a lot of the chores, like fetching the brothers and sisters from crèche, making the supper, cleaning the house, and by the time their parents get home, they are

very tired. So they're not always available. It all depends on the structure that they have at home, whether there's a father and a mother and a support structure and the mom really tends to the emotional needs of the children. But I often find single mothers that have more than one job to keep the children in this school. Sometimes they even study and then ... they won't always sleep at home, so the children are very ... they've got responsible chores. Sometimes they even have to wake up the family in the morning and see to it that they get onto the buses, so, you know, they've got a lot of work to do at home.

I:    It's very interesting. Uhmmm ... , so basically then its the English, and then the expectations that the parents have, and how the parents react towards them if they don't fulfil those expectations and that the children are bogged down by chores?

T:    Mmmmm ... ja ... to such an extent that it often – when it comes to the exam time and we work out their timetable – that we actually have to call the parents and say ... or tell the child to go and talk to the mom: Can I maybe only dust the house Thursdays and ... and Mondays and not like every day? Can't you help me out with the cooking? And then the parents are willing. It's like they don't really realise the pressure the children are under here, as well as looking after the household.

I:    Yes, they cannot cope.

T:    Yes, that the parents would actually accommodate their tough programme so that they can have more time to study, because they literally finish round about six o' clock with all the cooking, the chores, bathing brother and sister and then they're quite exhausted to start to study then.

I:    Can I ask, how are they coping scholastically?

T:    I'm not sure if there ... on that specific topic, if there's a major difference between black and white. But I would say that it depends on the primary school they come from ... If they come from [name of primary school], [name of another primary school], [name of third primary school], they cope the same. If they come from the townships, they don't cope at all and I see that it often takes ... if they fail their first year, they'll do better the next year. Some of them battle uhmmm ... I won't say its more than the whites. All depends on the primary education. I also ... what is a problem to me is that one cannot refer them really to special education any more when they don't have the potential and they get stuck into the system, their self-images go down. They have to sit here until ...

I:    OK. Do you find that the different cultures mix socially?

T:    Uhhhm ... . not the majority. As a matter of fact the black kids uhhh ... reject the other black kids that do not want to speak the black language. Uhhhm ... . I've often heard that if our children go to the townships, the township kids will also mock them, or uhmmmm ... put them down, or don't want to have anything to do with them, because they are in an English school. Uhhhm ... . There are quite a lot of class differences, like if you are a rich, black kid, uhmm ... then you kind of keep yourself isolated from the other kids, because they immediately think you think you're better than they are. We have the problem with water sharing – that the rich people would have water, and then when the kids are friends with poorer kids, those kids' parents would come and ask for water and that would bring

problems. So some of the relationships ... the ... the parents prefer that if you are rich and you live in a township, that you stay isolated, because it brings other problems. I'm talking about isolated cases. I'm talking about four cases. I can see that for the rich black kids that are in these schools, it's a major issue that they must be nearly perfect ... that ... what I want to say is the very rich black kids in our school, the moment that they struggle scholastically, it's like devastating to them, because they ... then they're going to give the other kids the reason to throw stones at them. It's like the poor kids are waiting for a reason to nail them: "See you're not as smart as you thought you were!" They **cannot** handle it when they fail, or they can't pass or when they battle.

I:      So they absolutely have the pressure on them to perform.

T:      Yes, ja.

I:      So they cannot let their sides down?

T:      No, ... .no. There's a lot of antagonism uh ... uh ... if you don't fit into the black group. A ... a black child also told me last week, that I don't understand what it is to stay in a township. When you steal, you are like on top of the world. You get **recognition** when you steal. It seems like it's a total different set of social rules. He says ... and then, when they come to our schools, we enforce a total different set of rules and we actually punish for the theft for which they get recognised in the township.

I:      Mm, mm.

T:      He says it confuses him.

I:      Mm, mm.

T:      He's also a gangster. He says when he goes home, he's like on top of the world, but here he gets punished for ...

I:      For what he's done?

T:      Yes. For being a gang member, for stealing and for being tough.

I:      Mm. So it's quite a different ...

T:      [excitedly] But he **needs** to be tough to survive where he stays!

**SAMPLE THREE:  LEARNER**

I:   OK ... Right ... now, with regard to the discipline in the school – how do you find that?

L:   No, it's OK., but I don't like the part when you, when you're late.

I:   Mmm.

L:   It's like, it's not my fault if I'm late. Could be my sister's or something.

I:   Mmm.

L:   Ja, so I don't like the part where you come late to school and you have to stay after school so ...

I:   Mmm. That's when it's discipline?

L:   Ja, that's discipline.

I:   So that's bad. Do you feel that it must be there, or do you feel it's too strict?

I:   No, it's OK if it's there. But it's just that I don't like it. Like everybody doesn't like discipline.

I:   Mmm. That's true. Uniform?

L:   Ja, I love this uniform. I just don't like the winter. It's horrible, the socks, I mean ...

I:   So you would like some changes made?

L:   Ja, but the socks are OK for like when it's cold, but they're not OK like when you have to pull them up every time.

I:   So maybe you'd like to switch over to something else?

L:   Ja.

I:   OK. like?

L:   Uhh ... maybe smaller socks or something.

I:   OK ... Hairstyles?

L:   They're OK.

I:   Do they allow enough variety in hairstyles?

L:   Ja, ja they do. It's a very good school.

I:   So there's no problem, they don't clamp down on you too much for that.

L:   Ja, but they told this other girl to take out her braids.

I:   Uhum. So braids they don't allow?

L:   Some of them.

I:   Ja.

L:   She, she had colourful ones.

I:   OK, but if it's just plain braids, will they allow that?

L:   The other teacher told this other girl to take them out, and they were very neat. She

had to take them out.

I:    Were they coloured braids or ... ?

L:    No, it was just plain black.

I:    So braids they don't want?

L:    Mmm.

I:    OK. Would you prefer them to allow that?

L:    Ja, I would.

I:    Mmm.

L:    'Cause like everybody has them – every school.

**SAMPLE FOUR:    LEARNER**

I:    Uhh, now, sport and cultural activities, do you ... ?

L:    No, I don't do those, 'cause I go home early.

I:    Go home early?

L:    I just usually study.

I:    Ja, do you live far away? I mean, do you live quite far away?

L:    It's not very far. It only takes like fifteen minutes to get there.

I:    Oh really?

L:    Ja, it's not very far.

I:    OK. Uhhh ... Teachers generally ... How do you feel about the teachers in the school?

L:    Most of the teachers I like a lot, but there are some other teachers, you know. Every now and then they put something racially towards you, you know or they call you some ... .. they have some racial thing, just like they still have this apartheid thing going on – they have a thing against black people. Which I think is very unfair. You should leave it at home. If you've got a racial thing, you should leave it at home, because its your place to teach us, not to tell us about what you feel.

I:    Mmmm ... .so there, there's still ... some teachers are still racist?

L:    Yes.

I:    In their attitude?

L:    Yes.

T:    At times?

L:    At times.

I:    Yes ...

L:    You feel, that that should stay at home. Their place here is to teach, and not to bring that with them ...

I:    Mmm.

L:    They should be neutral when they're here.

I:    Now were coming to racism, and racist remarks and all that. You say you find that **some** of the teachers are like that. How about the general school – the feeling here?

L:    Like I said, some of the teachers I like quite a lot. They are very friendly towards you and they try as much as they can to help you, to welcome you and all that – so, I'm quite happy.

I:    Ja, but now the children – the other fellow white students, learners, racism, racist remarks, do you find that? Do you find they accept you? Or mix with them socially?

L:    Socially I do mix with some of them. Not all of them, because as I say, there are some of them who are still caught up with the apartheid thing. They still think they

should be top priority and we should take the back seat, which is quite unfair.

I:    Mmm. What ... what do you see as the solution for that?

L:    [long silence] I don't know. I just think they should realise you know, that that everybody's equal ... so they must not expect things to be done for them and to be done by us for them. They should actually do the things themselves, because we all need each other eventually at the end.

I:    Mmm.

L:    So I don't know. If ever you can't , if ever you, if ever you're still a racist, try to pretend at least, to be nice to one, you know. Don't actually show your feelings.

I:    Mmm ... .uhh ... pretending that would be ... would help as well?

L:    If, if, if you're forced to.

I:    Yes.

L:    Yes.

I:    At least just to co-operate, that's basically what you're saying?

L:    Yes.

I:    Whilst you're in a situation where you have to be together.

L:    Uh-hum.

## SAMPLE FIVE:     LEARNER

I:    Now, what, when you do well, you know, the group, the black group, how do they feel when, when somebody does well in a group. Say for instance academically, scholastically?

L:    They're very jealous.

I:    Is that so?

L:    Yes, they're jealous. I mean, they're **very** jealous. They'll start gossiping about you, you know. If you get high marks, and the teacher comments on you, they like look at you. OK, she got high marks, we'll see what she does next time! And next time if you get low marks, they say: "Ha, she thought she was clever!", you know and stuff like that, that happens. And in fact so if you get high marks, you gotta make sure you **stay** there! Yes. So you gotta study hard and make sure you stay on top, because once you go down [bitter laugh], that's when they gonna step on you.

I:    Ja.

L:    They're gonna say: "Ah, she thought she was clever. Did you see what she got for maths?" And stuff like that, yeah, it's like that.

I:    And so ... if you do well? How would you handle that? Would you tell them?

L:    If you do well, you keep quiet [bitter laugh]. It's just you and the teacher that knows. If you do well, you just say, if they ask you: "How did you write?" You say: "Oh it was good!"

I:    Mmm.

L:    That's all you have to say.

I:    Ja.

L:    You don't go say: "I did the best, you know I got this and this!" [shouts it out].

I:    Ja.

L:    No, no. You don't do that. You just nod your head and carry on with life [laughs heartily].

I:    Mmm. Mmm.

L:    That's, that's how it is.

I:    Ja, makes it quite hard.

L:    Yes, and, and when you are commented by the teacher – oh, that's hard! We don't want teachers commenting, because once she makes this comment about you, then you've gotto make sure that comment sticks to you, yes. If she says: "Oh, she's well behaved in her class", then you gotta make sure you behave every **day**, 'cause if, if you, then if you do something **wrong**, they'll say: "Ah, isn't that little Miss uhhh, Miss Behaviour", then they start giving you, then they say: "Oh I thought, I thought she was the most behaving girl in the class!" and you get things like that.

I:    So it's not being accepted in the group that, is that worrying for a black person?

L:    Yes, yes, it's very worrying.

I: Ja, so you've gotto behave so that the group will accept you?

L: Yes, you have to do what **they** do, what **they** like.

I: Mmm.

L: So you have to do what they do and what they like. And like **they** do. If they, if they, if they say, OK, tomorrow we're not coming to school, tomorrow you **don't** come to school!

I: Yes.

L: If you come to school then that means OK, you don't agree with them, so you're not in the group any more.

I: Mmm. Mmm.

L: And so it's like that.

I: Ja, ostracised?

L: Yeah [giggles].

I: Pushed aside?

L: Yes, yes. Then they're gonna say: "Oh, did you see, she thought she was better. She came to school." They say: "Oh but we said we're not coming to school" and it's like that. So you start getting all these remarks.

I: And then, if somebody is wealthy, from a wealthy family, how does that affect the group?

L: Ah, well, if, if someone is wealthy, then you don't, you don't talk about your wealthiness. You don't.

I: Mmm.

L: 'Cause once you, you start talking about wealthy and all, they're gonna say: "We don't wanna play with you, 'cause you're rich. We're not rich and you keep bragging about your richness, I mean what do you expect us to do? No, no you better go play with the rich kids, that's where you belong." It's like that. So when you're wealthy, you just have to keep it quiet and just, you know, bond with them and say whatever they say [laughs]. Say: "Oh, you know, you know at home we haven't got money." So, if you're wealthy, you just have to go: "Oh, I know that situation!" [laughs].

I: Ja, ja, play it by their rules.

L: Ja, play it by their rules. You don't have to say: "Oh at home, oh no, we've always got money". No.

I: OK, now your ... uhm friends, do you ... if you listen to some of them, uhh do they have problems with their parents, talking to their parents about personal problems?

L: Yes, they do, **very** much. Uhh, it's very difficult for black parents to talk to their children, like sit down with them – OK – talk about such, such a situation like having a boyfriend, uhhh ... doing whatever. It, it's actually in our culture, the only time you must have a boyfriend is when you're twenty one.

I: Uhum.

L:  **Then** you start dating. And it's very difficult with us [giggles], because when you're like sixteen and all then you have to get in the group say: "Oh girl, you must have a boyfriend, you're old enough", and stuff like that.

I:  Mmm, ja.

L:  And when you have to talk to your parents, and then they get angry, and ... it starts being an argument, now. It's not a talk anymore. So it's very difficult to cope with that situation.

I:  Would you.. it sounds to me as if the parents believe something else..

L:  And ...

I:  ... and the younger group have got ... .

L:  Exactly, exactly! [sounds very pleased]

I:  ... another set of rules.

L:  It's like that! OK, we, they were taught differently than us. We were taught OK if you maybe turning, becoming a teenager, then your hormones start acting.

I:  Yes.

L:  And, OK, you know, they don't see it that way. The only time you should have a boyfriend, is when you're twenty one, and that's final. It's like that [laughs].

I:  Yes. And still they stick to that?

L:  They still stick to that. Uhh, I think I think they need to be taught that OK this is the stage where the hormones start acting, and this is the stage where this has to happen. No, I think they need to be taught like that, because right now, I mean, like **me** right now, I can't go to my dad and say: "Dad I've got a boyfriend and I'm going out tonight." Uhuh. [laughs]. Then you're actually like looking me like he wants to kill me or something. But it's difficult to talk to your parents, especially for our black kids. It's difficult to talk to your parents about boyfriends and girlfriends and stuff like that. They think now you're **young,** I mean, you're **seventeen,** you're young, you're not suppose to have a boyfriend! And it works the other way round. We, we think OK, now fifteen, now I can start dating, you know!

# APPENDIX D:

# TABLES

**Table D1:** Comparison between the frequency of racist insults (V93) and the language medium of the school (no variable)

| Frequency of insults | | Language medium of schools | | |
|---|---|---|---|---|
| | | English | Afrikaans | Total |
| Never | f | 8 | 10 | 18 |
| | % | 3.8 | 8.2 | 5.4 |
| Sometimes | f | 127 | 46 | 173 |
| | % | 60.5 | 37.7 | 52.1 |
| Very often | f | 75 | 66 | 141 |
| | % | 35.7 | 54.1 | 42.5 |
| Total | f | 210 | 122 | 332 |
| | % | 100 | 100 | 100 |

**Table D2:** Comparison between the frequency of racist insults (V93) and type of school preferred (V58)

| | Type of school preferred | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 80% black/ only black | | 50/50% black/other | | All race groups equal | | Total | |
| Frequency of racist insults | f | % | f | % | f | % | f | % |
| Never | 0 | 0.0 | 4 | 7.6 | 14 | 5.5 | 18 | 5.4 |
| Sometimes | 4 | 19.0 | 23 | 43.4 | 146 | 56.8 | 173 | 52.3 |
| Very often | 17 | 81.0 | 26 | 49.1 | 97 | 37.7 | 140 | 42.3 |
| Total | 21 | 100 | 53 | 100 | 257 | 100 | 331 | 100 |

**Table D3:** Comparison between keeping picked-up goods (V67) and the nature of intercultural relations at school (V92)

| Keeping picked-up goods | | The nature of intercultural relations at school | | | | Total |
| | | Put up with one another | Co-operate but don't mix | Hostile to one another | Remain cross or unfriendly | |
|---|---|---|---|---|---|---|
| Agree | f | 26 | 25 | 5 | 11 | 67 |
| | % | 17.7 | 19.1 | 22.7 | 35.5 | 20.2 |
| Uncertain | f | 27 | 33 | 3 | 3 | 66 |
| | % | 18.4 | 25.2 | 13.6 | 9.7 | 19.9 |
| Disagree | f | 94 | 73 | 14 | 17 | 198 |
| | % | 63.9 | 55.7 | 63.6 | 54.8 | 59.8 |
| Total | f | 147 | 131 | 22 | 31 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

**Table D4:** Comparison between keeping picked-up goods (V67) and feeling happy/unhappy when at school (V59)

| Keeping picked-up goods | | Feeling happy/unhappy when at school | | Total |
| | | Happy | Unhappy | |
|---|---|---|---|---|
| Agree | f | 43 | 24 | 67 |
| | % | 17.1 | 30.0 | 20.2 |
| Uncertain | f | 51 | 15 | 66 |
| | % | 20.3 | 18.8 | 19.9 |
| Disagree | f | 157 | 41 | 198 |
| | % | 62.6 | 51.2 | 59.8 |
| Total | f | 251 | 80 | 331 |
| | % | 100 | 100 | 100 |

Table D5: Comparison between keeping picked-up goods (V67) and the desired educational level (V42)

| Keeping picked-up goods | | Desired educational level | | | | |
|---|---|---|---|---|---|---|
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Agree | f | 2 | 4 | 7 | 54 | 67 |
| | % | 9.1 | 25.0 | 13.7 | 22.3 | 20.2 |
| Uncertain | f | 5 | 3 | 14 | 44 | 66 |
| | % | 22.7 | 18.8 | 27.5 | 18.2 | 19.9 |
| Disagree | f | 15 | 9 | 30 | 144 | 198 |
| | % | 68.2 | 56.3 | 58.8 | 59.5 | 59.8 |
| Total | f | 22 | 16 | 51 | 242 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

**Table D6:    Comparison between keeping picked-up goods (V67) and job aspirations (V45)**

| Keeping picked-up goods | | Doctor | Lawyer | Professional Sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Job aspirations | | | | | | |
| Agree | f | 11 | 8 | 5 | 9 | 3 | 9 | 2 | 20 | 67 |
| | % | 16.4 | 21.1 | 45.5 | 45 | 10.7 | 20 | 20 | 17.9 | **20.2** |
| Uncertain | f | 17 | 8 | 2 | 3 | 3 | 5 | 4 | 24 | 66 |
| | % | 25.4 | 21.2 | 18.2 | 15 | 10.7 | 11.1 | 40 | 21.4 | **19.9** |
| Disagree | f | 39 | 22 | 4 | 8 | 22 | 31 | 4 | 68 | 198 |
| | % | 58.2 | 57.9 | 36.4 | 40 | 78.6 | 68.9 | 40 | 60.7 | **59.8** |
| Total | f | 67 | 38 | 11 | 20 | **28** | 45 | 10 | 112 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D7:   Comparison between keeping picked-up goods (V67) and time spent on schoolwork (V70)

| Keeping picked-up goods | | Time spent on schoolwork | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | No time | One hour | Two hours | Three hours | More than three hours | Total |
| Agree | f | 6 | 27 | 20 | 5 | 9 | 67 |
| | % | 33.3 | 21.4 | 25.0 | 10.0 | 15.8 | 20.2 |
| Uncertain | f | 3 | 22 | 18 | 8 | 15 | 66 |
| | % | 16.7 | 17.5 | 22.5 | 16.0 | 26.3 | 19.9 |
| Disagree | f | 9 | 77 | 42 | 37 | 33 | 198 |
| | % | 50.0 | 61.1 | 52.5 | 74.0 | 57.9 | 59.8 |
| Total | f | 18 | 126 | 80 | 50 | 57 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 |

**Table D8:** Comparison between keeping picked-up goods (V67) and working hard at a subject the learner dislikes (V101)

| Keeping picked-up goods | | Work hard at a subject the learner dislikes | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | Total |
| Agree | f | 41 | 14 | 12 | 67 |
| | % | 18.3 | 20.3 | 31.16 | 20.2 |
| Uncertain | f | 41 | 20 | 5 | 66 |
| | % | 18.3 | 29.0 | 13.2 | 19.9 |
| Disagree | f | 142 | 35 | 21 | 198 |
| | % | 63.4 | 50.7 | 55.3 | 59.8 |
| Total | f | 224 | 69 | 38 | 331 |
| | % | 100 | 100 | 100 | 100 |

**Table D9:** Comparison between condoning latecoming for school (V83) and the location of the home (V40)

| Condoning latecoming for school | | The location of the home | | | |
|---|---|---|---|---|---|
| | | Suburb | Township | Other | Total |
| Yes | f | 39 | 40 | 3 | 82 |
| | % | 22.4 | 28.4 | 21.4 | 24.9 |
| No | f | 135 | 101 | 11 | 247 |
| | % | 77.6 | 71.6 | 78.6 | 75.1 |
| Total | f | 174 | 141 | 14 | 329 |
| | % | 100 | 100 | 100 | 100 |

Table D10:  Comparison between condoning latecoming for school (V83) and feeling happy/unhappy when at school (V59)

| Condoning latecoming for school | | Feeling happy/unhappy when at school | | |
|---|---|---|---|---|
| | | Happy | Unhappy | Total |
| Yes | f | 55 | 27 | 82 |
| | % | 21.8 | 33.8 | 24.7 |
| No | f | 197 | 53 | 250 |
| | % | 78.2 | 66.3 | 75.3 |
| Total | f | 252 | 80 | 332 |
| | % | 100 | 100 | 100 |

Table D11:  Comparison between condoning latecoming for school (V83) and the desired educational level (V42)

| Condoning latecoming for school | | Desired educational level | | | | |
|---|---|---|---|---|---|---|
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Yes | f | 5 | 5 | 15 | 57 | 82 |
| | % | 22.7 | 31.3 | 28.8 | 23.6 | 24.7 |
| No | f | 17 | 11 | 37 | 185 | 250 |
| | % | 77.3 | 68.8 | 71.2 | 76.4 | 75.3 |
| Total | f | 22 | 16 | 52 | 242 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D12:   Comparison between condoning latecoming for school (V83) and job aspirations (V45)

| Condoning latecoming for school | | Job aspirations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
| Yes | f | 11 | 12 | 3 | 9 | 3 | 9 | 1 | 34 | 82 |
| | % | 16.4 | 31.6 | 27.3 | 45.0 | 10.7 | 20.0 | 10.0 | 30.1 | 24.7 |
| No | f | 56 | 26 | 8 | 11 | 25 | 36 | 9 | 79 | 250 |
| | % | 83.6 | 68.4 | 72.7 | 55.0 | 89.3 | 80.0 | 90.0 | 69.9 | 75.3 |
| Total | f | 67 | 38 | 11 | 20 | 28 | 45 | 10 | 113 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D13:   Comparison between condoning latecoming for school (V83) and working hard at a subject the learner dislikes (V101)

| Condoning latecoming for school | | Working hard at a subject the learner dislikes | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | Total |
| Yes | f | 51 | 16 | 15 | 82 |
| | % | 22.8 | 23.2 | 39.5 | 24.8 |
| No | f | 173 | 53 | 23 | 249 |
| | % | 77.2 | 76.8 | 60.5 | 75.2 |
| Total | f | 224 | 69 | 38 | 331 |
| | % | 100 | 100 | 100 | 100 |

Table D14: Comparison between condoning loud talk (V84) and the location of the home (V40)

| Loud talk | | Location of the home | | | |
|---|---|---|---|---|---|
| | | Suburbs | Township | Other | Total |
| Bad mannered | f | 80 | 71 | 7 | 158 |
| /ill-disciplined school | % | 46.2 | 50.4 | 50.0 | 48.2 |
| Cultural factors | f | 93 | 70 | 7 | 170 |
| | % | 53.8 | 49.6 | 50.0 | 51.8 |
| Total | f | 173 | 141 | 14 | 328 |
| | % | 100 | 100 | 100 | 100 |

Table D15: Comparison between condoning loud talk (V84) and the nature of intercultural relations at school (V92)

| Loud talk | | The nature of intercultural relations at school | | | | |
|---|---|---|---|---|---|---|
| | | Put up with one another | Co-operate but don't mix | Hostile to one another | Remain cross/ unfriendly | Total |
| Bad-mannered | f | 86 | 47 | 11 | 16 | 160 |
| /ill-disciplined school | % | 58.5 | 35.9 | 50.0 | 51.6 | 48.3 |
| Cultural factors | f | 61 | 84 | 11 | 15 | 171 |
| | % | 41.5 | 64.1 | 50.0 | 48.4 | 51.7 |
| Total | f | 147 | 131 | 22 | 31 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D16:   Comparison between condoning loud talk (V84) and the desired educational level
(V42)

| Loud talk | | Desired educational level | | | | |
|---|---|---|---|---|---|---|
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Bad-mannered / ill-disciplined school | f | 16 | 10 | 20 | 114 | 160 |
| | % | 72.7 | 62.5 | 39.2 | 47.1 | 48.3 |
| Cultural factors | f | 6 | 6 | 31 | 128 | 171 |
| | % | 27.3 | 37.5 | 60.8 | 52.9 | 51.7 |
| Total | f | 22 | 16 | 51 | 242 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

**Table D17:    Comparison between condoning loud talk (V84) and job aspirations (V45)**

| Loud talk | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Job aspirations | | | | |
| Bad-mannered /ill-disciplined school | f | 39 | 16 | 3 | 8 | 16 | 21 | 4 | 53 | 160 |
| | % | 58.2 | 42.1 | 27.3 | 40.0 | 57.1 | 46.7 | 40.0 | 47.3 | 48.3 |
| Cultural factors | f | 28 | 22 | 8 | 12 | 12 | 24 | 6 | 59 | 171 |
| | % | 41.8 | 57.9 | 72.7 | 60.0 | 42.9 | 53.3 | 60.0 | 52.7 | 51.7 |
| Total | f | 67 | 38 | 11 | 20 | 28 | 45 | 10 | 112 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D18: Comparison between condoning loud talk (V84) and time spent on schoolwork (V70)

| Loud Talk | | Time spent on schoolwork | | | | | |
|---|---|---|---|---|---|---|---|
| | | No time | One hour | Two hours | Three hours | More than three hours | Total |
| Bad-mannered/ ill-disciplined school | f | 8 | 53 | 34 | 30 | 35 | 160 |
| | % | 44.4 | 42.1 | 42.5 | 60.0 | 61.4 | 48.3 |
| Cultural factors | f | 10 | 73 | 46 | 20 | 22 | 171 |
| | % | 55.6 | 57.9 | 57.5 | 40.0 | 38.6 | 51.7 |
| Total | f | 18 | 126 | 80 | 50 | 57 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 |

Table D19: Comparison between condoning loud talk (V84) and working hard at a subject the learner dislikes (V101)

| Loud Talk | | Working hard at a subject the learner dislikes | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | Total |
| Bad-mannered/ ill-disciplined school | f | 111 | 32 | 17 | 160 |
| | % | 49.6 | 46.4 | 44.7 | 48.3 |
| Cultural factors | f | 113 | 37 | 21 | 171 |
| | % | 50.4 | 53.6 | 55.3 | 51.7 |
| Total | f | 224 | 69 | 38 | 331 |
| | % | 100 | 100 | 100 | 100 |

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Table D20:    Comparison between regarding eye contact as disrespectful (V85) and the nature of intercultural relations at school (V92)

| Eye contact is disrespectful | | The nature of intercultural relations at school | | | | |
|---|---|---|---|---|---|---|
| | | Put up with one another | Co-operate but don't mix | Are hostile to one another | Remain cross/ unfriendly | Total |
| Agree | f | 37 | 36 | 9 | 10 | 92 |
| | % | 25.2 | 27.3 | 40.9 | 32.3 | 27.7 |
| Uncertain | f | 39 | 38 | 4 | 5 | 86 |
| | % | 26.5 | 28.8 | 18.2 | 16.1 | 25.9 |
| Disagree | f | 71 | 58 | 9 | 16 | 154 |
| | % | 48.3 | 43.9 | 40.9 | 51.6 | 46.4 |
| Total | f | 147 | 132 | 22 | 31 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D21:    Comparison between regarding eye contact as disrespectful (V85) and feeling happy/unhappy when at school (V59)

| Eye contact is disrespectful | | Feeling happy/unhappy when at school | | |
|---|---|---|---|---|
| | | Happy | Unhappy | Total |
| Agree | f | 66 | 26 | 92 |
| | % | 26.2 | 32.5 | 27.7 |
| Uncertain | f | 71 | 15 | 86 |
| | % | 28.2 | 18.7 | 25.9 |
| Disagree | f | 115 | 39 | 154 |
| | % | 45.6 | 48.8 | 46.4 |
| Total | f | 252 | 80 | 332 |
| | % | 100 | 100 | 100 |

Table D22: Comparison between regarding eye contact as disrespectful (V85) and the desired educational level (V42)

| Eye contact is disrespectful | | Desired educational level | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Agree | f | 8 | 5 | 13 | 66 | 92 |
| | % | 36.4 | 31.3 | 25.0 | 27.3 | 27.7 |
| Uncertain | f | 5 | 2 | 15 | 64 | 86 |
| | % | 22.7 | 12.5 | 28.8 | 26.4 | 25.9 |
| Disagree | f | 9 | 9 | 24 | 112 | 154 |
| | % | 40.9 | 56.3 | 46.2 | 46.3 | 46.4 |
| Total | f | 22 | 16 | 52 | 242 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

**Table D23:** Comparison between regarding eye contact as disrespectful (V85) and job aspirations (V45)

| Eye contact is disrespectful | | Job aspirations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
| Agree | f | 19 | 8 | 2 | 10 | 12 | 12 | 2 | 27 | 92 |
| | % | 28.3 | 21.1 | 18.2 | 50.0 | 42.9 | 26.7 | 20.0 | 23.9 | 27.7 |
| Uncertain | f | 19 | 13 | 4 | 3 | 4 | 14 | 2 | 27 | 86 |
| | % | 28.4 | 34.2 | 36.4 | 15.0 | 14.3 | 31.1 | 20.0 | 23.9 | 25.9 |
| Disagree | f | 29 | 17 | 5 | 7 | 12 | 19 | 6 | 59 | 154 |
| | % | 43.3 | 44.7 | 45.5 | 35.0 | 42.9 | 42.2 | 60.0 | 52.2 | 46.4 |
| Total | f | 67 | 38 | 11 | 20 | 28 | 45 | 10 | 113 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D24:  Comparison between regarding eye contact as disrespectful (V85) and time spent on schoolwork (V70)

| Eye contact is disrespectful | | Time spent on schoolwork | | | | | |
|---|---|---|---|---|---|---|---|
| | | No time | One hour | Two hours | Three hours | More than three hours | Total |
| Agree | f | 10 | 30 | 24 | 11 | 17 | 92 |
| | % | 55.6 | 23.8 | 30.0 | 21.6 | 29.8 | **27.7** |
| Uncertain | f | 1 | 27 | 25 | 16 | 17 | 86 |
| | % | 5.6 | 21.4 | 31.2 | 31.4 | 29.8 | **25.9** |
| Disagree | f | 7 | 69 | 31 | 24 | 23 | 154 |
| | % | 38.9 | 54.8 | 38.8 | 47.1 | 40.4 | **46.4** |
| Total | f | **18** | **126** | **80** | **51** | **57** | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 |

Table D25:  Comparison between regarding eye contact as disrespectful (V85) and working hard at a subject the learner dislikes (V101)

| Eye contact is disrespectful | | Working hard at a subject the learner dislikes | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | Total |
| Agree | f | 63 | 17 | 12 | 92 |
| | % | 28.1 | 24.6 | 31.6 | 27.8 |
| Uncertain | f | 51 | 27 | 7 | 85 |
| | % | 22.8 | 39.1 | 18.4 | 25.7 |
| Disagree | f | 110 | 25 | 19 | 154 |
| | % | 49.1 | 36.2 | 50.0 | 46.5 |
| Total | f | **224** | **69** | **38** | 331 |
| | % | 100 | 100 | 100 | 100 |

Table D26: Comparison between standing distance when talking to someone (V86) and the location of the home (V40)

| Standing distance | | Location of the home | | | |
| | | Suburb | Township | Other | Total |
|---|---|---|---|---|---|
| Yes | f | 66 | 59 | 7 | 132 |
| | % | 37.9 | 41.8 | 50.0 | 40.1 |
| No | f | 108 | 82 | 7 | 197 |
| | % | 62.1 | 58.2 | 50.0 | 59.9 |
| Total | f | 174 | 141 | 14 | 329 |
| | % | 100 | 100 | 100 | 100 |

Table D27: Comparison between standing distance when talking to someone (V86) and the nature of intercultural relations at school (V92)

| Standing distance | | The nature of intercultural relations at school | | | | |
| | | Put up with one another | Co-operate but do not mix | Hostile | Remain cross/unfriendly | Total |
|---|---|---|---|---|---|---|
| Yes | f | 62 | 56 | 9 | 6 | 133 |
| | % | 42.2 | 42.4 | 40.9 | 19.4 | 40.1 |
| No | f | 85 | 76 | 13 | 25 | 199 |
| | % | 57.8 | 57.6 | 59.1 | 80.6 | 59.9 |
| Total | f | 147 | 132 | 22 | 31 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D28:   Comparison between standing distance when talking to someone  (V86)
and the desired educational level (V42)

| Standing distance | | Desired educational level | | | | |
|---|---|---|---|---|---|---|
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Yes | f | 7 | 5 | 21 | 100 | 133 |
| | % | 31.8 | 31.3 | 40.4 | 41.3 | 40.1 |
| No | f | 15 | 11 | 31 | 142 | 199 |
| | % | 68.2 | 68.8 | 59.6 | 58.7 | 59.9 |
| Total | f | 22 | 16 | 52 | 242 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D29:   Comparison between standing distance when talking to someone  (V86) and job aspirations (V45)

| Standing distance | | Job aspirations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
| Yes | f | 32 | 14 | 7 | 8 | 13 | 12 | 5 | 42 | 133 |
| | % | 47.8 | 36.8 | 63.6 | 40.0 | 46.4 | 26.7 | 50.0 | 37.2 | 40.1 |
| No | f | 35 | 24 | 4 | 12 | 15 | 33 | 5 | 71 | 199 |
| | % | 52.2 | 63.2 | 36.4 | 60.0 | 53.6 | 73.3 | 50.0 | 62.8 | 59.9 |
| Total | f | 67 | 38 | 11 | 20 | 28 | 45 | 10 | 113 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D30: Comparison between standing distance when talking to someone (V86) and time spent on schoolwork (V70)

| Standing distance | | Time spent on schoolwork | | | | | |
|---|---|---|---|---|---|---|---|
| | | No time | One hour | Two hours | Three hours | More than three hours | Total |
| Yes | f | 6 | 52 | 29 | 19 | 27 | 133 |
| | % | 33.3 | 41.3 | 36.3 | 37.3 | 47.4 | 40.1 |
| No | f | 12 | 74 | 51 | 32 | 30 | 199 |
| | % | 66.7 | 58.7 | 63.8 | 62.7 | 52.6 | 59.9 |
| Total | f | 18 | 126 | 80 | 51 | 57 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 |

Table D31: Comparison between standing distance when talking to someone (V86) and working hard at a subject the learner dislikes (V101)

| Standing distance | | Working hard at a subject the learner dislikes | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | Total |
| Yes | f | 92 | 26 | 14 | 132 |
| | % | 41.1 | 37.7 | 36.8 | 39.9 |
| No | f | 132 | 43 | 24 | 199 |
| | % | 58.9 | 62.3 | 63.2 | 60.1 |
| Total | f | 224 | 69 | 38 | 331 |
| | % | 100 | 100 | 100 | 100 |

Table D32: Comparison between borrowing without permission (V91) and the location of the home (V40)

| Borrowing without permission | | Location of the home | | | |
|---|---|---|---|---|---|
| | | Suburb | Township | Other | Total |
| Yes | f | 17 | 18 | 2 | 37 |
| | % | 9.8 | 12.8 | 14.3 | 11.2 |
| No | f | 157 | 123 | 12 | 292 |
| | % | 90.2 | 87.2 | 85.7 | 88.8 |
| Total | f | 174 | 141 | 14 | 329 |
| | % | 100 | 100 | 100 | 100 |

Table D33: Comparison between borrowing without permission (V91) and the nature of intercultural relations at school (V92)

| Borrowing without permission | | The nature of intercultural relations at school | | | | |
|---|---|---|---|---|---|---|
| | | Put up with one another | Co-operate but do not mix | Hostile | Remain cross/ unfriendly | Total |
| Yes | f | 17 | 10 | 4 | 6 | 37 |
| | % | 11.6 | 7.6 | 18.2 | 19.4 | 11.1 |
| No | f | 130 | 122 | 18 | 25 | 295 |
| | % | 88.4 | 92.4 | 81.8 | 80.6 | 88.9 |
| Total | f | 147 | 132 | 22 | 31 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D34:  Comparison between borrowing without permission (V91) and feeling happy/unhappy when at school (V59)

| Borrowing without permission | | Feeling happy/unhappy when at school | | |
|---|---|---|---|---|
| | | Happy | Unhappy | Total |
| Yes | f | 28 | 9 | 37 |
| | % | 11.1 | 11.3 | 11.1 |
| No | f | 224 | 71 | 295 |
| | % | 88.9 | 88.8 | 88.9 |
| Total | f | 252 | 80 | 332 |
| | % | 100 | 100 | 100 |

Table D35:  Comparison between borrowing without permission (V91) and the desired educational level (V42)

| Borrowing without permission | | Desired educational level | | | | |
|---|---|---|---|---|---|---|
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Yes | f | 2 | 7 | 25 | 3 | 37 |
| | % | 9.1 | 13.5 | 10.3 | 18.8 | 11.1 |
| No | f | 20 | 45 | 217 | 13 | 295 |
| | % | 90.9 | 86.5 | 89.7 | 81.3 | 88.9 |
| Total | f | 22 | 52 | 242 | 16 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D36: Comparison between borrowing without permission (V91) and job aspirations (V45)

| Borrowing without permission | | Job aspirations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
| Yes | f | 7 | 6 | 2 | 3 | 3 | 4 | 1 | 11 | 37 |
| | % | 10.4 | 15.8 | 18.2 | 15.0 | 10.7 | 8.9 | 10.0 | 9.7 | 11.1 |
| No | f | 60 | 32 | 9 | 17 | 25 | 41 | 9 | 102 | 295 |
| | % | 89.6 | 84.2 | 81.8 | 85.0 | 89.3 | 91.1 | 90.0 | 90.3 | 88.9 |
| Total | f | 67 | 38 | 11 | 20 | 28 | 45 | 10 | 113 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D37: Comparison between borrowing without permission (V91) and time spent on schoolwork (V70)

| Borrowing without permission | | Time spent on schoolwork | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | No time | One hour | Two hours | Three hours | More than three hours | |
| Yes | f | 5 | 14 | 9 | 5 | 4 | 37 |
| | % | 27.8 | 11.1 | 11.3 | 9.8 | 7.0 | 11.1 |
| No | f | 13 | 112 | 71 | 46 | 53 | 295 |
| | % | 72.2 | 88.9 | 88.8 | 90.2 | 93.0 | 88.9 |
| Total | f | 18 | 126 | 80 | 51 | 57 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 |

Table D38: Comparison between approving of the writing of exams to pass (V109) and the location of the home (V40)

| Writing exams | | Location of the home | | | Total |
|---|---|---|---|---|---|
| | | Suburb | Township | Other | |
| Yes | f | 87 | 71 | 9 | 167 |
| | % | 50.3 | 50.4 | 64.3 | 50.9 |
| No | f | 86 | 70 | 5 | 161 |
| | % | 49.7 | 49.6 | 35.7 | 49.1 |
| Total | f | 173 | 141 | 14 | 328 |
| | % | 100 | 100 | 100 | 100 |

Table D39: Comparison between approving of the writing of exams to pass (V109) and the nature of intercultural relations at school (V92)

| Writing exams | | The nature of intercultural relations at school | | | | |
| | | Put up with one another | Co-operate but do not mix | Hostile | Remain cross/ unfriendly | Total |
|---|---|---|---|---|---|---|
| Yes | f | 73 | 70 | 12 | 14 | 169 |
| | % | 49.7 | 53.0 | 54.5 | 46.7 | 51.1 |
| No | f | 74 | 62 | 10 | 16 | 162 |
| | % | 50.3 | 47.0 | 45.5 | 53.3 | 48.9 |
| Total | f | 147 | 132 | 22 | 30 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D40: Comparison between approving of the writing of exams to pass (V109) and feeling happy/unhappy when at school (V59)

| Writing exams | | Feeling happy/unhappy when at school | | |
|---|---|---|---|---|
| | | Happy | Unhappy | Total |
| Yes | f | 136 | 33 | 169 |
| | % | 54.2 | 41.3 | 51.1 |
| No | f | 115 | 47 | 162 |
| | % | 45.8 | 58.8 | 48.9 |
| Total | f | 251 | 80 | 331 |
| | % | 100 | 100 | 100 |

Table D41:    Comparison between approving of the writing of exams to pass (V109) and the desired educational level (V42)

| Writing exams | | Desired educational level | | | | |
|---|---|---|---|---|---|---|
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Yes | f | 12 | 6 | 25 | 126 | 169 |
| | % | 54.5 | 37.5 | 48.1 | 52.3 | 51.1 |
| No | f | 10 | 10 | 27 | 115 | 162 |
| | % | 45.5 | 62.5 | 51.9 | 47.7 | 48.9 |
| Total | f | 22 | 16 | 52 | 241 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D42: Comparison between approving of the writing of exams to pass (V109) and job aspirations (V45)

| Writing exams | | Job aspirations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
| Yes | f | 39 | 17 | 7 | 7 | 13 | 21 | 5 | 60 | 169 |
| | % | 58.2 | 45.9 | 63.6 | 35.0 | 46.4 | 46.7 | 50.0 | 53.1 | 51.1 |
| No | f | 28 | 20 | 4 | 13 | 15 | 24 | 5 | 53 | 162 |
| | % | 41.8 | 54.1 | 36.4 | 65.0 | 53.6 | 53.3 | 50.0 | 46.9 | 48.9 |
| Total | f | 67 | 37 | 11 | 20 | 28 | 45 | 10 | 113 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D43: Comparison between approving of the writing of exams to pass (V109) and working hard at a subject the learner dislikes (V101)

| Writing exams | | Working hard at a subject the learner dislikes | | | |
|---|---|---|---|---|---|
| | | Agree | Uncertain | Disagree | Total |
| Yes | f | 109 | 35 | 24 | 168 |
| | % | 48.7 | 51.5 | 63.2 | 50.9 |
| No | f | 115 | 33 | 14 | 162 |
| | % | 51.3 | 48.5 | 36.8 | 49.1 |
| Total | f | 224 | 68 | 38 | 330 |
| | % | 100 | 100 | 100 | 100 |

Table D44: Comparison between the handling of trouble at school (V110) and the location of the home (V40)

| Handling of trouble | | Location of the home | | | |
|---|---|---|---|---|---|
| | | Suburb | Township | Other | Total |
| Admit | f | 158 | 125 | 12 | 295 |
| | % | 90.8 | 88.7 | 85.7 | 89.7 |
| Deny/Blame | f | 16 | 16 | 2 | 34 |
| | % | 9.2 | 11.3 | 14.3 | 10.3 |
| Total | f | 174 | 141 | 14 | 329 |
| | % | 100 | 100 | 100 | 100 |

**Table D45:** Comparison between the handling of trouble at school (V110) and feeling happy/unhappy when at school (V59)

| Handling of trouble | | Feeling happy/unhappy when at school | | |
| --- | --- | --- | --- | --- |
| | | Happy | Unhappy | Total |
| Admit | f | 232 | 66 | 298 |
| | % | 92.1 | 82.5 | 89.8 |
| Deny/ Blame | f | 20 | 14 | 34 |
| | % | 7.9 | 17.5 | 10.2 |
| Total | f | 252 | 80 | 332 |
| | % | 100 | 100 | 100 |

**Table D46:** Comparison between the handling of trouble at school (V110) and the desired level of education (V42)

| Handling of trouble | | Desired level of education | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | At most Grade 12 | Diploma and/or certificate | Degree | Degree and diploma or certificate | Total |
| Admit | f | 20 | 47 | 217 | 14 | 298 |
| | % | 90.9 | 90.4 | 89.7 | 87.5 | 89.8 |
| Deny/ Blame | f | 2 | 5 | 25 | 2 | 34 |
| | % | 9.1 | 9.6 | 10.3 | 12.5 | 10.2 |
| Total | f | 22 | 52 | 242 | 16 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D47: Comparison between the handling of trouble at school (V110) and job aspirations (V45)

| Handling of trouble | | Job aspirations | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Doctor | Lawyer | Professional sportsman | Self-employed | Engineer | Chartered accountant | Unsure | Other | Total |
| Admit | f | 61 | 35 | 7 | 15 | 27 | 43 | 10 | 100 | 298 |
| | % | 91.0 | 92.1 | 63.6 | 75.0 | 96.4 | 95.6 | 100.0 | 88.5 | 89.8 |
| Deny/Blame | f | 6 | 3 | 4 | 5 | 1 | 2 | 0 | 13 | 34 |
| | % | 9.0 | 7.9 | 36.4 | 25.0 | 3.6 | 4.4 | 0.0 | 11.5 | 10.2 |
| Total | f | 67 | 38 | 11 | 20 | 28 | 45 | 10 | 113 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Table D48:   Comparison between the handling of trouble at school (V110) and time
spent on schoolwork (V70)

| Handling of trouble | | Time spent on schoolwork | | | | | |
|---|---|---|---|---|---|---|---|
| | | No time | One hour | Two hours | Three hours | More than three hours | Total |
| Admit | f | 12 | 121 | 67 | 49 | 49 | 298 |
| | % | 66.7 | 96.0 | 83.8 | 96.1 | 86.0 | 89.8 |
| Deny/ Blame | f | 6 | 5 | 13 | 2 | 8 | 34 |
| | % | 33.3 | 4.0 | 16.3 | 3.9 | 14.0 | 10.2 |
| Total | f | 18 | 126 | 80 | 51 | 57 | 332 |
| | % | 100 | 100 | 100 | 100 | 100 | 100 |

Table D49:   Comparison between the nature of intercultural relations at school
(V92) and feeling happy/unhappy when at school (V59)

| Intercultural relations | | Feeling happy/unhappy when at school | | |
|---|---|---|---|---|
| | | Happy | Unhappy | Total |
| Put up with one another | f | 115 | 32 | 147 |
| | % | 45.6 | 40.0 | 44.3 |
| Co-operate but do not mix | f | 95 | 37 | 132 |
| | % | 37.7 | 46.3 | 39.8 |
| Hostile | f | 19 | 3 | 22 |
| | % | 7.5 | 3.8 | 6.6 |
| Remain cross/unfriendly | f | 23 | 8 | 31 |
| | % | 9.1 | 10.0 | 9.3 |
| Total | f | 252 | 80 | 332 |
| | % | 100 | 100 | 100 |

Table D50: Comparison between the nature of intercultural relations at school (V92) and close friends in another race group (V57)

| Intercultural relations | | Close friends in another race group | | | | |
|---|---|---|---|---|---|---|
| | | None | One | Two | More than two | Total |
| Put up with one another | f | 45 | 19 | 13 | 70 | 147 |
| | % | 44.1 | 47.5 | 43.4 | 44.0 | 44.4 |
| Co-operate but do not mix | f | 37 | 15 | 11 | 68 | 131 |
| | % | 36.3 | 37.5 | 36.7 | 42.8 | 39.6 |
| Hostile | f | 6 | 4 | 4 | 8 | 22 |
| | % | 5.9 | 10.0 | 13.3 | 5.0 | 6.7 |
| Remain cross/ unfriendly | f | 14 | 2 | 2 | 13 | 31 |
| | % | 13.7 | 5.0 | 6.7 | 8.2 | 9.4 |
| Total | f | 102 | 40 | 30 | 159 | 331 |
| | % | 100 | 100 | 100 | 100 | 100 |

Table D51: Comparison between the nature of intercultural relations at school (V92) and type of school preferred (V58)

| Intercultural relations | | Type of school preferred | | | |
|---|---|---|---|---|---|
| | | 80% black/ only black | 50/50% black/other | All race groups equal | Total |
| Put up with one another | f | 8 | 26 | 113 | 147 |
| | % | 38.1 | 49.1 | 44.0 | 44.4 |
| Co-operate but do not mix | f | 9 | 16 | 106 | 131 |
| | % | 42.9 | 30.2 | 41.2 | 39.6 |
| Hostile | f | 1 | 6 | 15 | 22 |
| | % | 4.8 | 11.3 | 5.8 | 6.6 |
| Remain cross/ unfriendly | f | 3 | 5 | 23 | 31 |
| | % | 14.3 | 9.4 | 8.9 | 9.4 |
| Total | f | 21 | 53 | 257 | 331 |
| | % | 100 | 100 | 100 | 100 |

Table D52: Comparison between the nature of intercultural relations at school (V92) and keeping picked-up goods (V67)

| Intercultural relations | | Keeping picked-up goods | | | |
| --- | --- | --- | --- | --- | --- |
| | | Agree | Uncertain | Disagree | Total |
| Put up with one another | f | 26 | 27 | 94 | 147 |
| | % | 38.8 | 40.9 | 47.5 | 44.4 |
| Co-operate but do not mix | f | 25 | 33 | 73 | 131 |
| | % | 37.3 | 50.0 | 36.9 | 39.6 |
| Hostile | f | 5 | 3 | 14 | 22 |
| | % | 7.5 | 4.5 | 7.1 | 6.6 |
| Remain cross/ unfriendly | f | 11 | 3 | 17 | 31 |
| | % | 16.4 | 4.5 | 8.6 | 9.4 |
| Total | f | 67 | 66 | 198 | 331 |
| | % | 100 | 100 | 100 | 100 |

Table D53: Comparison between the nature of intercultural relations at school (V92) and borrowing without permission (V91)

| Intercultural relations | | Borrowing without permission | | |
|---|---|---|---|---|
| | | Yes | No | Total |
| Put up with one another | f | 17 | 130 | 147 |
| | % | 46.0 | 44.1 | 44.3 |
| Co-operate but do not mix | f | 10 | 122 | 132 |
| | % | 27.0 | 41.4 | 39.8 |
| Hostile | f | 4 | 18 | 22 |
| | % | 10.8 | 6.1 | 6.6 |
| Remain cross/ unfriendly | f | 6 | 25 | 31 |
| | % | 16.2 | 8.5 | 9.3 |
| Total | f | 37 | 295 | 332 |
| | % | 100 | 100 | 100 |

Table D54: Comparison between the nature of intercultural relations at school (V92) and way to solve an argument (V113)

| Intercultural relations | | Way to solve an argument | | |
|---|---|---|---|---|
| | | Positive approach | Negative approach | Total |
| Put up with one another | f | 119 | 28 | 147 |
| | % | 46.9 | 35.9 | 44.3 |
| Co-operate but do not mix | f | 99 | 33 | 132 |
| | % | 39.0 | 42.3 | 39.8 |
| Hostile | f | 15 | 7 | 22 |
| | % | 5.9 | 9.0 | 6.6 |
| Remain cross/ unfriendly | f | 21 | 10 | 31 |
| | % | 8.3 | 12.8 | 9.3 |
| Total | f | 254 | 78 | 332 |
| | % | 100 | 100 | 100 |

**APPENDIX E:**

**CODING LIST FOR OCCUPATIONAL LEVEL OF PARENTS**

# CODING LIST (KODERINGSLYS)

| CODE | OCCUPATIONAL GROUPS (BEROEPSGROEPE) | EXAMPLES OF OCCUPATIONS |
|------|------------------------------------|-------------------------|
| 3 | Professional or semi-professional occupations | Chemist, architect, advocate, surgeon, geologist, engineer, surveyor, physician, teacher, clergyman, judge, dentist, nurse, translator |
| 3 | Administrative occupations | Division head, managing director, mine manager, personnel manager, secretary, executive officer |
| 2 | Clerical occupations | Clerk, postmaster, bank clerk, bookkeeper, cashier, postal sorter, storeman, stenographer, teller |
| 2 | Sales occupations | Auctioneer, insurance agent, door to door salesman, estate agent, commercial traveller, market agent, businessman |
| 2 | Schooled tradesmen (ambagsman) | Electrician, boilermaker, bricklayer, fitter and turner, welder, painter, butcher, carpenter, spray painter |
| 2 | Trained outdoors jobs (opgeleide buiteberoepe) | Ambulance driver, bus driver, crane operator, conductor, waiter, pilot, policeman, shunter, traffic officer |
| 1 | Farmers, gardeners | Farmer, farm manager, gardener |
| 1 | Personal and domestic service occupations | Funeral director, hairdresser, stewardess, steward, dressmaker, cook, caterer |
| 1 | Operators and semi-schooled operators | Concrete worker, block maker, tree trimmer, watchmaker, mineworker, ganger (ploegbaas) |
| 1 | Unschooled occupations | Road worker, farm hand, railway worker, cleaner, sweeper |
| 0 | Housewife | Housewife |
| 0 | Pensioner | Pensioner |
| 0 | Unemployed | Unemployed |
| 3- | Other | Other occupations not mentioned |

Source: Engelbrecht (1977: Appendix E)

**APPENDIX F:**

**LETTER REQUESTING PERMISSION FROM PARENTS**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Private Bag X 27825

SUNNYSIDE

0132

September 1998

Dear Parents

I am currently doing research on the adjustment of Grade Nine learners in schools. The aim of this research is to assist children from different cultures to adjust more easily to the school environment.

To help me to do the research, it will be necessary for your child to take part in answering a questionnaire. No individual child's information can be identified since the questionnaire is completed anonymously. Please give permission for your child to complete the questionnaire.

Please complete the attached permission slip and return it to the school as soon as possible.

We appreciate your help.

Kind regards

_____
P. Erasmus

-------------------------------------------------TEAR OFF-------------------------------------------------

I _____ (Parent / Guardian), grant permission for my child

_____ to complete the

questionnaire.

_____
SIGNATURE

_____
DATE

**APPENDIX G:**

**WORK PROTOCOL**

**(LETTER FROM RESEARCHER TO EXTERNAL CODER)**

# WORK PROTOCOL
# (LETTER FROM RESEARCHER TO EXTERNAL CODER)

Dear Colleague

Please use the following steps in the analysis and processing of the data from the transcribed semi-structured focus interviews (Tesch, 1990 in Creswell, 1994:155).

- Read through all of the transcriptions carefully in order to get a sense of the whole.

- Pick one transcription. Read through the transcription again and underline individual themes that have been identified. Repeat this procedure for the rest of the transcriptions.

- Make a list of all topics and cluster similar topics together. These must be organised into major or common topics, unique topics and side issues (leftovers).

- Abbreviate the topics as codes and write the codes next to the appropriate sections of the text.

- Find the most descriptive wording for these topics and turn them into categories and sub-categories. Aim to reduce your categories by grouping related topics. Lines can be drawn between your categories to show interrelationships.

- Make a final decision on the abbreviation for each category and alphabetise these codes.

- Gather the data that belong to each category in one place and perform a preliminary analysis.

- Should it be necessary, the existing data can be recoded.

The categories and sub-categories can then be placed according to the theoretical framework with its accompanying dimensions (as attached).

Thank you

P. ERASMUS